VCE COURSE INFORMATION 2024

VCE Subject Selection Guide

Highvale Secondary College aims to provide a comprehensive range of VCE subjects which cater for students having differing needs, interests and abilities.

The courses available provide a variety of pathways which meet the needs of all students, whether they wish to enter University, TAFE or employment.

The College has a close association with Monash University and the University of Melbourne and Deakin University, which allows students to complete Enhancement Programs involving study of a first year University study whilst in Year 12.

The College is a great blend of being large enough to offer a wide variety of subjects, but small enough to give students individual support. Quality teaching is delivered by a team of experienced staff dedicated to obtaining the best possible results for the students. Our VCE centre provides an excellent environment for our students to focus on their studies with facilities that support this.

Highvale has an excellent reputation for providing:-

- a learning environment that meets the needs of all students

- a comprehensive curriculum

- quality teaching and experienced teaching staff

- excellent student support and counselling services

On the following pages are the course descriptors for all subjects offered in all VCE pathways. Students need to read through and select their preferences carefully to ensure they meet their needs for the final two years of study at Highvale Secondary College.
Students are advised to consult with the Careers Coordinators, Level coordinators and with subject teachers so as to select the course which best suit their needs.

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The Victorian Certificate of Education (VCE) is a two year course of study. It represents the culmination of secondary schooling in Victoria.

The aim of the VCE is to provide a comprehensive education for all students, yet allow for appropriate specialisation for students to find a pathway into further study or the workforce, such as the VCE Vocational Major pathway.

GAINING YOUR VCE QUALIFICATION

Over the two years of the VCE most full-time students will undertake a total of 22 to 24 semester-length units.   Typically, 12 units will be studied in Year 11 (usually these are units 1 & 2). Able students in a particular area may undertake a Unit 3 and 4 sequence in Year 11. Ten or twelve units will be studied in Year 12 (usually units 3 & 4).

In Year 11 students study 6 subjects, at the College, per semester. In Year 12 students study 5 subjects, at the College, per semester.

Some students in year 11 may be eligible to undertake Unit 3 and 4 subjects in Year 11. These students will need to liaise with their subject teacher, learning area leader and courses team. The benefits of doing an early start unit 3,4 sequence is that it gives students a sixth VCE subject which contributes to their ATAR. It also gives the student the experience of a Unit 3 and 4 subjects demands and requirements.

Students can be considered for a place in Unit 3 and 4 classes subject to availability and meeting the requirements of the application process.

In certain circumstances, students may elect to study courses taught by other registered providers.
For example- Mandarin taught by a Saturday language school. These subjects are taken in addition to the number of subjects required to be taken at Highvale Secondary College. Students will also need to have these additional subjects approved by the school.

If you are beginning your VCE this year, you must satisfactorily complete
- a satisfactory result must be achieved in both Units 3 & 4 and in at least one of Units 1 & 2 in the chosen English subject.
- 3 sequences of Units 3 and 4 studies other than English
- at least 16 Units altogether

If you have studied at a level equivalent to VCE interstate or overseas you may apply for recognition of prior learning and may gain credit for your studies to replace some VCE units.

THE VCE IN 2024

In all studies, there are a set of learning outcomes which are statements of what the student will be expected to be able to do by the end of the unit. For a student to be able to be assessed as satisfactory (S) for the unit, the student must be able to demonstrate that they have achieved these outcomes. Assessment will be on the basis of such items as folios, essays, research projects, assignments, practical reports or other forms of assessment that are undertaken continuously throughout the unit.

For Units 1 and 2 all assessment is school based and internally assessed. In addition to the Victorian Curriculum and Assessment Authority (VCAA) requirements for an S or N for the unit, the College will be making graded assessments in the form of a percentage grade of each student's performances on a range of tasks and on end of semester examinations. Student will also receive an overall performance percentage grade for the unit.

For most Units 3 and 4 studies the external examinations will count for at least 50% of the final study score. The remainder will be school assessed on either (depending on the study):
- school assessed coursework which will be based on student's overall performance and assessed by teachers in accordance with VCAA guidelines
- school assessed tasks which are set by the VCAA and will assess specific outcomes in the study.

School assessed coursework (SAC's) are awarded a percentage grade. 'UG' will signify work of insufficient quality to grade. 'NA' will be used if students do not submit work for an assessment task due to special consideration. Assessment tasks for units 1 and 2 are internally set and assessed. Assessment tasks for units 3 & 4 in any program are common to all students in the State and are partly assessed internally in the form of a variety of tasks and partly assessed externally in the form of examinations. Details of the assessment requirements for all subjects can be found in the individual subject descriptions.

VCE REPORTING

At the end of the academic year, the Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results to all students who have obtained results in Victorian Certificate of Education (VCE) units, and issues VCE certificates to students who are eligible.

GENERAL ACHIEVEMENT TEST (GAT)

Students undertaking any unit 3 or 4 study must undertake the General Achievement Test during the year. The GAT will be split into two sections:

- Section A will assess literacy and numeracy skills

- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence will be expected to sit Sections A and B of the GAT. Students enrolled in VCE - Vocational major (VM) will be expected to sit Section A only. If students are enrolled in VCE - Vocational major (VM) as well as one or more VCE or scored VCE VET Unit 3–4 sequence, they will be expected to sit Sections A and B.

This test provides information for the VCAA to adjust scores for school assessed tasks in Units 3 and 4.

GAINING A TERTIARY ENTRANCE RANK FOR TERTIARY ENTRY

The Australian Tertiary Admissions Rank (ATAR), used for entry into tertiary courses, takes into account scores in Units 3 and 4 English or English Literature or English Language, EAL or Literacy as well as the best three other scores and 10% of the two next best scores known as the primary four studies.

Students **MUST** complete sequential 3 and 4 units from the English group of subjects in order to gain an ATAR.   This applies to TAFE as well as University courses.

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

You can repeat Unit 3 of a study in order to gain your VCE, but Units 3 and 4 sequences must be studied within the one year, in order to be scored.

Eg: This means that you cannot study Drama unit 3 in one year and Drama unit 4 in the next year and still receive a score for that study. There is no value in repeating a Unit 1 and 2 study which you have already passed. In planning your VCE studies, make sure you have up-to-date information about prerequisites for both TAFE and University courses.

FURTHER INFORMATION

If you would like to read further on VCE curriculum you are able to look at this via the following link:

https://www.vcaa.vic.edu.au/curriculum/vce/Pages/Index.aspx

The link will take you to the Victorian Curriculum assessment authority (VCAA) curriculum page where you can navigate to look up all study designs, further VCE advice and frequently asked questions.

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SATISFACTORY COMPLETION

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. Students may not resubmit work to improve a School-based Assessment score.

S/N UNIT RESULTS

The student will receive an '**S**' (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The student will receive an '**N**' (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including special provision
- the work cannot be authenticated (for example, through lack of attendance)
- there has been a substantial breach of VCAA rules and the school's rules and procedures.

STUDENTS ABSENT DURING COURSEWORK ASSESSMENT

Unit 1 & Unit 2

Students who are ill and unable to attend school must have a medical certificate and present this to the Sub School (Year Level coordinator or Head of Sub School). They will pass on the information to the subject teacher who will then arrange an alternate time to catch up the task.

Failure to provide a medical certificate will result in the student not being able to sit the task for a score. Instead, they will only complete the SAC/SAT to demonstrate understanding to achieve the 'S' for the outcome.

Senior school students involved in co-curricular activities such as participating in sports teams, coaching, musical performances or other school sanctioned events are able to arrange an alternative time to complete assessments. Students are required to notify their classroom teachers prior to the event.

Unit 3 & Unit 4

Students who are absent and can not attend school to complete SAC's or SATs must attain a medical certificate and present it to either the Year Level Coordinator or the Head of Senior Sub School on their return to school. They will then need to arrange an alternative time to sit the assessment with the classroom teacher. The teacher will then notify the student via Compass of the alternate date. This will usually occur on a Monday afternoon following the absence. Catch up SAC's and SAT's will commence at 3.00pm.

Failure to provide a medical certificate will result in the student not being able to sit the task for a score. Instead they will only complete the SAC/SAT to demonstrate understanding to achieve the 'S' for the outcome.

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AUTHENTICATION - INTERRUPTED ASSESSMENT TASKS

Most coursework is completed in class time, this does not preclude some of the work being completed out of class. In allowing students to complete part of their work out of the class, teachers must be able to authenticate that work.

BREACH OF AUTHENTICATION

It is the responsibility of students to establish the authenticity of their work. Teachers cannot authenticate work about which they have doubts until further evidence is supplied. Work that cannot be authenticated cannot be marked.

Students must acknowledge all resources used and any assistance received. Students must not receive undue assistance. Undue assistance is using another's words without acknowledgment. Students who knowingly provide undue assistance to other students will also be penalised.

Any breeches of Authentication the College will convene a panel to review the issue and make a decision as to the actions being taken following the VCAA guidelines.

RELEASING SCHOOL COURSEWORK ASSESSMENT TASK RESULTS

Teachers will return all marks for outcomes and SAC's/SAT's to students. These results are of a provisional nature and are subject to review and/or statistical moderation by VCAA and as such may change.

COURSEWORK MODERATION AND RANKING

In the case of multiple classes in the one study, common tasks will be set and cross marking will take place for assessment of coursework

Teachers have been advised to rank their students' coursework accurately because VCAA will not change this ranking.

Teachers will decide together how they will mark the work. They will adopt a common standard. They will also cross mark samples of each other's students' work. Key Learning areas will develop procedures for cross-marking and subsequent ranking.

THE USE OF TECHNOLOGY

Learning Areas will develop their own procedures in relation to the use of technology in undertaking each school assessed outcome. In formulating this procedure consideration will be given to use of assistive technology, computers, laptops, electronic dictionaries, graphic calculators and programmable calculators in line with VCAA policy.

VCE REPORTS

Year 12 students will receive a mid-semester report only, this gives an overview of their performance for Semester 1 (Unit 3). The semester report will highlight their progress for each subject along with their work habits. In Year 12 students do not receive any grades or percentages, only S/N or a P result. All grades in Units 3 and 4 are subject to change by VCAA, as such are not finalised until their ATAR is produced.

Students do not receive a report for the end of the year, as the ATAR serves as their final assessment grading.

Students will receive feedback throughout the year via learning tasks on Compass.

- S - Satisfactory
- N - Not Satisfactory
- P - Pending result

Year 11 students will receive both a Semester one report and a Semester two report. Year 11 students will receive an S/N grade for each outcome as well as an overall unit result. Students will also receive a percentage result for each outcome in the unit and a final grade percentage. This will highlight their progress for each subject along with their work habits.

You will have given much thought to the study areas which interest you most.

- read the unit details in this handbook and think about which units best suit you
- talk to teachers and your parents about your choice of studies

Ask yourself some questions about your future directions (our Careers Counsellors can help you) :-

- what are the possible career or job directions you might wish to follow?
- which subjects or programs would best suit you for the broad career area you have in mind?
- what about further education paths you might take?

Consider PATHWAYS to higher education and careers. For example, find out what studies are prerequisites for the tertiary courses or career areas which interest you most (again our Careers Counsellors can give you assistance in this matter). The pathways suggested in this handbook are based on current Victorian Tertiary Admissions Centre (VTAC) guidelines.

You will need to choose the program which will provide the best pathway toward your future objectives. Although you will plan your course before the start of Year 11, you will be able to vary it if your needs change.

The procedure for course selection is as follows:

① **Read this handbook carefully**

② **Consult the Careers/Pathways Co-ordinators, if necessary**

③ **Select a course which suits you and decide which subjects are most suitable and interesting.**

④ **Make sure you have included any mandatory pre-requisite subjects to ensure eligibility for courses in University or TAFE.
These can be found by searching online: VCE Pre-requisites 2023 or 2024**

⑤ **Discuss these choices with your parents and with the teacher who interviews you.**

⑥ **Complete the selection form online by the due date.**

NB: Students need to ensure they make careful selections in their course selection process. Once selections have occurred and confirmation has been finalised there will be no changes to courses. The exceptions to this are if a student isn't able to get a full timetable or has a clash of subjects.

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Subject Name	Subject Unit Codes			
	Unit 1	Unit 2	Unit 3	Unit 4
Accounting	AC011	AC022	AC033	AC034
Applied Computing	CO011	CO012	n/a	n/a
- Data Analytics	n/a	n/a	IM033	IM034
- Software Development	n/a	n/a	SD033	SD034
Art Making & Exhibiting	SA011	SA022	SA033	SA034
Biology	BI011	BI022	BI033	BI034
Business Management	BM011	BM022	BM033	BM034
Chemistry	CH011	CH022	CH033	CH034
Drama	DR011	DR022	DR033	DR034
Economics	EC011	EC022	EC033	EC034
English Group of Subjects				
- English	EN011	EN012	EN013	EN014
- English Language	EN111	EN112	EN113	EN114
- English Literature	LI011	LI012	LI013	LI014
- English as an Additional Language	EN091	EN092	EN093	EN094
Food Studies	FY011	FY022	FY033	FY034
Geography	GE011	GE022	GE033	GE034
Health & Human Development	HH011	HH022	HH033	HH034
History	HI011	HI022	HI033	HI034
Languages				
- French	LO091	LO092	LO093	LO093
- German	LO101	LO102	LO103	LO104
Legal Studies	LS011	LS022	LS033	LS034
Mathematics Group of Subjects				
- Foundation Mathematics	MA101	MA102	MA103	MA104
- General Mathematics	MA071	MA072	MA073	MA074
- Mathematics Methods (CAS)	MA111	MA112	MA113	MA114
- Specialist Mathematics	MA71A	MA72A	MA093	MA094

Subject Name	Subject Unit Codes			
	Unit 1	Unit 2	Unit 3	Unit 4
Media Studies	ME011	ME022	ME033	ME034
Music				
- Music	MU011	MU022	n/a	n/a
- Music Repertoire Performance	n/a	n/a	MU033	MU034
Outdoor and Environmental Studies	OE011	OE022	OE033	OE034
Physical Education	PE011	PE022	PE033	PE034
Physics	PH011	PH022	PH033	PH034
Product, Design & Technology	DT011	DT022	DT033	DT034
Psychology	PY011	PY022	PY033	PY034
Systems Engineering	SE011	SE022	SE033	SE034
Visual Communication Design	VC011	VC022	VC033	VC034
VCE - Vocational Major (VM)				
- Personal Development Skills (VM)	VM011	VM012	VM013	VM014
- Work Related Skills (VM)	VM111	VM112	VM113	VM114
- Literacy (VM)	VM211	VM212	VM213	VM214
- Numeracy (VM)	VM311	VM313	VM313	VM314
- VET (VM)	VET1	VET2	VET3	VET4
Victorian Pathways Certificate (VPC)				
- Personal Development Skills (VPC)	VP011	VP012	VP013	VP014
- Work Related Skills (VPC)	VP111	VP112	VP113	VP114
- Literacy (VPC)	VP211	VP212	VP213	VP214
- Numeracy (VPC)	VP311	VP312	VP313	VP314

Rationale

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

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

Structure

The study is made up of four units.

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Content

Unit 1 : Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3 : Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4 : Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

School-based assessment

Satisfactory completion The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Assessment of levels of achievement

The student's level of achievement in Unit3 and Unit 4 will be determined by School-assessed Coursework.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment

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

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Scope of Study

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Rationale

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Aims

This study enables students to:

- understand how digital systems and solutions can be used by individuals and organisations
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities
- apply project management techniques to assist with the development of digital solutions
- develop an informed perspective on current and emerging digital technologies and disseminate findings
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

Structure

The study is made up of six units:

- Unit 1: Applied Computing
- Unit 2: Applied Computing
- Unit 3: Data Analytics
- Unit 4: Data Analytics
- Unit 3: Software Development
- Unit 4: Software Development

There are no prerequisites for entry in Units 1, 2 and 3, however students must undertake Unit 3 prior to Unit 4.

Unit 1 : Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Software tools

Area of Study 1   Database software, spreadsheet software and data visualisation software.

Area of Study 2   An appropriate programming language.

Area of Study

1.   Data Analysis
2.   Programming

Unit 2 : Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Software Tools

Area of Study 1   Any software tools used to create an innovative solution, for example a programming language, spreadsheet software, web-authoring software, presentation software, tool for planning a project

Area of Study 2   A software tool to represent a network.

Area of Study

1.   Innovative Solutions
2.   Network Security

Assessment

The award for satisfactory completion of Unit 1 and 2 Applied Computing is based on whether the student has demonstrated achievement of the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school based.

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Unit 3 : Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Software Tools

Area of Study 1   Database software, spreadsheet software and data visualisation software

Area of Study 2   At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.

Areas of Study

1.   Data Analytics
2.   Data analytics: analysis and design

Outcomes

On completion of this unit the student should be able to:

- respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.
- propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

Assessment

The student's level of achievement for Unit 3 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score

Unit 4 : Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Software Tools

Area of Study 1   At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.

Areas of Study

1.   Data analytics: development and evaluation
2.   Cybersecurity: data and information security

Outcomes

On completion of this unit the student should be able to:

- On completion of this unit the student should be able to develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.
- respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Assessment

The student's level of achievement for Unit 4 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score
External Assessment The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50%.

Unit 3 : Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology

Software Tools The following indicates the software tools that students are required to both study and use in this unit.

Area of Study 1   An appropriate programming language.

Area of Study 2   Unified Modelling Language (UML) and UML tools to create use cases.   Appropriate tool for documenting project plans.

Areas of Study

1. Programming   2.   Analysis and design

Outcomes

On completion of this unit students should be able to:

• interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

• analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Assessment

The student's level of achievement for Unit 4 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score

External Assessment

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

Unit 4 : Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Software Tools

Area of Study 1 An appropriate programming language

The following indicates the software tool that students are required to use, but not required to study, in this unit

Area of Study 2 Appropriate tool for documenting project plans

Areas of Study

1. Software development: development and evaluation   2.   Cybersecurity: software security

Outcomes

On completion of this unit student should be able to:

1. Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

2. Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Assessment

The student's level of achievement for Unit 4 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score

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

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Unit 1 : Explore, Expand and Investigate

This subject will incur a charge for specific materials & resources. <u>Click</u> here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making, as well as the safe handling of different materials. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Areas of Study

1. **Explore – materials, techniques and art forms**

   In this area of study students are guided through an inquiry learning process to experiment with a range of materials, techniques and processes in specific art forms, and how these things can be manipulated to create visual language and expression in an artwork. They engage with artists and artworks to understand the different processes used to make artworks in specific art forms. They document and record their findings from their exploration and experimentation in a Visual Arts journal.

2. **Expand – make, present and reflect**

   Students explore how materials, techniques and processes are used in the making of finished artworks. They are guided through the development and making of individual artworks based on a set theme, using the knowledge they have from their experimentation with materials in Area of Study 1. They write a reflection statement to describe the process of making at least one finished artwork, and also an artist's statement to evaluate how effectively they have achieved their intentions.

3. **Investigate – research and present**

   Students investigate the artworks of Australian artists from different contexts, including Aboriginal and Torres Strait Islander artists, and the materials, techniques and processes they use to make artworks. They choose three Australian artists, including one or more with Aboriginal or Torres Strait Islander heritage, and research these artists and their work in their visual diary. They are encouraged to view Australian artists' work in galleries, museums and other exhibition spaces as part of this investigation.

Outcomes

On completion of this unit students will be able to:

1. Explore characteristics and properties of materials and how they can be manipulated to represent ideas in art making.
2. Make and produce one finished artwork and a visual arts journal
3. Use several materials, techniques and processes to help create a visual language in their art
4. Research Australian artists and present information they have found

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The assessment task for this unit are:

- A Visual Arts Journal, exploring the range of materials, techniques and processes explored
- At least one finished artwork, showing use of materials and techniques to create a visual language
- A written report on three Australian artists, exploring at least one artwork by each.

HOME

Unit 2 : Understand, develop and resolve

This subject will incur a charge for specific materials & resources. <u>Click</u> *here to view the VCE Elective Contribution Charges and a description of items provided.*

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Students respond to a set theme and progressively develop their own ideas. They also begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

Areas of Study

1. **Understand – ideas, artworks and exhibition**

   Students investigate the intentions of artists and the different characteristics of their art making. They understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers. Students visit an exhibition and investigate the theme of the exhibition, how it was selected and how each of the artworks relate to the theme. Students then plan and design a thematic exhibition of the six artworks and document the planning in their Visual Arts journal.

2. **Develop – theme, aesthetic qualities and style**

   Students trial materials and techniques and develop ideas around a theme that is either selected by the teacher or is formed after a class investigation and discussion. Students understand how to use materials, techniques and processes in combination with art elements and art principles to create aesthetic qualities in their experimental artworks. They explore influences and sources of inspiration, and combine these with their knowledge of art elements, art principles and aesthetic qualities to make artworks.

3. **Resolve – ideas, subject matter and style**

   Students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2. They develop a range of subject matter and ideas based around the selected theme identified in Area of Study 2 and expand on these in their Visual Arts journal. Students also develop and refine their visual language to communicate ideas and meaning in at least one finished artwork.

Outcomes

On completion of this unit students will be able to:

1. Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. Use this exploration to resolve their use of materials, techniques and processes in the creation of at least one finished artwork.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The assessment task for this unit are:

- Students design and curate a thematic exhibition of six artworks, which can be done in a number of different formats
- Produce a range of experimental artworks based on subject matter and a theme developed through class discussion
- At least one finished artwork based on the experiments done, and produce a visual arts journal as accompanying documentation

Unit 3 : Collect, extend and connect

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students are actively engaged in art making using materials, techniques and processes. They use their Visual Arts journal to record their art making, and record their research of artists, artworks and collected ideas, and plan and develop artworks. They visit art galleries and exhibitions to provide a source of inspiration and influence to the art they make.

Areas of Study

1. **Collect - inspirations, influences and images**

   In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms. In their Visual Arts journal, students collect a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills. They use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks, and document their experimentations with materials and techniques and justify reasons for selecting them. Students select three artists to research and use as inspiration throughout their art making.

2. **Extend – make, critique and reflect**

   Students demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their own artworks. They also develop their use of visual language to communicate ideas in their artworks. Students present their work for critique by their peers, in order to reflect on their art making.

3. **Connect – curate, design and propose**

   This area of study focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks. Students visit a range of galleries, museums, other exhibition spaces and site-specific spaces and connect these experiences to their own ideas for exhibiting artworks. Students focus on planning an exhibition of artworks from the artists they researched in Area of Study 1, using the three artists studied and selecting two artworks by each artist.

Outcomes

On completion of this unit the student should be able to:

1. Collect information from artists and artworks to develop subject matter in their own art making.
2. Create artworks in specific art forms, prepare and present critiques, and reflect on their work.
3. Research and plan an exhibition of the artworks of three artists.

Assessment

The assessment task for this unit are:

- Research and plan an exhibition of the artworks of three artists. (School Assessed Coursework) This contributes 5% of the study score.
- Other work done in this semester contributes to School Assessed Task in unit 4.

HOME

Unit 4 : Consolidate, present and conserve

This subject will incur a charge for specific materials & resources.   <u>Click</u> here to view the VCE Elective Contribution Charges and a description of items provided.

In unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. They develop their technical skills in a specific art form and continue the refinement and resolution of subject matter in a visual arts journal. They also continue to examine a range of exhibition spaces and review the methods used and considerations involved in the presentation, conservation and care of artworks.

Areas of Study

1.   **Consolidate – refine and resolve**

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the connections from previous works and demonstrate the way artists, artworks and other influences have inspired and extended the student's ideas and style. Students document the materials, techniques and processes used in the artwork(s), and investigate the methods used for the conservation and care of their artworks, and record them in their Visual Arts journal.

2.   **Present – plan and critique**

Students plan the presentation of their artworks for a specific space, considering how they are positioned, lit and mounted within it. They also critique the art making process and the presentation decisions and reflect on written or verbal feedback.

3.   **Conserve – present and care**

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks. They must visit at least two different art exhibition spaces in this current year of study, and for this area of study they demonstrate the conservation and care methods of the art, and also compare and consider it in the care of their own artwork.

Outcomes

On completion of this unit the student should be able to:

1.   Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
2.   Plan and display at least one finished artwork in a specific art form, and present a critique.
3.   Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks

Assessment

- SAC – In unit 4 students present a case study on the presentation, conservation and care of artworks in exhibitions spaces. This contributes 5% of the study score.
- SAT - The student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task. This includes presentation of a visual arts folio, at least one finished artwork, and a critique statement, as outlined previously. This contributes 60% of the study score.

There is an exam in unit 4, set by VCAA and assessed externally. It contributes 30% to the study score. Duration – 1.5 hours

Unit 1 : How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. They 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 plants and animals, and consider the role that homeostatic mechanisms play in maintaining an animal's internal environment. A student-adapted/designed scientific investigation will also be undertaken.

Areas of Study

1. How do cells function?

Students examine the structure and function of different cells, and how the membrane controls the movement of substances into and out of the cell. They explore cellular growth, replacement and death. They examine the cell cycle and cell division, including disruptions to the cell cycle and abnormal cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

2. How do plant and animal systems function?

Students explore water balance in plants and animals as well as the digestive, endocrine and excretory systems in animals, focusing on temperature and blood glucose regulation. They examine how homeostatic mechanisms in animals help maintain a balanced internal environment, and consider malfunctions in homeostatic mechanisms.

3. How do scientific investigations develop understanding of how organisms regulate their functions?

Students examine how the survival of organisms requires control and regulation of factors within (and often outside) an organism. They examine how different cells and adaptations enhance an organism's survival in particular environments, and how homeostatic mechanisms maintain the internal environment.

Outcomes

On completion of this unit, the student should be able to:

1. Explain and compare cellular structures and functions and analyse the cell cycle and cell growth, death and differentiation.
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

For Outcomes One and Two, assessment can be based on:

- A case study analysis
- A bioinformatics exercise
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources

- A modelling or simulation activity
- Problem-solving involving biological concepts and/or skills
- A response to a bioethical issue
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster

AND

For Outcome Three, assessment will be based on:

- A report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

Unit 2 : How does inheritance impact on diversity?

Students explore chromosomes, meiosis, reproduction, the transmission of traits through generations and genetic diversity. Students consider how genes, the environment, and epigenetic factors influence phenotypes. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They analyse the advantages and disadvantages of asexual and sexual reproduction, including the use of cloning technologies. They study the varied adaptations that enhance an organism's survival. They explore interdependencies between species, focusing on the impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of species in Australian ecosystems. A student-directed research investigation will also be conducted.

Areas of Study

1. How is inheritance explained?

Students explore chromosomes and the production of gametes via meiosis. They apply genetic language and knowledge to read, interpret and analyse pedigree charts, determine patterns of inheritance and predict the outcomes of genetic crosses. They explain how a trait can be influenced by one gene, many genes, and genes interacting with environmental or epigenetic factors.

2. How do inherited adaptations impact on diversity?

Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the application of cloning technologies. They explore the importance of diversity and adaptations that enable species to survive in an ecosystem. They explore the interdependencies between species, including the impacts of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of species in Australian ecosystems.

3. How do humans use science to explore and communicate contemporary bioethical issues?

Students research a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Outcomes

On completion of this unit, the student should be able to:

1. Compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

For Outcomes One and Two, assessment can be based on:

- A case study analysis.
- A bioinformatics exercise.
- A data analysis of generated primary and/or collated secondary data.
- Reflective annotations of a logbook of practical activities.
- Media analysis of two or more media sources.

- A modelling or simulation activity.
- Problem-solving involving biological concepts and/or skills.
- A response to an issue.
- A report of a laboratory or fieldwork activity including the generation of primary data.
- A scientific poster.

AND

For Outcome Three, assessment will be based on:

- A response to an investigation into a bioethical issue relating to genetics or reproductive science or adaptations beneficial to survival.

HOME

Unit 3 : How do cells maintain life?

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. They 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. Additionally, students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Furthermore, students apply their knowledge of cellular processes through the investigation of a selected case study, data analysis and/or a bioethical issue. Note that a student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Areas of Study

1. **What is the role of nucleic acids and proteins in maintaining life?**

    Students explore the expression of the information encoded in a sequence of DNA to form a protein, and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

2. **How are biochemical pathways regulated?**

    Students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Outcomes

On completion of this unit, the student should be able to:

1. Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the outcomes stated above.

Assessment

The student's level of achievement in Unit 3 will be determined by school – assessed coursework and an end of year examination.

- School – assessed coursework for Unit 3 will contribute 20% to the study score.
- The end of year examination will contribute 50% to the study score.

For Outcomes One and Two, school – assessed coursework can be based on:

- Analysis and evaluation of a selected biological case study.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities.

Analysis and evaluation of a contemporary bioethical issue.

Unit 4 : How does life change and respond to challenges over time?

Students consider the changes and challenges which life on Earth has been, and continues to be, subjected to. They study the immune system and the interactions between its components to provide immunity to pathogens. They consider how we can respond to bioethical issues and challenges related to disease. Additionally, students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of chance events on a population's gene pool and the consequences of changes in allele frequencies. They examine evidence for relatedness between species and change in life forms over time using palaeontology, structural morphology, molecular homology and comparative genomics. They examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence. Furthermore, students apply their knowledge of how life changes and responds to challenges through the investigation of a selected case study, data analysis and/or bioethical issue. Note that a student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Areas of Study

1. **How do organisms respond to pathogens?**

   Students focus on antigens, the immune response to pathogens, immunity and vaccinations. They explain how technological advances assist in managing immune disorders and how immunotherapies can be applied to treat disease. They consider that, in a globally connected world, there are challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

2. **How are species related over time?**

   Students focus on changes to genetic material over time and the evidence for evolution. They consider how evolutionary biology is based on the accumulation of evidence, and develop an understanding of how interpretations of evidence can change in the light of new evidence. They consider the consequences of changes in allele frequencies and how isolation and divergence are required for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

3. **How is scientific inquiry used to investigate cellular processes and/or biological change?**

   Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.

Outcomes On completion of this unit, the student should be able to:

1. Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
3. Design, conduct and present their findings on a scientific investigation related to cellular processes and/or how life changes and responds to challenges.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in Unit 4 will be determined by school – assessed coursework and an end of year examination.

- School – assessed coursework for Unit 4 will contribute 30% to the study score.
- The end of year examination will contribute 50% to the study score.

For Outcomes One and Two, school – assessed coursework can be based on:

- Analysis and evaluation of a selected biological case study.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities.
- Analysis and evaluation of a contemporary bioethical issue.

AND

For Outcome Three, assessment will be based on:

- A structured scientific poster.

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

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

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Structure

The study is made up of four units.

Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

HOME

Unit 1: Planning a business

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

Unit 2: Establishing a business

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

Unit 3: Managing a business

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

Unit 4: Transforming a business

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

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of achievement

Units 1 and 2   Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4   The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs), as specified in the VCE study design, and external assessment. Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Other information

There will be an excursion for Unit 3 Operations management in Term 2.

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

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 renewable raw materials and a transition from a linear economy to a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature, and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Area of Study 1   *How do the chemical structures of materials explain their properties and reactions?*

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals, and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy. They use solubility tables to experimentally identify unknown ions in solution. They respond to challenges such as developing their own reactivity series by reacting samples of metals with acids, oxygen, and water.

Outcome 1

On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2 *How are materials quantified and classified?*

In this area of study students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt and consider how the quality of data generated in experiments can be improved. Students respond to challenges such as investigating how changing formulations for polymers affects their structure and properties.

Outcome 2

On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3 *How can chemical principles be applied to create a more sustainable future?*

Sustainability requires innovation in designing and discovering new chemicals, production processes and product management systems that will provide increased yield or performance at a lower cost while meeting the goals of protecting and enhancing human health and the environment.

In this area of study students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2, including consideration of sustainability concepts (green chemistry principles, sustainable development, and the transition towards a circular economy). Students apply critical and creative thinking and science inquiry skills to prepare a communication to explain the relevant chemical concepts associated with their investigation, critically examine the information and data available to answer the research question, and identify the sociocultural, economic, political, legal, and ethical implications of the selected investigation in terms of sustainability.

Outcome 3

On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.   To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

HOME

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

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

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

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

Area of Study 1   *How do chemicals interact with water?*

In this area of study students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

Outcome 1

On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2   *How are chemicals measured and analysed?*

In this area of study students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry, and calibration curves.

Outcome 2

On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3   **How do quantitative scientific investigations develop our understanding of chemical reactions?**

In this area of study students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

Outcome 3

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

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. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature, and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Area of Study 1   *What are the current and future options for supplying energy?*

In this area of study students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins, and lipids as fuel sources for the body. The selection of learning contexts should allow students to develop practical techniques to investigate how energy from fuels can be obtained and measured, and to determine the efficiency of different fuels and electrochemical cells as sources of energy. They design, construct and test galvanic and fuel cells, and account for differences between experimental findings and predictions made by using the electrochemical series.

Outcome 1

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2   *How can the rate and yield of chemical reactions be optimised?*

In this area of study, students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society.

Outcome 2

On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
School-assessed Coursework. The student's level of achievement in Unit 3 will be determined by School-assessed Coursework.

Contribution to final assessment

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

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction, and distillations.

Area of Study 1   *How are organic compounds categorised and synthesised?*

In this area of study students focus on the structure, naming, properties, and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

Outcome 1

On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2   *How are organic compounds analysed and used?*

In this area of study students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.

Outcome 2

On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3   *How is scientific inquiry used to investigate the sustainable production of energy and/or materials?*

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Outcome 3

On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion, and conclusion in a scientific poster. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

School-based assessment

Satisfactory completion The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
Contribution to final assessment School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.
External assessment The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
Contribution to final assessment The examination will contribute 50 per cent to the study score.

End-of-year examination

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:
- Duration: 2.5 hours
- Date: end-of-year, published annually by the VCAA
- VCAA examination rules will apply.
- The examination will be marked by assessors appointed by the VCAA.

Unit 1 : Introducing Performance Styles

Focus of unit

This unit focuses on studying three or more performance styles from different social, historical and cultural contexts. Drama traditions such as ritual and storytelling are examined to devise performances that go beyond re-creation and / or representation of real life. Students may devise their performances as solo and /or ensemble pieces and may include real or imagined characters. Their performances will be based on stimulus material that reflects personal, cultural and / or community experiences and stories. The performances will include a range of play-making techniques, expressive skills and performance skills, and the development process is documented, considering different dramatic elements, conventions and performance styles. This unit also involves analysis of students' own performance work and analysis of a performance by professional drama practitioners. This subject does have an additional charge to cover consumables and material costs

Areas of Study

1. **Creating a Devised Performance**
    This area of study will include:
    - The use of play-making techniques to devise dramatic works.
    - The use of stimulus and collaborative processes and construction techniques when creating dramatic works.
    - The use of personal, cultural and/or community experiences and stories in drama work devising.
    - The recording and documenting of playmaking techniques used to develop performance works.

2. **Presenting a Devised Performance**
    This area of study will include:
    - Sustaining and re-creating character.
    - Understanding how stories and ideas are given form and meaning through performance.
    - Ways dramatic elements can be enhanced and manipulated through performance.
    - Characterisation and techniques in transformation of character through manipulation of expressive skills.
    - Presentation of character using naturalistic and non-naturalistic performance styles.
    - Performance skills such as belief, presence and energy as well as audience actor relationships.

3. **Analysing a Devised Performance**
    This area of study will include:
    - Describe the use of expressive skills to develop and present characters and stories.
    - Describe the use of different stimulus material to develop and realise characters.
    - Record and evaluate stages in the development of characters
    - Reflect on the developmental processes and analyse the performance of characters.
    - Analyse the actor / audience relationship.
    - Use the language of drama appropriately to describe and analyse performances.

4. **Analysing a professional drama performance**
    This area of study will include:
    - Characterisation, through the manipulation of expressive skills.
    - Dramatic elements, theatrical conventions and stagecraft and how they are used to structure and enhance a performance.
    - Performance style/s and how they are defined by acting and stagecraft.
    - Ways the actor-audience relationship can be created and manipulated.
    - The language of drama that can be used to describe and analyse performance.

Assessment

Tasks may include:
- Paper based or electronic journal / folio
- Performance reflection as a presentation or structured questions.
- Solo Performance

Evaluation of a professional performance as structured questions.

Unit 2 : Australian Identity

Focus of Unit

Students will focus on aspects of Australian identity within contemporary drama practice. For example, they may explore the work of selected drama practitioners and relevant performance styles. Students will devise a solo or ensemble performance based a person, event, issue, place, artwork, text or icon from a contemporary or historical Australian context. They will document the processes involved in the development of this work. The stimulus material students work with must allow them to explore aspects of Australian identity and students should use appropriate performance styles and conventions in doing this. They will also further develop their understanding of character, time and place in drama works. Students will again analyse their own work, as well as that of professional drama practitioners. In this case, they will analyse a performance of an Australian work.

Areas of Study

1.   Using Australia as inspiration

This area of study will include knowledge such as:

- Techniques used to develop stimulus material into narrative, such as role play.
- Play-making techniques used to construct a devised performance; for example, improvisation or storyboarding.
- Performance styles from a range of contexts relevant to contemporary drama practice
- Development of expressive and performance skills;
- Processes for documenting the play-making techniques used create the devised performance.

2.   Presenting a devised performance

This area of study will include knowledge such as:

- How stories and ideas are given form and meaning through performance.
- Performance styles from a range of historical, cultural and social contexts.
- Ways dramatic elements can be enhanced and manipulated through performance.
- Theatrical conventions appropriate to selected performance styles.
- Stagecraft appropriate to the selected performance style/s.
- Performance skills such as persistence and energy.

3.   Analysing a devised performance

This area of study will include knowledge such as:

- Describe the use of stimulus material and theatrical conventions and how they affected the performance & performance style/s.
- Analyse how dramatic elements were manipulated in performance.
- Examine how the use of stagecraft and theatrical conventions defined the performance style/s.
- Describe how the use of different stimulus material was used to develop and enhance the presentation of characters, setting and context.

4.   Analysing Australian drama performance

This area of study will include knowledge such as:

- Ways in which performance style/s theatrical conventions & dramatic elements are manipulated to give form to dramatic works.
- The language of drama and ways it can be used to analyse and describe performances.

Assessment

Tasks may include:

- Paper based or electronic journal / folio
- Performance reflection as a presentation or structured questions.
- Solo Performance

Evaluation of a professional performance as structured questions.

Unit 3 : Devised ensemble performance

Focus of unit

This unit focuses on developing an ensemble work by exploring the work of drama practitioners and drawing on contemporary drama practice. Students will work together to devise, develop and present an ensemble performance that either reflects a specific performance style, or that draws on multiple performance styles. Students will use various play-making techniques in order to develop their performance from provided stimulus material, and use appropriate conventions, dramatic elements and expressive skills in presenting their devised work. Students will be required to document the development of their performance, and analyse both their own and a professional performance.

Areas of Study

1. **Devising and presenting ensemble performance**
   This area of study will include a wide range of knowledge and skills, for example:

   - Play-making techniques;
   - Exploration of character;
   - Conventions of chosen performance style(s);
   - Use of dramatic elements;
   - Establishing and manipulating actor-audience relationships;

2. **Analysing a devised ensemble performances**
   This area of study will include knowledge such as:

   - Use the language of drama.
   - Describe, analyse and document the knowledge identified in Outcome 1.

3. **Analysing and evaluating a professional drama performance**
   This area of study will include knowledge such as:

   - Different performance styles and their use in performance;
   - How actors use expressive and performance skills to represent characters;
   - How dramatic elements and production areas are used to enhance a performance;
   - The use of relevant drama terminology.

Assessment

- Ensemble Performances.
- Analysis of ensemble performance as a presentation or written responses to structured questions
- Analysis of a play from the selected Unit 3 Playlist in the form of written responses to structured questions.

Unit 4 : Devised Solo Performance

Focus of unit

In this unit, students will develop and present a devised solo performance that draws on a range of performance styles and associated conventions, from both contemporary and traditional contexts. Students will develop their performance based on stimulus material and incorporating a range of play-making techniques. Students will first devise a short solo performance for their school based assessment, leading to developing and extended solo performance for their end of year performance exam. The main focus of the performance is acting, but students may incorporate areas such as costume, props, make-up or mask as part of their piece.

Areas of Study

1. **Demonstrating techniques of solo performance**
    This area of study will involve a short solo performance, and cover knowledge including:
    *   Stages of the creative process.
    *   The dramatic potential of selected stimulus material.
    *   Dramatic elements, expressive skills, performance skills, performance styles and production areas, including their application to a devised solo performance;.

2. **Devising a solo performance**
    This area of study will involve developing a solo performance based on the prescribed structure for the Solo Performance Exam published by the VCAA. It will include knowledge such as:
    *   Stimulus material used as a basis for making and creating a solo performance in response to a prescribed structure.
    *   A range of play-making techniques which can be used in the development and performance of a solo performance.
    *   The dramatic elements as required in the prescribed structure.
    *   Performance styles from a range of historical, cultural and social traditions.
    *   Expressive skills used to communicate non naturalistic characters.

3. **Analysing and evaluating a devised solo performance**
    This area of study will include knowledge such as:
    *   The use of stimulus material in developing and creating solo performance.
    *   The use of a range of play-making techniques and creative processes including researching in the development and presentation of a solo performance.
    *   Performance styles and theatrical conventions.
    *   Application and manipulation of dramatic elements and stagecraft in the creation of solo performance.
    *   The use of expressive skills to communicate and embody characters within a solo performance.
    *   The language of drama associated with performance styles, theatrical conventions, dramatic elements, stagecraft and play-making techniques.

Assessment

*   Solo Demonstration (Internal Assessment
*   Performance Analysis as a presentation or written response to structured questions
*   Statement describing techniques used in the solo demonstration
*   Extended Solo Performance. (External Assessment)
*   End of Year Written Examination. (External Assessment)

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Rationale

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Over time, the changing nature of work will require students to be equipped with the kinds of transferrable, problem-solving, communication, evaluation and critical analysis skills developed through the study of economics. These skills can be used across many employment fields, including foreign affairs, banking, finance, health, environment and education. Economics leads to a broad range of career options such as economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner and many more.

Aims   This study enables students to:

- develop skills that equip them for active participation in contemporary debate
- evaluate the effectiveness of government policy responses
- develop a critical perspective and think creatively about approaches to economic problems
- understand how the Australian economy operates, including the role of consumers, businesses and governments and other key groups in the economy
- understand and apply relevant economic theories and concepts
- use economic methods of inquiry and tools to analyse the economic causes and consequences of contemporary events on local, national and international economies
- apply economic frameworks to make rational, informed decisions that are important in everyday life
- foster an understanding of how Australia's economic relationships with other economies affect living standards and long-term prosperity.

Structure   The study is made up of four units.

Unit 1: Economic decision-making
Unit 2: Economic issues and living standards
Unit 3: Australia's living standards
Unit 4: Managing the economy

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

HOME

Unit 1 : Economic decision-making

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

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards. Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2 : Economic issues and living standards

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

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

Unit 3 : Australia's living standards

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

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

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

Unit 4 : Managing the economy

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

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

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

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

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

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of achievement

Units 1 & 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 & 4

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

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

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

All students must undertake four units of an English subject and satisfactorily complete three units, including the unit 3-4 sequence, as part of the requirements for VCE.

There are a number of options for meeting the above requirement as follows:

Option One: *English*

English Units 1 and 2 and Units 3 and 4

Option Two: *English Literature*

English Literature Units 1 and 2 and **English Literature** Units 3 and 4

Any students desiring to undertake this option must have their course approved by the course advisors

Option Three : *English Language*

English Language Units 1 and 2 and **English Language** Units 3 and 4 in

Any students desiring to undertake this option must have their course approved by the course advisors

Option Four : *Literacy (Vocational Major)*

Literacy Units 1 and 2 and **Literacy** units 3 and 4

Any Students undertaking this option must be aware it is only available for the VCE Vocational Major (VM) pathway or the Victorian Pathways certificate (VPC). Completion of these two units does not result in a study score. This means you can receive your VCE certificate, but not an ATAR.

Option Five : *Combination of English and/or English Literature*

English Literature Units 1 and 2 and English Units 3 & 4

Any students desiring to undertake this option must have their course approved by the course advisors

Option Six : *Study of Two English Subjects*

A student may study **2** English subjects.

Any students desiring to undertake this option must have their course approved by the course advisors

HOME

Unit 1 : English

Focus of Unit

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

Areas of Study

1.   Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience and draw parallels with their own observations of the world.

2.   Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing. Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

Outcomes

On completion of this unit the student should be able to:

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

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

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks.

Unit 2 : English

Focus of Unit

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

1.   Reading and exploring texts
In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

2.   Exploring Argument
In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Outcomes

On completion of this unit the student should be able to:
i.   On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning
ii.   On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.
The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks.

Unit 3 : English

Focus of Unit

In this unit, students read and respond to texts analytically. They create their own texts intended to position audiences. S

Areas of Study

1.   Reading and Responding to Texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

2.   Creating Texts

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

Outcomes

On completion of this unit the student should be able to:

i.   to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

ii.   demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Assessment   For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Unit 4 - English

Focus of Unit

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own oral text intended to position audiences.

Areas of Study

1.   Reading and Responding to Texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

2.   Analysing Argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Outcomes

On completion of this unit the student should be able to:

i.   analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

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

Assessment   For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Structure The study is made up of four units:

Unit 1: Language and communication   Unit 3: Language variation and social purpose   Unit 2: Language change   Unit 4: Language variation and identity

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

Unit 1 : Language and Communication

Focus of the unit

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

Areas of Study

1. **The nature and functions of language**

In this area of study students explore the nature of language and the various functions language performs in a range of contexts.

2. **Language acquisition**

This area of study focuses on the developmental stages of language acquisition, both first- and additional-language learning. Students explore how, in addition to words and their meanings, people learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different situational contexts.

Outcomes   On completion of this unit students should be able to:

i.   identify and describe primary aspects of the nature and functions of human language.

ii.   identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Assessment   Assessment will be based on the student's performance on a selection of assessment tasks.

Unit 2 : Language Change

Focus of the unit

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

Areas of Study

1. **English across time**

This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from contact with other languages, from social and technological transformation, and from within the language itself. They explore language change across some subsystems of language as represented in texts.

2. **English's in contact**

In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the many ways English is used as an expression of identity and culture in written and spoken texts

Outcomes   On completion of this unit students should be able to:

i.   identify and describe language change and its effects on the English language and analyse attitudes to language change.

ii.   identify and explain the effects of the global spread of English through spoken and written texts.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment   Assessment will be based on the student's performance on a selection of assessment tasks.

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Unit 3 : Language Variation and Social Purpose

Focus of the unit

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of Study

1.   Informal Language

In this area of study students consider the way speakers and writers choose from a vast repertoire of language in order to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

2.   Formal Language

In this area of study students consider the way speakers and writers choose from a repertoire of language in order to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

Outcomes   On completion of this unit students should be able to:

i. identify and analyse distinctive features of informal language in written and spoken texts.

ii. identify and analyse distinctive features of formal language in written and spoken texts.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment   Assessment will be based on the student's performance on a selection of assessment tasks including the following:

Assessment tasks:

1. Analysis of one or more samples of informal language (50marks)

2. Analysis of one or more samples of formal language (50marks)

in any one or a combination of the following:
- an essay
- an analytical commentary
- a written report of an investigation
- a short-answer test
- a folio of annotated texts
- an oral presentation

For Units 3 & 4, school assessed work will contribute 50% to the final assessment.   50% will be an end of year written examination.

Unit 4 : Language Variation and Identity

Focus of the unit

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

Areas of Study

1.   Language variation in Australian Society

This area of study enables students to understand the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a shared national identity.

2.   Individual and group identities

In this area of study students focus on the role of language in reflecting and constructing individual and group identities.

Outcomes   On completion of this unit students should be able to:

i. investigate and analyse varieties of Australian English and attitudes towards them. (50marks)

ii. analyse how people's choice of language reflects and constructs their identities.   (50marks)

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment   Assessment will be based on the student's performance on a selection of assessment tasks. For each outcome, any or combination of the following:

- an essay
- a short-answer test
- a written report of an investigation
- an oral /or a multimodal presentation
- an analysis of one or more texts
- an analytical commentary
- a folio of annotated texts

For Units 3 & 4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Unit 1 :

Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study

1. Reading Practices

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

2. Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.
Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. 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.

Outcomes

On completion of this unit students should be able to:

i.   respond to a range of texts through close analysis.

ii.   explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

• a close analysis of one of more selected passages
• an essay (comparative or analytical)
• a debate
• reading journal entries

• an in-class seminar
• a creative response to a text(s) studied
• an oral or a written review
• a multimedia response.

HOME

Unit 2 :

Areas of Study

1. Voices of Country

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.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

2. The Text in its Context

In this area of study students 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.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcomes

On completion of this unit students should be able to:

i.   explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

ii.   respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

• a close analysis of one of more selected passages

• an essay (comparative or analytical)

• a debate

• reading journal entries

• an in-class seminar

• a creative response to a text(s) studied

• an oral or a written review

• a multimedia response.

Unit 3 :

Areas of Study

1. Adaptations and Transformations

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

2. Developing interpretations

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

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

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcomes

On completion of this unit the student should be able to:

i. analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

ii. develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- A written interpretation of a text
- An analysis of how textual form influences meaning
- Interpretation of views and values in a text

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Unit 4 :

Areas of Study

1.   Creative responses to texts

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

2.   Close Analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Outcomes

On completion of this unit the student should be able to:

i.   analyse literary forms, features and language to present a coherent view of a whole text.

ii.   respond creatively to a text and comment critically on both the original text and the creative response.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- A creative response to a text.
- A close analysis of a key passage
- A close analysis of a key passage

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

The College provides for EAL students who have been in Australia for seven years or less and who have studied English less than seven years. The focus of the course is to empower students to be competent and confident language users. All EAL students must undertake four units of English as an Additional Language (EAL) and satisfactorily complete three units (two of which must be units 3 and 4) as part of the requirements for VCE. **NOTE**: Students are encouraged to read widely to support the achievement of all outcomes.

Unit 1 : English as an Additional Language (EAL)

Area of Study 1: Reading and exploring texts

In this area of study, students engage in reading and viewing texts, or extracts from texts, with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

Outcome 1:   *On completion of this unit the student should be able to:*

- Make personal connections with a text
- Identify selected vocabulary, text structures, language features, and ideas in a text

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Area of Study 2: Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography and can be entire texts or extracts. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Outcome 2:   *On completion of this unit the student should be able to:*

- Demonstrate an understanding of effective and cohesive writing
- Craft their own texts designed for a specific context and audience to achieve a stated purpose
- Describe decisions made about selected vocabulary, text structures, language features and conventions used during the writing process

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment of Unit 1

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- a personal response to a set text
- a note-form summary of key connections and ideas within the set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a set of annotations on the student-created texts, identifying the qualities of effective writing.

Unit 2 : English as an Additional Language (EAL)

Area of Study 1: Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of one set text (or extracts). The text will be of a different text type from that studied in Unit 1. Developing analytical writing about a text provides students with opportunities 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.

Outcome 1

On completion of this unit the student should be able to:

•Identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Area of Study 2: Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Outcome 2

On completion of this unit the student should be able to:

- Explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an argument
- Construct a point of view text for oral presentation

Assessment of Unit 2

At least one text will be in spoken form or have a spoken component to allow for the assessment of listening skills. Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- a detailed mind map of vocabulary, text structures, language features and ideas from the set text
- an analytical response to a set text
- a note-form summary of the key argument(s) and supporting arguments in persuasive text(s)
- an annotated visual text(s) that identifies the key persuasive techniques
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text

Special Requirements

To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than 7 years.

The College provides for EAL students who have been in Australia for seven years or less and who have studied English for less than seven years. The focus of the course is to empower students to be competent and confident language users.

Note: Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

Unit 3 : English as an Additional Language (EAL)

Area of Study 1: Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Outcome 1

Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning through:

- An analytical response to text in written form (30 marks)
- Comprehension of an audio/visual text focused on historical, cultural and/or social values in the set text, through short answer responses and note form summary (20 marks)

Area of Study 2:   Creating texts

In this area of study, students build on the knowledge and skills through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

Outcome 2

Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose through:

- A written text constructed in consideration of audience, purpose and context (20 marks)
- A second written text constructed in consideration of audience, purpose and context (20 marks)

Comment on their decisions made through writing processes through: A set of annotations reflecting on writing processes (10 marks)

Unit 4 : English as an Additional Language (EAL)

Area of Study 1: Reading and responding to texts

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

Outcome 1

Discuss ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning through:

- An analytical response to text in written form (40 marks)

Area of Study 2: Analysing argument

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

Outcome 2

Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual)

- An analytical response to argument in written form (40 marks)

Develop and present a point of view through: A point of view oral presentation (20 marks)

NOTE: School-assessed Coursework for Unit 4 will contribute 25% to the study score.   The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50%.

HOME

Unit 1: Food origins

This subject will incur a charge for specific materials & resources. Click here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.   In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.   Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Areas of Study

1.   Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

2.   Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health. Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to Australia.

Outcomes   On completion of this unit the student should be able to:

- Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
- Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.
- To achieve these outcomes the student will draw on key knowledge and key skills outlined in Area of Study 1 and 2

Assessment   The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. All assessments at Units 1 and 2 are school-based.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The assessment task for Outcome 1 is:

• a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

• an oral presentation:face-to-face or recorded as a video/podcast • a practical demonstration:face-to-face or recorded as a video/podcast   • a short written report: research inquiry or historical timeline

The assessment task for Outcome 2 is:

• a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

• an oral presentation:face-to-face or recorded as a video/podcast •a practical demonstration: face-to-face or recorded as a video/podcast   •a short written report: research inquiry or historical timeline

Unit 2 : Food makers

This subject will incur a charge for specific materials & resources. <u>Click</u> here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of Study

1   Australia's food systems

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship. Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply. Through practical activities, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing.

2   Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Students learn and apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

Outcomes   On completion of this unit the student should be able to:

- analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements and create a food product that illustrates potential adaptation in a commercial context.
- To achieve these outcomes the student will draw on key knowledge and key skills outlined in Area of Study 1 and 2

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. All assessments at Units 1 and 2 are school-based.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

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

The assessment task for Outcome 1 is:
- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment task for Outcome 2 is:
- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Unit 3 : Food in daily life

This subject will incur a charge for specific materials & resources. Click here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviors develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioral principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study

1   The science of food

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

2   Food choices, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

Outcomes   On completion of this unit the student should be able to:

- explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
- analyse factors affecting food behaviors of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.
- to achieve these outcomes the student will draw on key knowledge and key skills outlined in Area of Study 1 and 2

Assessment   The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. They must be completed mainly in class and within a limited timeframe.

Assessment for Outcome 1   a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs

AND   Any one or a combination of the following:

- an annotated visual report
- a practical demonstration: face-to-face or recorded as a video or podcast
- an oral presentation: face-to-face or recorded as a video or podcast
- a short-written report: media analysis, research inquiry or case study analysis.

Assessment for Outcome 2   a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices

AND   Any one or a combination of the following:

- an annotated visual report
- a practical demonstration: face-to-face or recorded as a video or podcast
- an oral presentation: face-to-face or recorded as a video or podcast
- a short-written report: media analysis, research inquiry or case study analysis.

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

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

Unit 4 : Food issues, challenges and futures

This subject will incur a charge for specific materials & resources. [Click](#) *here to view the VCE Elective Contribution Charges and a description of items provided.*

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of Study

1   **Navigating food information** In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

2   **Environment and ethics** In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Outcomes   *On completion of this unit the student should be able to:*

•   analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

•   critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

•   To achieve these outcomes the student will draw on key knowledge and key skills outlined in Area of Study 1 and 2

Assessment   *The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. They must be completed mainly in class and within a limited timeframe.*

Assessment for Outcome 1   a range of practical activities and records of two practical activities related to healthy food choices based on the recommendations of the Australian Dietary Guidelines
<u>AND</u>   Any one or a combination of the following:

•   an annotated visual report
•   a practical demonstration: face-to-face or recorded as a video or podcast
•   an oral presentation: face-to-face or recorded as a video or podcast
•   a short, written report: media analysis or case study analysis.

Assessment for Outcome 2   a research inquiry report that includes a selected food-related topic based on a range of practical activities, explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers

Contribution to final assessment School-assessed coursework Unit 4 will contribute 30% to the study score. The level of achievement for Units 3&4 is also assessed by an end-of-year exam.

External assessment The examination will contribute 40% to the study score.

Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Structure   The study is made up of four units:

Unit 1: Hazards & disasters   **Unit 2**: Tourism: issues and challenges
Unit 3: Changing the Land   **Unit 4**: Human population – trends & issues

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

Entry   There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1 : Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as HIV/AIDS & malaria, animal transmitted diseases, water borne diseases, plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides. Students undertake fieldwork and produce a fieldwork report.

Unit 2 : Tourism: issues and challenges

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

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

Students undertake fieldwork and produce a fieldwork report.

Unit 3 : Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales. At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

Unit 4 : Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Assessment   Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2   Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4   The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. In VCE Geography students' level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design and external assessment.

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

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

Other Information

Units 1, 2 and 3 of VCE Geography require fieldwork outside of the immediate school environment. These trips are compulsory and contribute towards the assessment for each unit. These activities will attract a charge to cover staffing, transport and venue entry as necessary.

Unit 1 : Understanding Health and wellbeing

Focus of the Unit

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Areas of Study   Area of Study 1 Health perspectives and influences   Area of Study 2 Health and Nutrition   Area of Study 3 Youth health and wellbeing

Outcomes   *On completion of this unit the student should be able to :*

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessments

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. 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.

Unit 2 : Managing Health and Development

Focus of the Unit

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. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study   Area of Study 1 Developmental transitions   Area of Study 2 Health care in Australia

Outcomes   *On completion of this unit the student should be able to :*

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. 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

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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. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study
Area of Study 1 Understanding health and wellbeing   Area of Study 2 Promoting health and wellbeing

Outcomes *On completion of this unit the student should be able to:*
1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment
Assessment will be determined by school assessed coursework and an end of year examination.   School assessed coursework 25%   End of year exam 50%
School assessed coursework will be marked by the teacher in accordance with guidelines set down by the Board of Studies.
School assessed coursework will be a normal part of the teaching program and not an added workload. The student's performance on each outcome is assessed using one or more of 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

Unit 4 : Health and Human Development in a Global Context

Focus of the Unit
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. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study
Area of Study 1 Health and wellbeing in a global context   Area of Study 2 Health and the Sustainable Development Goals

Outcomes *On completion of this unit the student should be able to :*
1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment
The students level of achievement in Unit 4 will be determined by school assessed coursework and an end of year examination.   School assessed coursework 25%   End of year exam 50%
School assessed coursework will be marked by the teacher in accordance with guidelines set down by the Board of Studies. It will be a normal part of the teaching program and not an added workload.
The student's performance on each outcome is assessed using one or more of 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

HOME

Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced. We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Structure

There are a number of units that can be completed to meet the aims of VCE History. The units offered at Highvale Secondary College are:

Unit 1: Modern History: Change and conflict   Unit 2: Modern History: The changing world order   Units 3 & 4: Revolutions

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

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 post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

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.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

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. The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history. The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Units 3 & 4 : Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology. Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

• The American Revolution   • The French Revolution   • The Russian Revolution   • The Chinese Revolution.

Assessment   *Satisfactory Completion*

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2 Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4 The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. In VCE History students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment. Percentage contributions to the study score in VCE History are as follows:

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

Other Information There are sometimes excursions for individual units. They are usually compulsory and will attract a charge to cover staffing, transport, venue entry as necessary.

Three languages are available to students at Highvale; these are French and German [& Mandarin (second language) from 2025]. Languages enable students to extend and gain confidence in literacy skills such as reading and writing, as well as the oral and aural skills of speaking and listening. Knowledge of French, German & Chinese can often be an advantage in the workforce or when completing tertiary studies. Success in language studies is seen as a great predictor of success at tertiary level. Raw scores for languages are significantly scaled up for the ATAR score.

Areas of Study

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

Communicating and understanding languages and cultures

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

Communicating

VCE Languages requires communication in the language in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

Area of Study 1: Interpersonal communication Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in the language in a range of contexts. Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

Area of Study 2: Interpretive communication Interpretive communication requires the location, interpretation and analysis of information obtained in the language. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Area of Study 3: Presentational communication Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in the language, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with language-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

Understanding languages and cultures
Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of language-speaking communities.

Connections
The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources. Intercultural awareness requires students to reflect on the ways that culture influences how language is used and received. Students consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

Comparisons
Comparisons are undertaken between the language and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual. Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

Communities
Within the themes and topics selected for each unit, students investigate a variety of cultural products and practices and their use or role in language-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students identify aspects of cultural products or practices that originate in or are influenced by the language and cultures of language-speaking communities in their own lives.

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Unit 1 : LANGUAGES – French, German, (Mandarin 2025)

Outcomes

For this unit students are required to demonstrate achievement of **three Areas of Study**. Each Area of Study in the unit must focus on a different subtopic.

On completion of this unit the student should be able to:

1. Exchange meaning in a spoken interaction.
2. Interpret information from **two** texts on the same subtopic presented in the language and respond in writing in the language and in English.
3. Present information, concepts and ideas in writing in the language on the selected subtopic and for a specific audience and purpose.

Assessment (3 tasks)   Suitable tasks for assessment in this unit may be selected from the following:

Area of Study 1: Interpersonal Communication   Outcome 1
• Participate in a conversation, interview or role-play or
• Give a talk to the class about the selected subtopic, asking and answering questions.

Area of Study 2: Interpretive Communication   Outcome 2
• Write a descriptive summary of a film including information from a review of the film or
• Listen to a conversation and view a map to write directions or
• Read an article and listen to an announcement to write instructions.

Area of Study 3: Presentational Communication   Outcome 3
• Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint or
• Write an imaginative children's story.

Unit 2 : LANGUAGES – French, German, (Mandarin 2025)

Outcomes

For this unit students are required to demonstrate achievement of **three Areas of Study.** Each Area of Study in the unit must focus on a different subtopic.

On completion of this unit the student should be able to:

1. Respond in writing in the language to spoken, written or visual texts presented in the language.
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in the language.
3. Explain information, ideas and concepts orally in the language to a specific audience about an aspect of culture within communities where the language is spoken.

Assessment (3 tasks)   Suitable tasks for assessment in this unit may be selected from the following:

Area of Study 1: Interpersonal Communication   Outcome 1
• Write a personal answer to an email or
• Write an informative blog in response to texts or
• Respond in a written letter to a radio announcement or editorial.

Area of Study 2: Interpretive Communication   Outcome 2
• Describe in writing an experience seen from different perspectives or
• Write a reflective article on a cultural insight, such as the attitudes of the language-speaking people in Australia and elsewhere to traditional customs or
• Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society.

Area of Study 3: Presentational Communication   Outcome 3
• Narrate a life story, event or incident that highlights an aspect of culture or
• Tell the class a personal or reflective story about a cultural event or
• Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

Unit 3 : LANGUAGES – French, German, (Mandarin 2026)

Outcomes

For this unit students are required to demonstrate achievement of **three Areas of Study,** through the study of **three** or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic.

On completion of this unit the student should be able to:

1. Participate in a spoken exchange in the language to resolve a personal issue.
2. Interpret information from texts and write responses in the language
3. Express ideas in a personal, informative or imaginative piece of writing in the language.

Assessment (3 tasks)

Area of Study 1: Interpersonal Communication	Outcome 1	A three to four-minute role-play, focusing on the resolution of an issue.
Area of Study 2: Interpretive Communication	Outcome 2	A response to specific questions, messages or instructions, extracting or using the information requested
Area of Study 3: Presentational Communication	Outcome 3	A 250-word personal or imaginative written piece.

Allocated Marks   Outcome 1 - 20 marks   Outcome 2 - 15 marks   Outcome 3 - 15 marks   **50 marks total**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 3 contributes 25% to the final study score.

Unit 4 : LANGUAGES – French, German, (Mandarin 2026)

Outcomes

For this unit students are required to demonstrate achievement of **three Areas of Study,** from **two** or more prescribed subtopics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. However, Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2.

On completion of this unit the student should be able to:

1. Share information, ideas and opinions in a spoken exchange in the language.
2. Analyse information from written, spoken and viewed texts for use in a written response in the language.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in the language.

Assessment (3 tasks)

Area of Study 1: Interpersonal Communication	Outcome 1	A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
Area of Study 2: Interpretive Communication	Outcome 2	An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.
Area of Study 3: Presentational Communication	Outcome 3	An approximately 300-word evaluative or persuasive piece of writing.

Allocated Marks   Outcome 1 - 20 marks   Outcome 2 - 15 marks   Outcome 3 - 15 marks   **50 marks total**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 4 contributes 25% to the final assessment

End of Year Examinations   1. Oral Examination - approximately 15 minutes   2. Written Examination - 2 hours with 15 minutes reading time

Note: Students who would like to study a language not offered at the College can study via the Victorian School of Languages (VSL) online or at the Saturday morning school. A language study via the above means is counted as one of your VCE subjects and, where possible, you may receive some help and support from a teacher at this College. Interested students should see the LANGUAGES coordinator.

HOME

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Structure

The study is made up of four units.

Unit 1: The presumption of innocence
Unit 2: Wrongs and rights
Unit 3: Rights and justice
Unit 4: The people, the law and reform

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Content

Unit 1 : The presumption of innocence

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

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

Unit 2 : Wrongs and rights

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

Unit 3 : Rights and justice

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

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

Unit 4 : The people, the law and reform

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

School-based assessment

Satisfactory completion
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Assessment of levels of achievement

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment

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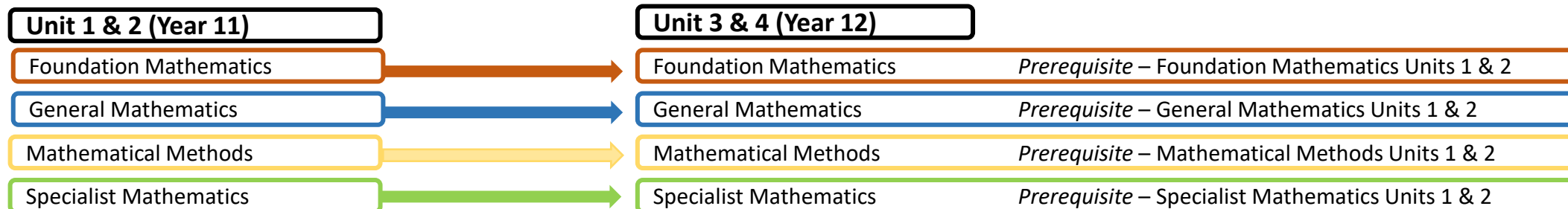
Other information

There may be excursions for individual Legal Studies units. Where these occur, they are generally optional but are useful for completing assessment tasks. These excursions will attract a charge to cover costs such as transport, entry to venues etc.

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Flow Chart for Year 11 Students

Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)	
Foundation Mathematics	Foundation Mathematics	*Prerequisite* – Foundation Mathematics Units 1 & 2
General Mathematics	General Mathematics	*Prerequisite* – General Mathematics Units 1 & 2
Mathematical Methods	Mathematical Methods	*Prerequisite* – Mathematical Methods Units 1 & 2
Specialist Mathematics	Specialist Mathematics	*Prerequisite* – Specialist Mathematics Units 1 & 2

Note:
- All Year 12 mathematics subjects are sequences; single units cannot be taken individually. i.e. you must do Unit 3 and Unit 4 together.
- The Year 11 mathematics subjects should also be treated as sequences, although there is some flexibility to change direction after the first semester.
- The maximum number of Year 12 mathematics subjects recommended is two (4 units)
- All four mathematics sequences can be completed at both Year 11 and Year 12 however only two of these sequences will be included in the primary four used to calculate the ATAR

Some Suggested Pathways

Pathway 1 Intended for students who have completed Mathematics in Applications (MA011) in Year 10 or students who have difficulty with Mathematics but may require a Year 12 Mathematics sequence as a pre-requisite for future education.

Foundation Mathematics	1 and 2
Foundation Mathematics	3 and 4

Pathway 2 For students intending to undertake tertiary studies for which Year 12 Mathematics is a pre-requisite. Intended for students who have completed MA010, MA017 and/or MA014.

General Mathematics	1 and 2
General Mathematics	3 and 4

Pathway 3 Intended to provide a strong and broad background in maths for tertiary studies in areas such as commerce, economics, science, etc. Intended for students who have completed MA010, MA014 and MA016.

Mathematical Methods	1 and 2		General Mathematics	1 and 2
Mathematical Methods	3 and 4	**or**	Mathematical Methods	1 and 2
			General Mathematics	3 and 4
			Mathematical Methods	3 and 4

Pathway 4 Designed to prepare students for specialist tertiary studies in mathematics or mathematics-related areas such as engineering, physical sciences and computer science. Intended for students who have completed MA010, MA013, MA014 and MA016.

Mathematical Methods	1 and 2
Specialist Mathematics	1 and 2
Mathematical Methods	3 and 4
Specialist Mathematics	3 and 4

HOME

Unit 1 : Foundation Mathematics

Focus of Unit   In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

Areas of Study

1. **Algebra, Number and Structure** In this area of study students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.
2. **Data Analysis, Probability and Statistics** In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.
3. **Discrete Mathematics** *Financial and consumer mathematics* In this area of study students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.
4. **Space and Measurement** In this area of study students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Outcomes   **1.** On completion students are required to demonstrate the use of the skills and concepts from the areas of study above.

2. On completion students should be able to apply and discuss mathematical procedures in contexts related to familiar situations, personal work and study.

3. On completion students should be able to select and use technology to apply mathematics to a range of practical contexts.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment   Assessment will be based on a student's performance on a selection of assessment tasks including the following

• Assignments
• Tests
• Investigations/Projects

Unit 2 : Foundation Mathematics

Focus of Unit   Foundation Mathematics Unit 2 is intended to complement and extend the concepts developed in Unit 1.

Areas of Study

1. **Algebra, Number and Structure** In this area of study students cover estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.
2. **Data Analysis, Probability and Statistics** In this area of study students cover the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.
3. **Discrete Mathematics** *Financial and consumer mathematics* In this area of study students cover the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.
4. **Space and Measurement** In this area of study students cover shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

Outcomes   **1.** On completion students are required to demonstrate the use of the skills and concepts from the areas of study above.

2. On completion students should be able to apply and discuss mathematical procedures in contexts related to familiar situations, personal work and study.

3. On completion students should be able to select and use technology to apply mathematics to a range of practical contexts.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment   Assessment will be based on a student's performance on a selection of assessment tasks including the following

• Assignments
• Tests
• Investigations/Projects

Unit 3 & 4 : Foundation Mathematics

Focus of Unit

Foundation Mathematics Unit 3 and 4 focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Areas of Study

1. **Algebra, Number and Structure**

   In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

2. **Data Analysis, Probability and Statistics**

   In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

3. **Discrete Mathematics**

   Financial and consumer mathematics In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

4. **Space and Measurement**

   In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

Outcomes

1. On completion students are required to demonstrate the use of the skills and concepts from the areas of study above.
2. On completion students should be able to apply and discuss mathematical procedures in contexts related to familiar situations, personal work and study.
3. On completion students should be able to select and use technology to apply mathematics to a range of practical contexts.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

School assessed coursework

SACs in Unit 3 will contribute **40%** and in Unit 4 will contribute **20%** to the final assessment.

The tasks and allocation of marks are shown below:

Unit 3	Modelling/Problem solving task	(30 marks)	
	Modelling/Problem solving task	(30 marks)	
Unit 4	Modelling/Problem solving task	(30 marks)	**Total 90 marks for school assessed coursework**

The end of year examination will each contribute 40% of the total marks. Students are allowed the use of approved technology and a bound reference.

Unit 1 & Unit 2 : General Mathematics

Focus of Unit

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. These are broken up into fundamental, core and optional modules which are listed below. Students must have successfully completed MA010 and MA017 or MA014 to enter this unit.

Areas of Study/ Modules

1. **Data Analysis, Probability and Statistics**
    Investigating and comparing data distributions In this area of study students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.
    Investigating relationships between two numerical variables In this area of study students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.
2. **Algebra, Number and Structure**
    Arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics In this area of study students cover the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.
3. **Functions, Relations and Graphs**
    Linear functions, graphs, equations and models In this area of study students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.
    Variation   In this area of study students cover direct and inverse variation, transformations to linearity and modelling of some non-linear data.
4. **Discrete Mathematics**
    Matrices In this area of study students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.
    Graphs and networks In this area of study students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Outcomes

1. On completion of each of these units students should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. On completion of each of these units the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

*   Assignments
*   Tests
*   Modelling/Problem solving tasks
*   Mathematical investigations

Unit 3 & Unit 4 : General Mathematics

Focus of unit

General Mathematics consists of a compulsory Core area of study, to be completed as Unit 3, comprised of 'Data Analysis' and 'Recursion and financial modelling' and an Applications area of study, to be completed as Unit 4, comprised of 'Matrices' and 'Networks and Decision making'.

Areas of Study/Modules

1. Data Analysis, Probability and Statistic

Data analysis Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

- Investigating data distributions
- Investigating and modelling linear associations
- Investigating associations between two variables
- Investigating and modelling time series data

2. Discrete Mathematics

Recursion and financial modelling Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

- Depreciation of assets
- Reducing balance loans (compound interest loans with periodic repayments)
- Compound interest investment with periodic and equal additions to the principal (an annuity investment)
- Compound interest investments and loans
- Annuities and perpetuities (compound interest investments with periodic payments)

Matrices Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

- Matrices and their applications
- Transition matrices

Networks and decision mathematics Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

- Graphs and networks
- Flow problems
- Scheduling problems and critical path analysis
- Exploring and travelling problems
- Shortest path problems
- Trees and minimum connector problems
- Matching problems

Outcomes

a. Students should be able to define and explain key concepts from the areas of study and use this knowledge to solve routine application problems.

b. Students should be able to use mathematical concepts and skills developed in the 'data analysis' area of study to analyse a practical and extended situation and interpret the outcomes of this.

c. Students should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving and modelling in both the 'data analysis' and the 'applications' area of study.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment
Assessment will be based on the student's performance on a selection of assessment tasks including the following:

School assessed coursework
SACs in Unit 3 will contribute **24%** and in Unit 4 will contribute **16%** to the final assessment. The tasks and allocation of marks are shown below:

Unit 3	Application Task (40 marks)	Modelling/Problem solving task (20 marks)	
Unit 4	Modelling/Problem solving task (20 marks)	Modelling/Problem solving task (20 marks)	Total 100 marks for school assessed coursework

Two end of year examinations will each contribute 30% of the total marks (60% for both). Students are allowed the use of approved technology and a bound reference

Unit 1 : Mathematical Methods

Focus of the Unit

Mathematical Methods will develop skills appropriate for the subsequent study of mathematics. Students who intend to study Specialist Mathematics 3 and 4 must study Mathematical Methods 1 and 2. To enter Mathematical methods students must have successfully completed Year 9 and 10 Maths units in Algebra MA016 and MA014 to a high standard.

Areas of Study

1. **Functions, Relations and Graphs** This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three.
2. **Algebra, Number and Structure** This area covers substitution, expansion, factorisation and the solution of linear, quadratic and cubic functions, as well as their transformed variants.
3. **Calculus** The focus of this area includes measurement of constant, average and instantaneous rate of change.
4. **Data Analysis, Probability & Statistics** This area covers introductory probability.

Outcomes

1. Students should be able to define, explain key concepts from the Functions, Relations and graphs, Algebra, Number and Structure, Calculus and Data Analysis, Probability and Statistics areas of study.
2. Students should be able to apply analyse and discuss the mathematical concepts learnt in non-routine contexts.
3. Students should be able to use technology to produce results and carry out analysis involving problem solving and modelling**.**

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

• Assignments   • Tests   • Projects   • Problem solving or modelling tasks

Unit 2 : Mathematical Methods

Focus of the Unit

Mathematical Methods 2 is designed so there is a clear progression of skills and knowledge from Unit 1 to Unit 2.

Areas of Study

1. **Functions, Relations and Graphs** This area of study covers graphical representations of trigonometric, exponential and log functions.
2. **Algebra, Number and Structure** This area of study provides an opportunity for the revision and further development of content covered in Unit 1.
3. **Calculus** This area covers the differentiation and anti-differentiation of polynomials of degree no higher than three.
4. **Data Analysis, Probability & Statistics** This area covers introductory counting principles and techniques and their application to probability.

Outcomes

1. Students should be able to define and explain key concepts for Functions, Relations and graphs, Algebra, Number and Structure, Calculus and Data Analysis, Probability and Statistics areas of study.
2. Students should be able to apply, analyse and discuss mathematical concepts learnt in non-routine contexts.
3. Students should be able to use technology to produce results and carry out analysis involving problem solving and modelling.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following

• Assignments   • Tests   • Modelling tasks   • Summary or review notes.
• Problem-solving tasks   •Mathematical investigations

Unit 3 & Unit 4 : Mathematical Methods

Focus of the Unit

Mathematical Methods Units 3 and 4 are completely prescribed and 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. Mathematical Methods Unit 3 and Unit 4 assumes a background in Mathematical Methods Units 1 and 2.

Areas of Study

1. **Functions, Relations and Graphs**

    In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

2. **Algebra, Number and Structure**

    In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

3. **Calculus**

    In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

4. **Data Analysis, Probability & Statistics**

    In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Outcomes

1. Students should be able to define and explain key concepts from the following areas of study Functions, Relations and graphs, Algebra, Number and Structure, Calculus, Data Analysis, Probability and Statistics.
2. Students should be able to apply mathematical processes in non-routine contexts and to analyse and discuss these applications.
3. Students should be able to use appropriate technology to develop mathematical ideas, produce results and carry out analysis in problem solving and modelling situations.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement for Unit 3 and Unit 4 will be determined by school assessed coursework worth 20% of the final assessment. This will take the form of a function and calculus-based mathematical investigation. The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations. The examinations will contribute 20 and 40 per cent respectively.

Examination 1 comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination. Examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. A single bound reference is permitted for use in this examination.

Unit 1 & Unit 2 : Specialist Mathematics

Focus of Units

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 and reasoning. This study has a focus on interest in the discipline of mathematics in its own right 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. Students must have successfully completed MA010, MA013, MA014 and MA016 to a high standard to enter this sequence.

Areas of Study

1. **Algebra, Number and Structure (Unit 1)**
   In this area of study students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.
2. **Discrete Mathematics**
   In this area of study students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.
3. **Data Analysis, Probability & Statistics**
   In this area of study students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.
4. **Space and Measurement**
   In this area of study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.
5. **Algebra, Number and Structure (Unit 2)**
   In this area of study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.
6. **Functions, Relations and Graphs**
   In this area of study students cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Outcomes

1. Students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

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

Unit 3 & Unit 4 : Specialist Mathematics

Focus of the Unit Specialist Mathematics Units 3 & 4 have been designed to be taken in conjunction with Mathematical Methods Units 3 & 4 for those wishing to specialise in Mathematics. It is designed to prepare students for specialist tertiary studies in Mathematics or Mathematics related areas. Specialist Mathematics assumes, but does not require as a prerequisite, a background in Specialist Mathematics Unit 1 & 2.

Areas of Study

1. **Discrete Mathematics** In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.

2. **Functions, Relations and Graphs** In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

3. **Algebra, Number and Structure** In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra

4. **Calculus** In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

5. **Space and Measurement** In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two & three dimensions; vector, parametric and cartesian equations of lines and planes.

6. **Data Analysis, Probability and Statistics** In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means

Outcomes The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the below outcomes.

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

2. On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

3. On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Assessment will be based on the student's performance on a selection of assessment tasks including the following:

School assessed coursework SACs in Unit 3 and Unit 4 will each contribute **20%** to the final assessment. The tasks and allocation of marks are shown below:

Unit 3 Application Task (50 marks)   **Unit 4** Modelling/Problem solving task (25 marks) Modelling/Problem solving task (25 marks)   **Total 100 marks for school assessed coursework**

Examinations The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations. The examinations will contribute 20 and 40 per cent respectively. Examination 1 comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.Examination 2 comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated), may be brought into the examination.

HOME

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1 : Media forms, representations and Australian Stories

This subject will incur a charge for specific materials & resources. Click *here to view the VCE Elective Contribution Charges and a description of items provided.*

In this unit, students develop an understanding of audiences and how the media is constructed in a range of forms both in Australia and internationally. Students gain an understanding of audiences as producers and consumers of media products, and then work in a range of media forms to develop and construct their own productions.

Assessment Tasks All assessments at Units 1 & 2 are school-based. Tasks for assessment in this unit may be selected from the following:

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

Area of Study 1: Media Representations *How do we see ourselves and our world in media products?*

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

Area of Study 2: Media Forms in Production *How can we use codes and conventions to create representations?*

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

Area of Study 3: Australian Stories *How are Australian stories structured in fictional and non-fictional media narratives?*

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

Unit 2 : Narrative across Media Forms

This subject will incur a charge for specific materials & resources. Click *here to view the VCE Elective Contribution Charges and a description of items provided.*

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

Assessment Tasks: All assessments at Units 1 and 2 are school-based. Tasks for assessment in this unit may be selected from the following:

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

Area of Study 1: Narrative, Style & Genre *How do media creators develop their style?*

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

Area of Study 2: Narratives in Production *How can we use the production process to create our own media products?*

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

Area of Study 3: Media & Change *What is the impact of new media technologies on us as individuals and as a society?*

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

Unit 3 : Media narratives, contexts and pre-production

This subject will incur a charge for specific materials & resources. *Click* *here to view the VCE Elective Contribution Charges and a description of items provided.*

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students undertake research to support their understanding of how they can adopt and employ a range of techniques in their own works, and experiment with media technologies to develop skills in their selected media form.

Area of Study 1: Narratives and their contexts   *How does the context of a narrative influence its construction and audience readings?*

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

Assessment The student's performance on the outcome is assessed using: **AND** one of the following:

• a video essay or multimedia presentation	• a written report	• an essay	• short responses
	• structured questions	• an annotated visual report	• an oral report

Area of Study 2: Research, development and experimentation   *How are ideas, research, investigation and experimentation used in the development of media products?*

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

Assessment   • A research portfolio and accompanying documentation examining ideas, concepts and aspects of the selected media form.

• Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student's concepts, intentions and the selected media form.

Area of Study 3: Pre-production planning   *How do students refine their ideas and concepts to create media products?*

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

- a video or film production of 3–10 minutes in length, including title and credit sequences
- an animated production of no more than 10 minutes in length, including title and credit sequences
- a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
- a digital or analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student
- a digital or traditional print production of a minimum of 8 pages, produced and edited by the student
- a digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
- a convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

Assessment   • A pre-production plan based on the concepts, intentions and the selected media form identified in Unit 3, Outcome 2.

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

This subject will incur a charge for specific materials & resources. *Click* *here to view the VCE Elective Contribution Charges and a description of items provided.*

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation.

Students explore the relationship between the media and audiences, consider the nature of communication between the media and audiences, examine the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Area of Study 1: Media Production   *How do students realise their intention through their media productions?*

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

Assessment   • A media product for a specified audience developed from the pre-production plan produced in Unit 3.

Area of Study 2: Agency and control in the media   *Who holds the power and influence – the media or audiences?*

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

Assessment   The student's performance on the outcome is assessed using one or more of the following:

• a written report   • an essay.

HOME

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language. Music has a range of positive impacts on students and helps develop a range of highly transferrable skills including teamwork, problem solving, social and cultural understanding, fine motor skills and creativity.

Highvale Secondary College currently offers Music Units 1 & 2, and Music Repertoire Performance Units 3 & 4. Students should have at least 3 - 4 years of study on a specific instrument in order to attempt Unit 1/2 Music, and 4 – 5 years study on a specific instrument in order to attempt Unit 3/4 Music Repertoire Performance. (Note: the term *'instrument'* also includes 'voice' or 'singing'). In addition to undertaking this school-based subject, it is essential that students engage the services of a specialist teacher in their instrument for regular lessons, and depending on instrument and repertoire selected, may be required to employ a suitable accompanist for their recitals and exams.

Unit 1 : Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Areas of Study

Area of Study 1 : Performing   In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Area of Study 2 : Creating   In this area of study, students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

Area of Study 3 : Analysing and Responding   Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills through identifying, recreating and documenting music language concepts, for example chords, scales, melodic and rhythmic patterns.

Outcomes   *On completion of this unit the student should be able to:*

1. rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.
2. create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
3. describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Assessment   *Students are assessed on a range of tasks, including performances of at least two works. They may also be assessed by:*

- a discussion of the challenges presented by the selected performance works in oral, written or multimedia form;
- aural, oral, written and practical tasks, including workbooks, a folio or exercises or responses to structured questions
- composition and/or improvisation exercises, with accompanying discussion show the student's understanding of the organisation of music.

Unit 2 : Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

Area of Study 1 : Performing

In this area of study, students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practical music-making and further development of performance skills. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Area of Study 2 : Creating

In this area of study, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

Area of Study 3 : Analysing and Responding

In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised. They continue to develop their auditory discrimination and memory skills through identifying, recreating and recording common musical language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

Outcomes

On completion of this unit the student should be able to:

1. rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

2. create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

3. identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Assessment

Students are assessed on a range of tasks, including performances of at least two works. They may also be assessed by:

- a discussion of the challenges presented by the selected performance works in oral, written or multimedia form;

- aural, oral, written and practical tasks, including workbooks, a folio or exercises or responses to structured questions

- composition and/or improvisation exercises, with accompanying discussion show the student's understanding of the organisation of music.

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese). The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

Unit 3 : Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study

Area of Study 1 : Performing   In this area of study, students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and develop ways of communicating expressive intentions to an audience. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsal with other musicians. Across Unit 3, students select repertoire and begin preparing a recital program for external assessment in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. At least one of the presented works must be from the list of suggested/example works for their chosen instrument. The final program must also include at least one Australian work composed since 1990 and one ensemble work.

NOTE: Where students have completed Units 1 and/or 2 Music, the works selected for performance in this area of study must be different to those works performed in previous units.

Area of Study 2 : Analysing for Performance   In this area of study, students focus on the processes of analysis and research that they undertake when preparing musical works for performance. Research materials include musical scores, sound recordings, texts, live performances and critical discussion with other musicians. As students develop their recital program, they trial a wide range of general practise techniques and instrument-specific strategies. Students evaluate the strengths and weaknesses in their performance capabilities and develop a planned approach to improvement. Students prepare for a school-assessed dialogue with their teacher. This task should focus on approximately half of the program of works being prepared in Area of Study 1 for the performance examination.

Through discussion and performance, students demonstrate: ● a selection of practice strategies   ● technical considerations   ● expressive and interpretative considerations.

Area of Study 3 : Responding In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians. They demonstrate this knowledge through analysis of a wide variety of performances and recordings, including works created by Australian composers since 1990. They also compare the ways different musicians have interpreted the same musical work. They develop their auditory discrimination and memory skills by responding to music examples in isolation and in context. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Outcomes *On completion of this unit the student should be able to:*

1.   explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.
2.   demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
3.   discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Assessment   Unit 3 school-assessed coursework *contributes 20% to the final Unit 3 & 4 study score*. These assessments are:

• Outcome 1: A short written or oral task explaining the process used to select a performance program, including works intended for performance in Unit 4.
• Outcome 2: A discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive aspects) are explained and demonstrated.
• Outcome 3: Written responses to structured questions AND a practical demonstration of music language knowledge and skills.

Students will also be required to perform **at least two** of the works selected as part of their preparation for the final recital.

Unit 4 : Music Repertoire Performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based recital. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study

Area of Study 1 : Performing

In this area of study, students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsal with other musicians. Across Unit 4, students work towards presenting their recital program for external assessment. Students should review the examination specifications to make sure that the works selected allow them to best meet examination requirements and conditions. At least one of the assessed works must be from the list of suggested/example works for their chosen instrument. The final program must also include at least one work created by an Australian composer since 1990.

Area of Study 2 : Analysing for Performance

In this area of study, students focus on the processes of analysis and research that they undertake when preparing musical works for performance. Research materials include musical scores, sound recordings, live performances, texts and critical discussion with other musicians. As students conclude the refinement of their recital program, they trial a wide range of general practise techniques and instrument-specific strategies. Students evaluate the strengths and weaknesses in their performance capabilities and develop a planned approach to improvement. Students prepare for a school-assessed dialogue with their teacher. Through discussion and performance, they demonstrate a selection of practise strategies. This task should focus on approximately half of the program of works which were not covered by Unit 3, Outcome 2, and the preparation should include expressive and interpretative considerations.

Area of Study 3 : Responding

In this area of study students develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

Outcomes   *On completion of this unit the student should be able to:*

1. perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.
2. demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
3. discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

Assessment   Unit 4 school-assessed coursework *contributes 10% to the final Unit 3 & 4 study score*. These assessments are:

• Outcome 2: A discussion in which materials designed to assist in the recreation of notated recital works are explained and demonstrated.

External Assessments

1. **End-of-year performance examination**   *50% of study score*
   Students will give a live performance, as a soloist or a member of a group, drawing on knowledge and skills from Outcome 1 in Units 3 & 4. Students must abide by the conditions described in the examination specification.
2. **End-of-year aural and written examination**   *20% of study score*
   60 minute exam under standard VCAA examination rules.

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences. In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the 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 historically through to the modern day, and into the future. Outdoor experiences suited to this study are a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushlands, forests, urban parks, cultural and historical sites, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study. The duration of activities undertaken should include a range of multi-day/journey-based activities, half/whole-day activities and class-time activities on school campus grounds, or in the nearby local environment.

Structure The study is made up of four units:

Unit 1: Connections with outdoor environments

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor environments

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

Unit 1 : Connection with outdoor environments

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of Study

Area of Study 1 : Our place in outdoor environments In this area of study students examine how humans connect with outdoor environments and why these connections are important. They consider a range of contemporary uses and meanings of the term 'nature' and examine a variety of outdoor environments. Students are introduced to Indigenous people's perspectives on the ways humans connect with outdoor environments. Students learn to participate safely in outdoor experiences and use their experiences and observations as the basis for reflection and analysis of key skills and knowledge from this area of study.

Area of Study 2 : Exploring outdoor environments Students understand how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how these factors and technologies influence the ways humans understand nature.

Area of Study 3 : Safe and sustainable participation in outdoor experiences This area of study focuses on planning and participating in outdoor experiences. Experiencing outdoor environments safely requires an understanding of how to plan and conduct sustainable outdoor experiences in chosen outdoor environments. In this area of study students contribute to designing an outdoor experience(s) that enables them to appropriately demonstrate key knowledge and skills, as well as undertake the outdoor experience, and reflect on its success, suggesting changes for the future.

Outcomes   *On completion of this unit the student should be able to:*

1. analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.
2. explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.
3. evaluate strategies for safe and sustainable participation in outdoor experiences.

Unit 2 : Discovering Outdoor Environments

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Areas of Study

Area of Study 1 : Understanding outdoor environments This area of study introduces students to a range of understandings of outdoor environments, including those visited during practical outdoor experiences locally and afar. Students investigate different types of outdoor environments from several perspectives, and how these environments are managed. They investigate a range of vocational perspectives that inform human use of outdoor environments. Students learn to participate safely in outdoor experiences and use their experiences and observations as the basis for reflection on, and analysis of, key knowledge from this area of study.

Area of Study 2 : Observing impacts on outdoor environments This area of study focuses on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus in this area of study is on the observation of impacts of humans, both positive and negative. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living. Students use these experiences as the basis for reflection on, and analysis of, theoretical knowledge about the effects of natural changes and human-induced impacts on outdoor environments.

Area of Study 3 : Independent participation on outdoor environments In this area of study students will analyse one outdoor environment explored during practical experiences. They will further develop their understanding of the chosen outdoor environment and analyse how this environment is impacted upon by human user groups. Students will plan for their outdoor experience and peer lead the experience with their peers. During the experience they will analyse the impacts of other users and themselves on the outdoor environment and investigate ways to reduce this and promote sustainable interactions. As a result of this outdoor experience investigation, students will suggest changes to the management of users in their chosen outdoor environment and work to promote sustainable interactions into the future.

Outcomes

On completion of this unit the student should be able to:

1. describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.
2. evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.
3. should be able to participate in a range of outdoor experiences safely and sustainably in an independent manner.

HOME

Unit 3 : Relationships with outdoor environments

This subject will incur a charge for specific materials & resources. Click here to view the VCE Elective Contribution Charges and a description of items provided.

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Areas of Study

Area of Study 1 : Changing human relationships with outdoor environments

This area of study explores how humans have understood and interacted with Australian outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments at state and local level, and their influence on the development of government policies.

Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Area of Study 2 : Relationships with Australian environments in the past decade

This area of study explores how humans have understood and interacted with Australian outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments at state and local level, and their influence on the development of government policies.

Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Outcomes

On completion of this unit the student should be able to:

1. analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

2. analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

HOME

Unit 4 : Sustainable outdoor environments

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Areas of Study

Area of Study 1 : The importance of healthy outdoor environments

This area of study explores the contemporary state of outdoor environments in Australia and the importance of environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential threats to a range of outdoor environments and the subsequent impacts, as well as proposing improved solutions for environmental sustainability.

Practical outdoor experiences enable students to further develop and apply their knowledge and skills.

Area of Study 2 : The future of outdoor environments

 In this area of study students explore the sustainable use and management of outdoor environments. They examine a range of land management practices in different environments and investigate local and individual actions to sustain outdoor environments, now and into the future. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments, and consider the skills needed to be environmentally responsible citizens. They investigate current Acts and conventions and propose improvements to these for greater conservation benefits.

Area of Study 3 : Investigating outdoor environments

To achieve this outcome students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4. The selection of appropriate outdoor environments is contingent on local school settings, resources and capabilities.

The selected outdoor environments should draw on at least four selected key knowledge points across Units 3 and 4. Students are expected to demonstrate the key knowledge and key skills as described in the process below. The investigation requires students to generate primary data (such as observations, images, interviews, documents) from time spent in the selected outdoor environments and combine this with the collation of any required secondary data. The collected data should draw together understandings of outdoor environments related to the human relationships with, and the health and sustainable use of, the selected outdoor environments, and allow for the evaluation of the selected outdoor environments. The student logbook is used to document the collection of evidence required to complete the investigation. The investigation within the selected outdoor environments can occur at any time during Unit 3 or Unit 4, with the expectation that the assessment of the investigation would occur at any time during Unit 4. The student investigation will be assessed as a written report in which students will use the evidence recorded in their logbook to produce a written report that demonstrates the application of the key skills and key knowledge to the selected outdoor environments. The logbook is used for authentication purposes when assessing the written report documenting the investigation.

Outcomes   *On completion of this unit the student should be able to:*

1. describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.
2. evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
3. plan and conduct an independent investigation that evaluates selected outdoor environments.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following;

- Case study
- Data analysis
- Oral presentations which can include the use of multimedia and podcast
- A visual presentation such as a concept/mind map, annotated poster or presentation
- Practical reports
- Short reports of outdoor experiences
- Tests
- Written response to an issue
- Examinations

Practical Experiences

In order to satisfactorily meet the requirements of the Outdoor and Environmental Studies curriculum students must complete the practical trips offered by the College.

The cost of these excursions will be invoiced to students before each camp.

Practical experiences for this subject may include the following:

- Bushwalking
- Rock Climbing
- Cross Country Skiing
- Flat Water Canoeing
- Downhill Skiing & Snowboarding
- Surfing
- Snorkelling
- Sea Kayaking

Unit 1 : The human body in motion

Focus of Unit 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. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

Areas of Study

Area of Study 1 : How does the musculoskeletal system work to produce movement? In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

Area of Study 2 : How does the cardiorespiratory system function at rest and during physical activity? In this area of study students 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.

Outcomes *On completion of this unit the student should be able to:*

1. Collect and analyse information to explain how the musculoskeletal, cardiovascular and respiratory systems function
2. Evaluate the ethical and performance implications of practices and substances that enhance human movement

Assessment Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- written reports
- laboratory reports
- tests
- case study analysis'
- structured questions
- video analysis
- oral reports
- media analysis

Unit 2 : Physical activity, sport and society

Focus of Unit 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. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Areas of Study

Area of Study 1 : What are the relationships between physical activity, sport, health and society? In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.

Area of Study 2 : What are the contemporary issues associated with physical activity and sport? In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.

Outcomes *On completion of this unit the student should be able to:*

1. Students will be able to create, undertake and evaluate an activity plan that meets the physical activity and sedentary guidelines.
2. Students will be able to apply social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport.

Assessment Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- Physical activity action plan
- oral reports
- written reports
- laboratory reports
- tests
- case study analysis
- structured questions
- media analysis

Unit 3 : Physical activity participation and physiological performance

Focus of Unit

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. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery

Outcome 1 On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

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

Assessment For Unit 3 Physical Education, students are required to undertake 3 assessment tasks to demonstrate their understanding.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. School assessed coursework for Unit 3 contributes 25 per cent to the overall assessment.

Outcome 1: Structured Questions   **Outcome 2**: Laboratory Report **and** second task consisting of one of the following:

- A practical laboratory report
- Data analysis
- Case study analysis
- Structured Questions
- A critically reflective folio/diary of participation in practical activities

Unit 4 : Training to improve Performance

Focus of the Unit

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. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Outcome 1 On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2 On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment For Unit 4 Physical Education, students are required to undertake 4 assessment tasks to demonstrate their understanding.

School assessed coursework for unit 4 contributes 25%. The end of year examination will contribute 50%

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

Task 1: A written report analysing data from an activity analysis

Task 3: A written report designing a 6 week training program

Task 2: A reflective folio of participation in 5 different training sessions

Task 4: Structured questions/case study/data analysis on chronic adaptations

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.

Areas of Study

Area of Study 1 : How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction, and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

Outcome 1

On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2 : How is energy from the nucleus utilised?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.
Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

Outcome 2

On completion of this unit the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay, and nuclear energy.
To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3 : How can electricity be used to transfer energy?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.
Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

Outcome 3

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit.

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.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

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

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

Areas of Study

Area of Study 1 : How is motion understood?

In this area of study, students describe and analyse graphically, numerically, and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion and apply their understanding of motion and force through a case study.

Outcome 1

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

To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2 : Options: How does physics inform contemporary issues and applications in society?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics, and use this physics to form a stance, opinion or solution to a contemporary societal issue or application.

Outcome 2

On completion of this unit the student should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3 : How do physicists investigate questions?

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Outcome 3

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit.

HOME

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.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined in the Study Design.

Areas of Study

Area of Study 1 : How do physicists explain motion in two dimensions?

In this area of study, students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond through the investigations of objects on land and in orbit. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.

Outcome 1

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally and analyse motion using Newton's laws of motion in one and two dimensions.   To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2 : How do things move without contact?

Field models are used to explain the behaviour of objects when there is no apparent contact. In this area of study, students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.

Outcome 2

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.   To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

Area of Study 3 : How are fields used in electricity generation?

The production, distribution and use of electricity has had a major impact on the way that humans live. In this area of study, students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore the transformer as critical to the performance of electrical distribution systems in minimising power loss.

Outcome 3

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

To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Contribution to final assessment

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

HOME

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

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined in the Study Design.

Areas of Study

Area of Study 1 : How has understanding about the physical world changed?

In this area of study, students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world. Students consider the limitations of classical mechanics as they explore Einstein's view of the Universe. They consider postulates as distinct from theories and explore ideas related to objects moving at speeds approaching the speed of light. They use special relativity to explore length contraction and time dilation as observations are made by observers in different frames of reference, and the interrelationship between matter and energy.

Outcome 1

On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1 and the related key science skills.

Area of Study 2 : How is scientific inquiry used to investigate fields, motion or light?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to fields, motion or light. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field. When undertaking the investigation students are required to apply the key science skills to develop a question, state an aim, formulate a hypothesis, and plan a course of action to answer the question, while complying with safety and ethical guidelines. Students then undertake an investigation to generate primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to scientific ideas, discuss implications of the results, and draw and evaluate a conclusion in response to the question. Students are expected to design and undertake an investigation involving one continuous independent variable. The presentation format for the investigation is a scientific poster constructed according to the structure outlined on in the Study Design. A **logbook** is maintained by the students for record, assessment, and authentication purposes.

Outcome 2

On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills.

School-based assessment

Satisfactory completion	The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
Assessment of levels of achievement	The student's level of achievement in Unit 4 will be determined by School-assessed Coursework.
Contribution to final assessment	School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.
External assessment	The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
Contribution to final assessment	The examination will contribute 50 per cent to the study score.
End-of-year examination	*Description*

The examination will be set by a panel appointed by the VCAA. All key knowledge that underpin the outcomes in Units 3 & 4 and key science skills are examinable.

Conditions   The examination will be completed under the following conditions:

• Duration: 2.5 hours.

• VCAA examination rules will apply.

• Date: end-of-year, on a date to be published annually by the VCAA.

• The examination will be marked by assessors appointed by the VCAA.

In VCE Product Design and Technology, students take on the role of designer-maker, designing and making three-dimensional products using a range of materials, tools and processes.
Materials they can choose from are listed below:

- Timber: hardwoods, softwoods, repurposed and reclaimed, manufactured or composite boards that comply with safety requirements and sustainably sourced materials
- Fabrics: commercially bought and reused, repurposed, synthetics and natural; knitted, woven, non-woven; fibres like roving or yarns, felt, leather
- Plastics: extruded, bioplastic, thermosetting, polymer, resin or those sourced through repurpose or disassembly
- Bio-materials: vegetable skins or plant products, alternative materials such as symbiotic culture of bacteria and yeast (SCOBY) leather or mycelium
- Metals: Ferrous metals, non-ferrous metals, alloys, coated metals, or metals sourced sustainably through repurpose or disassembly
- Dyes and finishes: natural and plant-based, acrylic/oil-based paints, coatings and clear finishes

Unit 1 : Design Practices

This subject will incur a charge for specific materials & resources. *Click here to view the VCE Elective Contribution Charges and a description of items provided.*

Focus of Unit

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Areas of Study

Area of Study 1 : Developing and conceptualising designs
Area of Study 2 : Generating, designing and producing

Outcomes

On completion of this unit the student should be able to:

1. Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.
2. Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively as a team.

Assessment

- Record of evidence of research, development, and conceptualisations
- Reflection on collaboration, teamwork and ways to improve in the future
- Practical work

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Unit 2 : Positive Impacts for End Users

This subject will incur a charge for specific materials & resources. *Click here to view the VCE Elective Contribution Charges and a description of items provided.*

Focus of unit Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Areas of Study   **Area of Study 1** : Opportunities for positive impacts for end users   **Area of Study 2** : Designing for positive impacts for end users

Area of Study 3 : Cultural influences on design

Outcomes   On completion of this unit the student should be able to:

1. Investigate and critique products using the factors that influence design, to make judgements about the success or failure of the products to support positive impacts for end users.
2. Design and made an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
3. Research and discuss how designers and end users are influenced by culture.

Assessment •Record of evidence of research, development and conceptualisations   • Reflection on collaboration, teamwork and ways to improve in the future

    •Practical work   • Case study analysis or research inquiry

Unit 3 : Ethical Product design and Development

This subject will incur a charge for specific materials & resources. *Click here to view the VCE Elective Contribution Charges and a description of items provided.*

Focus of unit In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives. Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Areas of Study   **Area of Study 1** : Influences on design, development and production of products   **Area of Study 2** : Investigating opportunities for ethical design and production

Area of Study 3 : Developing a final proof of concept for ethical production

Outcomes On completion of this unit the student should be able to:

1. Critique examples of ethical product design and innovation within industrial settings.
2. Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique global product concepts.
3. Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

Assessment Assessment will be based on the student's performance on a selection of assessment tasks including the following:

• Case study analysis   • Oral presentation   •Research inquiry

• Record evidence of design brief, research, product concepts and scheduled production plan (this is assessed in Unit 4) *School-assessed Coursework for Unit 3 will contribute 10 % to the study score.*

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Unit 4 : Production and evaluation of ethical designs

This subject will incur a charge for specific materials & resources. <u>Click</u> here to view the VCE Elective Contribution Charges and a description of items provided.

Focus of unit

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Areas of Study

Area of Study 1 : Managing production for ethical designs
Area of Study 2 : Evaluation and speculative design

Outcomes

On completion of this unit the student should be able to : -

1.   Implement a scheduled production plan, using a range of materials, tools and processes, managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.
2.   Synthesise data to evaluate a range of products, including making judgement about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

•   data analysis
•   Oral presentation
•   Product analysis
•   Research inquiry
•   Record of evidence of design brief, research, product concepts and scheduled production plan
•   Practical work

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score. The School-assessed Task contributed 50 per cent to the study score.

External Assessment – End of year Examination

The examination will contribute 30 per cent to the study score

Conditions:

•   Duration: 1 hour and 30 minutes.
•   Date: end-of-year, on a date to be published annually by the VCAA.
•   VCAA examination rules will apply.
•   The examination will be marked by assessors appointed by the VCAA.

HOME

Unit 1 : How are behavioural and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study

Area of Study 1 : What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Area of Study 2 : How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Area of Study 3 : Student-directed research investigation.

Students investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

Outcomes   On completion of this unit, students should be able to:

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Reports of practical activities involving the collection of primary data
- Research investigations involving the collection of secondary data
- Brain structure modelling activities
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/responses
- Problem solving involving psychological concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to an issue
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

For Outcome Three, assessment will be based on:

- A report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report

Unit 2 : How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They 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 an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study

Area of Study 1 : How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Area of Study 2 : What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Area of Study 3 : Student-directed practical investigation.

In this area of study students design and conduct a practical investigation related to external influences on behaviour.

Outcomes

On completion of this unit, students should be able to:

1.   Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

2.   Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

3.   Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

• Reports of practical activities involving the collection of primary data
• Research investigations involving the collection of secondary data
• A logbook of practical activities
• Analysis of data/results including generalisations/conclusions
• Media analysis/responses
• Problem solving involving psychological concepts, skills and/or issues
• Reflective learning journals/blogs related to selected activities or in response to an issue
• Tests comprising multiple choice and/or short answer and/or extended response
• End of semester examination

For Outcome Three, assessment will be based on:

• A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

HOME

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

In this unit 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 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. They also 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.

Areas of Study

Area of Study 1 : How does the nervous system enable psychological functioning?

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity. The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored. Students evaluate the ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process. They compare the explanatory power of different models that explain stress as well as exploring strategies for coping with stress and improving mental wellbeing.

Area of Study 2 : How do people learn and remember?

In this area of study, students evaluate models to explain learning and apply their knowledge of learning to a range of everyday experiences and contemporary social issues. Students explore memory as the process by which knowledge is encoded, stored and later retrieved, as illustrated by Richard Atkinson and Richard Shiffrin's multi-store model of memory, including how information passes through distinct memory stores in order for it to be stored relatively permanently. Students explore the interconnectedness of brain regions in storing explicit and implicit memories and the role of semantic and episodic memory in cognition. They consider the use of mnemonics to increase the encoding, storage and retrieval of information and develop an understanding of the contribution of Aboriginal and Torres Strait Islander knowledges and perspectives in understanding memory and learning.

Outcomes

On completion of this unit, students should be able to:

1. Analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.
2. Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's level of achievement in Unit 3 by school assessed coursework and an end of year examination.

- School-assessed coursework for Unit 3 will contribute 20% to the study score.
- The end of year examination will contribute 50% to the study score.

For Outcomes One and Two, assessment will be based on a selection of the following tasks:

- 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.

AND

- End of year examination

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. 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.

Areas of Study

Area of Study 1 : How does sleep affect mental processes and behaviour?

In this area of study, students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span. They compare REM and NREM sleep as examples of naturally occurring altered states of consciousness and investigate the biological mechanisms of the sleep-wake cycle in terms of the timing of sleep, what causes individuals to be sleepy at night and why individuals wake when required. Students analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning. Students examine circadian rhythm disorders as the result of changes to an individual's sleep-wake cycle and apply their knowledge regarding sleep hygiene and zeitgebers to suggest ways to improve the sleep-wake cycle and mental wellbeing.

Area of Study 2 : What influences mental wellbeing?

In this area of study, students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. Students investigate the concept of mental wellbeing as a continuum, recognising that an individual's mental wellbeing is influenced by the interaction of internal and external factors and fluctuates over time. Students apply a biopsychosocial approach to consider how biological, psychological and social factors are involved in the development and management of a specific phobia. Students explore protective factors that contribute to an individual's mental wellbeing from a biopsychosocial perspective and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander people.

Area of Study 3 : How is scientific enquiry used to investigate mental processes and psychological functioning?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4 in the form of a scientific poster. The investigation involves the generation of primary data relating to mental processes and psychological functioning. The investigation draws on knowledge and related key science skills developed across Units 3 and 4.

Outcomes   On completion of this unit the student should be able to:

1. Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
3. Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment Assessment will be based on the student's level of achievement in Unit 4 by school assessed coursework and an end of year examination.

• School-assessed coursework for Unit 4 will contribute 30% to the study score.   • The end of year examination will contribute 50% to the study score.

For Outcomes One and Two, assessment will be based on a selection of the following tasks:
• 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.

For Outcome Three, assessment will be based on a structured scientific poster according to the VCAA template.

AND End of year examination.

HOME

Unit 1 : Mechanical systems

This subject will incur a charge for specific materials & resources.   *Click here to view the VCE Elective Contribution Charges and a description of items provided.*

Focus of unit

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The focus is how systems work to create a working system. The creation process draws on the design and innovation processes. Students create an operational system using the systems engineering process. The system may include some electro-technological components. Students research and quantify how systems use or convert the energy supplied to them. Students design build and test a prototype system and evaluate its performance.

Areas of Study

Area of Study 1 : Mechanical system design

Area of Study 2 : Producing and evaluating mechanical systems

Outcomes   On completion of this unit the student should be able to:

1.   Apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.
2.   Produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Assessment

• Design brief
• Production tasks
• Material Tests
• Short written reports

Unit 2 : Electro-technological systems

This subject will incur a charge for specific materials & resources.   *Click here to view the VCE Elective Contribution Charges and a description of items provided.*

Focus of unit

In this unit students study fundamental electro-technological engineering principles. This includes electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro-technological systems, which may also include mechanical components or electro-mechanical subsystems. The focus is on the creation of electro-technological systems, drawing heavily upon design and innovation processes. In this unit students explore some of these emerging technologies.

Areas of Study

Area of Study 1 : Electro-technological systems design

Area of Study 2 : Producing and evaluating electro-technological systems

Outcomes   On completion of this unit the student should be able to:

1.   Investigate, represent, describe and use basic electro-technological and basic control engineering concepts, principles and components, and design and plan an electro-technological system using the systems engineering process.
2.   Produce, test and evaluate an electro-technological system, using the systems engineering process.

Assessment

• Design brief
• Production tasks
• Material Tests
• Short written reports

Unit 3 : Integrated and controlled systems

This subject will incur a charge for specific materials & resources. Click here to view the VCE Elective Contribution Charges and a description of items provided.

Focus of unit

In this unit students study engineering principles used to explain properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro-technological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Areas of Study

Area of Study 1 : Integrated and controlled systems design
Area of Study 2 : Clean energy technologies

Outcomes   On completion of this unit the student should be able to:

1. Investigate, analyse and apply concepts and use components to design, plan and commence production of an integrated and controlled mechanical and electro-technological system using the systems engineering process.
2. Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment   • Short written reports   • Production plan   • Design Folio (Continues on to unit 4 and is assessed as part of the School assessed task)

Unit 4 : Systems control

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

Focus of unit

In this unit students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue to use the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Areas of Study

Area of Study 1 : Producing and evaluating integrated and controlled systems.
Area of Study 2 : New and emerging technologies

Outcomes   On completion of this unit the student should be able to:

1. Finalise production, test and diagnose a mechanical and electro-technological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
2. Evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Assessment   • Design folios   • Production tasks   • Short written report (ICT report)   • Exam

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences.

Unit 1 : Finding, reframing and resolving design problems

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

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

Areas of Study

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

Suitable tasks for assessment may be selected from the following:
- A report or presentation exploring conceptions of good design
- A presentation documenting human-centred research methods and findings relating to a design problem
- A written brief identifying a communication need

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

Suitable tasks for assessment may be selected from the following:
- A folio of work demonstrating Develop and Deliver stages of VCD design process to create visual language for a business or brand
- Presentation of design concepts for a critique

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

Suitable tasks for assessment may be selected from the following:
- A folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

Unit 2 : Design contexts and connections

This subject will incur a charge for specific materials and resources. These are indicated in the "VCE Elective Contribution Charges" at the end of this document with a description of items provided.

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

Areas of Study

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

Suitable tasks for assessment may include:
- A folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.

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

Suitable tasks for assessment may include:

Investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge, presented in one of the following formats:
- An extended written response
- An annotated visual report
- An oral presentation
- Short-answer responses supported by visual references
- Presentation using digital technologies such as an online presentation or interactive website

AND
- Creation of personal iconography in a range of design exercises.

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

Suitable tasks for assessment may include:
- A folio demonstrating stages of VCD design process to propose an interface for an interactive digital product, environment or service.

Unit 3 : Visual communication in design practice

This subject will incur a charge for specific materials & resources. <u>Click</u> *here to view the VCE Elective Contribution Charges and a description of items provided.*

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through the study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of study

Outcome 1: Professional design practice

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

Suitable tasks for assessment may include:
- A comparative case study of designers in selected design field(s) presented in one of the following formats:
- A written report
- An annotated visual report
- A response presented in digital format, such as online presentation or interactive website
  AND
- Two practical design exercises documenting emerging skills in selected field(s) of practice.

Outcome 2: Design analysis

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

Suitable tasks for assessment may include:
- A comparative analysis of design examples presented in one of the following formats:
- A written report
- An annotated visual report
- A response presented in a digital format, such as an online presentation or interactive website.

Outcome 3: Design process: defining problems and developing ideas

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

The student's level of achievement in Unit 3 Outcome 3 & in Unit 4 Outcomes 1 & 2 will be assessed through a School-assessed Task. The School-assessed Task contributes 50 per cent to the study score.

HOME

Unit 4 : Delivering design solutions

This subject will incur a charge for specific materials & resources.   Click here to view the VCE Elective Contribution Charges and a description of items provided.

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Areas of study

Outcome 1: Design process, refining and resolving design concepts

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

Outcome 2: Presenting design solutions

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

The student's level of achievement in Unit 3 Outcome 3 & in Unit 4 Outcomes 1 & 2 will be assessed through a School-assessed Task. The School-assessed Task contributes 50 per cent to the study score.

Suitable tasks for assessment may include:

- Research using divergent and convergent thinking to identify and analyse a design problem.
- A brief that identifies two communication needs and develops design criteria including the purposes, contexts, audience or user characteristics and design constraints.
- Generation of a range of ideas drawing on the design criteria documented in the brief.
- Presentation and critique of design ideas to a group based on the client needs and criteria documented in the brief.
- Deliver and respond to feedback using written reflective and critical evaluations.
- A folio of work presenting the development of design concepts for two distinct communication needs.
- Evaluation, testing and resolution of design concepts.
- Devise and deliver a pitch of one design concept for each of the two distinct communication needs.
- Documentation of the development, refinement and resolution of design concepts.
- Two distinct final presentations in two separate presentation formats that fulfil the communication needs and design criteria outlined in Unit 3, Outcome 3.
- Use of visual language and appropriate methods to communicate solutions to an audience or users.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 30 per cent to the study score and set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

HOME

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

It is a two-year vocational and applied learning program within the VCE which aims to provide a more structured and defined course of study for students who wish to follow a pathway into vocational education and training or work.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university (through alternate entry programs) or directly into employment.

The purpose of the VCE Vocational Major is to empower students to make informed decisions about the next stages of their lives, through real life workplace experiences providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

VET will continue to play an important role in the VCE, and VCE VET programs will continue to be offered in 2023 and beyond. Students will continue to receive VCE credit for other training or school-based apprenticeships/traineeships. VET is a key element of the VCE Vocational Major program, with students required to complete a minimum of 180 nominal hours of VET at Certificate II level or above.

VCE Vocational Major Structure & Design

- Students will undertake between 16 – 20 Units over two years
- To meet the completion requirements students will need an 'S' for 16 units, which must include :
  - **3 Literacy** or VCE English Units
  - **2 Numeracy** or VCE Mathematics units
  - **2 Work Related Skills** Units
  - **2 Personal Development Skills** Units
  - **2 VET Credits** at Certificate II level or above (180 hours)
- Students will be required to complete a minimum of four Unit 3-4 sequences
- Students can include VCE Units in their learning program

To be awarded the VCE Vocational Major, students must satisfactorily complete the mandatory minimum 16 units.

Students that meet the requirements will receive the appellation of 'Vocational Major' on their VCE certificate.

The Personal Development Skills, Work Related Skills, Numeracy and Literacy study designs aim to equip students with the necessary skills and knowledge to engender confidence and self-agency in their preparation for the world of work and further training and education. The new Vocational Major units have a strong focus on the application of knowledge and skills in practical contexts. Many of the units are underpinned by community-based activities and the development of self-agency. Students enrolled in the Vocational Major program will be able to enrol in other VCE studies in addition to the minimum required units for the Vocational Major.

Assessment

Satisfactory completion of a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The course design is based on 'areas of study' in each unit. Student must complete each unit and show understanding to meet the outcomes.

There are a range of opportunities for students to demonstrate key knowledge and key skills, with assessments being completed under teacher supervision.

The VCE VM Personal Development Skills study focuses on helping students develop 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. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need. The subject examines 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. Students participate 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. Students will reflect on how community awareness of their selected issue can be improved.

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. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Areas of Study

Area of Study 1 : In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2 : In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3 : On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Outcomes   On completion of this unit the student should be able to:

• explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.
• plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
• analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Assessments Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:
• a recorded reflection on personal attributes   • a reflective journal   • a case study
One task for the assessment of Outcome 2 should be selected from the following:
• a project plan   • a research task   • annotated photographs
One task for the assessment of Outcome 3 should be selected from the following:
• a critical evaluation of an activity or program   • a digital or oral presentation reflecting on activity or program

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.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Areas of Study

Area of Study 1 : In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Area of Study 2 : In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3 : In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Outcomes

On completion of this unit the student should be able to:

- describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
- identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
- to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.
One task for the assessment of Outcome 1 should be selected from the following:
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- an oral, digital or written report
- a record and reflection of guest speaker/s or interview with community member/s

One task for the assessment of Outcome 2 should be selected from the following:
- research task
- an oral, digital or written report
- a case study

One task for the assessment of Outcome 3 should be selected from the following:
- a community engagement plan/ concept map
- a digital, oral, or written presentation

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.

Areas of Study

Area of Study 1 : In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.

Area of Study 2 : In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3 : In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Outcomes

On completion of this unit the student should be able to:

- apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
- describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and demonstrate apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
- describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Assessment

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

- a critical reflection on the use of interpersonal skills
- a digital, oral, or written presentation
- a report

One task for the assessment of Outcome 2 should be selected from the following:

- a personal reflection of participation in practical tasks
- a critical evaluation of a team activity
- a compilation and reflection on a variety of feedbacks

One task for the assessment of Outcome 3 should be selected from the following:

- an evaluation report of participation in practical tasks
- a critical reflection on team members' feedback

Unit 4 : Personal Development Skills (PDS)

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.

Areas of Study

Area of Study 1 : In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Area of Study 2 : In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of Study 3 : In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Outcomes

On completion of this unit the student should be able to:

• investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

•use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

•evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:
•a research or investigation report
•a project plan.

The assessment of Outcome 2 should include:
•a record of active implementation, participation and execution of a planned project

The assessment of Outcome 3 will include:
•a presentation regarding individual or team effectiveness in executing planned project

HOME

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

This subject offers practical, authentic opportunities for students to develop employability skills and prepare for their future pathway
Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

Unit 1 : Career 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, as well as 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.

Areas of Study

Area of Study 1 : In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2 : In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Outcomes

On completion of this unit the student should be able to:
• identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects
• forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment

Assessment tasks should provide opportunities for practical application of the outcome.
One task for the assessment of Outcome 1 should be selected from the following:
•a record of data analysis
•a research task

One task for the assessment of Outcome 2 should be selected from the following:
•a career and education report
•a career and education presentation
•a career and education research task
•a career action plan

HOME

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.

Areas of Study

Area of Study 1 : In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Area of Study 2 : In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Outcomes

On completion of this unit the student should be able to:

- identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
- demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups

Assessment

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

- a skills audit
- participation in mock interview
- a further education and/or training plan

One task for the assessment of Outcome 2 should be selected from the following:

- a cover letter
- a resume
- a mock interview

HOME

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.

Areas of Study

Area of Study 1 : In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2 : In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Area of Study 3 : In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Outcomes

On completion of this unit the student should be able to:

- analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.
- outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

- a case study
- a research task
- a presentation
- a report

One task for the assessment of Outcome 2 should be selected from the following:

- a case study
- a role play or performance
- a presentation

One task for the assessment of Outcome 3 should be selected from the following:

- a record of observed active listening techniques
- a role play of performance
- a presentation

HOME

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.

Areas of Study

Area of Study 1 : In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Area of Study 2 : In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

Outcomes

On completion of this unit the student should be able to:

- analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study

Assessment

The assessment of Outcome 1 will include:

- evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.

The assessment of Outcome 2 will include

- presentation of a portfolio related to a target industry or target audience panel.
- evaluation of presented portfolio

HOME

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Unit 1 : Literacy for personal use

Areas of Study

Area of Study 1 : In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study 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. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

Area of Study 2 : In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Outcomes On completion of this unit the student should be able to:

- demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.
- apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:
- a reflective journal
- a narrative, expository or informative piece
- a performance.

One task for the assessment of Outcome 2 should be selected from the following:
- a digital presentation
- an online report, explanatory or expository piece or article
- a video, podcast or oral presentation

Unit 2 : Understanding issues and voices

Areas of Study

Area of Study 1 : In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience. Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Area of Study 2 : In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Outcomes

On completion of this unit the student should be able to:

- explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.
- interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment

One task for the assessment of Outcome 1 should be selected from the following:

- a case study
- a response to structured questions
- a digital presentation that offers a point of view

One task for the assessment of Outcome 2 should be selected from the following:

- an oral report
- a video, podcast or oral presentation
- a recorded debate or discussion

HOME

Unit 3 : Literacy

Areas of Study

Area of Study 1 : In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2 : This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Outcomes

On completion of this unit the student should be able to:

- demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
- create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Assessment

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

- a series of annotations and summaries
- a research task
- a case study analysis

One task for the assessment of Outcome 2 should be selected from the following:

- a set of instructions including visuals/diagrams
- a brochure or report including visuals/diagrams
- a vlog.

Unit 4 : Literacy

Areas of Study

Area of Study 1 : In this area of study 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. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2 : In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

Outcomes

On completion of this unit the student should be able to

• illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

• negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Option 1: Literacy for civic participation
Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Option 2: Literacy for everyday personal contexts
Students deliver an informative or instructional presentation on an area of personal management that is of interest.

Assessment

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

• a series of annotations and summaries
• a blog or vlog
• a multimodal presentation created for promotion

One task for the assessment of Outcome 2 should be selected from the following:

• a video, podcast or oral presentation
• a digital presentation of a portfolio

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

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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

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

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

HOME

Unit 1 : Numeracy

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.

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

Areas of Study   There are four areas of study for Unit 1:

Area of Study 1: Number   In this area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

Area of Study 2: Shape   In this area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

Area of Study 3: Quantity and measures   In this area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

Area of Study 4: Relationships In this area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications. They should be able to recognise when change is occurring, be able to identify common and simple mathematical relationships and variables and apply the most appropriate process or processes to determine the results of change.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Outcomes

For Units 1 and 2 the student is required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across the two units.

At the end of Units 1 and 2, students should be able to select the appropriate method or approach required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should also be at ease with straightforward calculations manually and/or using technology.

On completion of these units, the student should be able to:

- select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.
- select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.
- select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Assessments   Assessment tasks should provide opportunities for practical application of the outcome.

The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).
- Multimedia presentation, poster or report. For example, an outline of food requirements for an athlete preparing for their sport that includes nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.
- Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change.

Unit 2 : Numeracy

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.

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

Areas of Study

There are four areas of study for Unit 2:

Area of Study 1: Dimension and direction

Area of Study 2: Data

Area of Study 3: Uncertainty

Area of Study 4: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Outcomes

On completion of this unit, the student should be able to:

- select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.
- select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in Areas of Study 5-8, and across the chosen range of numeracies.
- select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.

The structure of the Numeracy study sees that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).
- Multimedia presentation, poster or report. For example, an outline of food requirements for an athlete preparing for their sport including nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.
- Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change.

Unit 3 : Numeracy

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.

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.

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.

Areas of Study

There are four areas of study in Unit 3:

Area of Study 1: Number
Area of Study 2: Shape
Area of Study 3: Quantity and measures
Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Outcomes

For Units 3 and 4 the student is required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across the two units.

At the end of Units 3 and 4, students should be able to select the appropriate method or approach required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. At the end of Units 3 and 4, students should be able to select the appropriate method or approach required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should be at ease with a range of calculations and mathematical processes both manually and/or using technology. They should be able to evaluate and critically reflect on the outcomes and results of their numeracy tasks and investigations and be aware of any real-world implications and consequences. They should be able to evaluate and critically reflect on the outcomes and results of their numeracy tasks and investigations and be aware of any real-world implications and consequences.

On completion of this unit, the student should be able to:

- extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.
- select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.
- flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.

The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
- Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.
- Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.

Unit 4 : Numeracy

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.

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.

Areas of Study

There are four areas of study for Unit 4:

Area of Study 5: Dimension and direction
Area of Study 6: Data
Area of Study 7: Uncertainty
Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Outcomes

On completion of this unit, the student should be able to:

- extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.
- select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.
- flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

Assessments

Assessment tasks should provide opportunities for practical application of the outcome.
The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
- Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.
- Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel

HOME

VET can be completed either as a part of VCE or as the compulsory study for all students undertaking VCE-VM . It helps students explore possible career pathways in a practical and hands-on setting while gaining a valuable insight into their chosen industry. Some VET subjects require compulsory work placement as part of their course

VET enables students to gain qualifications as well as specific skills to help them in the workplace.

VET certificates allow secondary students to gain practical skills in a specific industry while contributing towards the completion of a senior secondary certificate. Students can complete VET through school-based apprenticeships and traineeships.

Features of VET

VET is a two-year program combining studies with accredited education and training which allows students to complete a nationally recognised qualification.

• Provides students with an opportunity to go directly into employment or receive credit towards further study at a TAFE.
• VET allows for the development of Industry specific and workplace skills.
• Students may undertake structured workplace learning to demonstrate their acquired skills and knowledge in an industry setting.

How does VET work?

A VET unit is delivered to students via a Registered Training Organisation (RTO). Eg: TAFE.
Students will attend an RTO to complete 180 hours of a certificate at level II or above.

Training will occur off-site, generally on a Wednesday afternoon. Students will be required to make their own way to their VET placement.

Contribution to VCE

1. Some VET programs are considered a VCE subject and count towards the 16 units necessary to successfully complete VCE.
2. VET subjects contribute to the ATAR score through either scored assessment or as 10% of a 5th or 6th subject. In some circumstances there will be no contribution towards an ATAR when units are at the 1 and 2 level only or the students do not complete all the required units of competency.

Contribution to VCE-VM

VET is a compulsory subject for all students completing their VCE-Vocational Major.

School-Based Apprenticeships or Traineeships are an excellent way for students to get a head start in their career while still at school. School-Based Apprenticeships or Traineeships allow school students to spend time working while completing the necessary vocational training along with a Year 11 and 12 qualification.

Structured Workplace Learning - Structured Workplace Learning recognition provides the formal framework and processes to enable students to integrate their on the-job experience and learning in a workplace with nationally recognised VET undertaken as part of either the VCE, VCE Vocational Major or Victorian Pathways Certificate. Structured Workplace Learning recognition is available for students who undertake Structured Workplace Learning in an industry aligned to the VCE VET program they are enrolled in. Structured Workplace Learning recognition is also available for students undertaking a School Based Apprenticeship or Traineeship.

Requirements

Attendance requirements apply at VET placements as they do in any other subject.
You will also need to apply for a USI (Unique Student Identifier).   The web link is www.usi.gov.au.

As VET occurs at an RTO there is a compulsory additional charge to cover consumables and material costs.

• Minimum of 12 units over a flexible time period. Can include VCE Units, VET and Structured Workplace Learning.
• Standalone Course – Foundation Secondary Course for Year 11 and 12 students at AQF level 1
• Students can transition into VCE or VCE CM, with credit for any VCE or VET Certificate II subjects completed.
• Pathway to entry level VCE or employment

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.

The certificate will involve a minimum12 units which can be completed over a flexible time period, from 12 months or longer. The Victorian Pathways Certificate can include VCE units, VET and structured workplace learning.

The Victorian Pathways Certificate provides students with a standards based certificate and is specifically designed for students not working at the VCE level and will provide opportunities to progress to the VCE Vocational Major at the completion of the VPC.

The Victorian Pathways Certificate is an inclusive Year 11 and 12 certificate that will meet the needs of students not participating in the VCE (including the Vocational Major). The Victorian Pathways Certificate is particularly suited to students who have missed significant periods of school; vulnerable students at risk of disengaging from their education; or students with additional needs. The Victorian Pathways Certificate has been developed at Level 1 of the Australian Qualifications Framework, which is the same skill level as Foundation VCAL. Within the Victorian Pathways Certificate there are opportunities for extension beyond Australian Qualifications Framework Level 1 by including VCE or VET studies in a student's study program or by extending individual students within the Victorian Pathways Certificate curriculum.

The Victorian Pathways Certificate will not be suitable for all students and will be provided to students on an as-needs basis. Discussions about suitability to undertake the Victorian Pathways Certificate will be conducted between the school, student and their family.

VPC Structure & Design

- Flexible entry and enrolment
- To achieve satisfactory completion students will need an 'S' for 12 Units which must include :
    - **2 Literacy** Units
    - **2 Numeracy** Units
    - **2 Work Related Skills** Units
    - **2 Personal Developments Skills** Units
- Students can include VCE or VET Units in their learning program

It is not a senior secondary certificate.

HOME

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community. The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways. This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

Unit 1 : PDS *Unit one has 2 modules that need to be completed:*

Module 1: Understanding Self   This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience. Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Module 2: Developing Self   This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways

Outcomes1

On completion of Module 1 the student should be able to:
- develop and demonstrate an understanding of self through positive, active reflection
- use a range of teamwork, communication, time management and problem-solving skills
- understand and apply the skills required for setting and achieving personal goals.

On completion of Module 2 the student should be able to:
- describe the principles of health and wellbeing and the key indicators of self-care
- explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving
- create tools and/or strategies for practicing self-care
- discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent
- practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.

Assessments Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a skills audit
- a case study
- a video, podcast or oral presentation
- develop structured questions to interview community group/ members
- an evaluation of a team activity
- a reflective journal of participation in practical tasks

- a reflective journal
- reflection/ analysis of guest speakers presentation
- a response to structured questions
- a visual, oral, pictorial, digital presentation
- reflection/ analysis of visit/s community project/ organisation
- chair meeting/ take minutes

HOME

Unit 2 : PDS

Unit two has two modules that need to be completed

Module 1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Module 2: Community Participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

Outcomes

On completion of Module 1 the student should be able to:
- understand and discuss the concepts of community
- identify ways to connect with both local and global communities
- explain the rights and responsibilities of being an effective member of a community

On completion of Module 2 the student should be able to:
- research and locate community support systems
- identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging
- explain the benefits of community involvement.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:
- creation and collation of survey
- creation of debate
- a reflection/ analysis of site or organisation visit
- an oral, pictorial, digital presentation
- an observation checklist
- a reflective journal of participation in practical tasks
- create structured questions to pose to community group, program coordinator/ guest speaker
- a performance or role play
- a research task

Unit 3 : PDS

To be developed by VCAA

Unit 4 : PDS

To be developed by VCAA

HOME

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills. This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

Unit 1 : WRS   *This unit has three modules that need to be completed.*

Module 1: Interests, skills and capabilities in the workplace

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

Module 2: Employment opportunities and workplace conditions

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

Module 3: Applying for an employment opportunity

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

Outcomes

On completion of Module 1 the student should be able to:
- differentiate between interests, personal attributes and capabilities
- discuss the application of a range of employability skills
- describe how different technical skills, capabilities and personal attributes are applied in different industry groups.

On completion of Module 2 the student should be able to:
- research employment opportunities
- recognise and consider different types of roles in a workplace
- identify the role of qualifications and further study relating to employment opportunities
- describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.

On completion of Module 3 the student should be able to:
- identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
- use reflection and feedback to improve the resume and cover letter.

Assessments   Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- development of cover letter/resume
- interview and reflection of relevant industry representative, employer, education provider, career practitioner
- a reflection and collection of annotated resources during career expos visits
- creation of SMART goals
- creation of a personal profile
- participation in a mock job interview
- development of career action plan
- a skills audit
- completion of career discovery quiz
- annotated position description or advertisements
- a digital, oral or visual presentation

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Unit 2 : WRS

This unit has three modules to be covered

Module 1: Identifying and planning for a work-related activity

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

Module 2: Completing and reviewing a small-scale work-related activity

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts

Module 3: Reporting on a small-scale work-related activity

This module develops students' communication and technology skills through reporting on small-scale work-related activity. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

Outcomes

On completion of Module 1 the student should be able to:

- utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
- use the collaborative planning skill of seeking and applying feedback to enrich plan
- identify the employability skills that align to the activity
- evaluate the effectiveness of the plan.

On completion of Module 2 the student should be able to:

- implement planned small-scale work-related activity
- utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.

On completion of Module 3 the student should be able to:

- create and present a report on a small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity
- demonstrate communication and technology skills through the manner in which they report on a work-related activity
- reflect on how future work-related outcomes can be improved.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a project plan
- a digital, oral or visual presentation
- development and collation of survey
- chair meeting
- a skills audit
- a response to structured questions
- an observation checklist
- a report
- a plan of action/response to feedback
- a blog or vlog.

Unit 3 : WRS

This unit has three modules to complete.

Module 1: Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Module 2: Rights and responsibilities

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

Module 3: Physical health and safety

This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

Outcomes

On completion of Module 1 the student should be able to:

- identify and describe physical and mental health in the workplace
- discuss ways in which employees can contribute to physical and mental health in the workplace
- explain the role of employers regarding health in the workplace, including company policies.

On completion of Module 2 the student should be able to:

- describe unlawful workplace practices
- identify processes to address and report unsafe practices
- present understandings of employee responsibilities in the workplace.

On completion of Module 3 the student should be able to:

- identify a range of strategies to improve safety in the workplace
- recognise and assess potential hazards and harms
- develop recommendations to respond to the identification of hazards and harms.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a digital, oral or visual presentation
- interview and reflection of relevant industry representative, employer, employee
- a response to structured questions
- a research task or case study
- a role-play or performance
- a mock hearing
- a safety audit
- a risk management plan
- participation in a safety drill
- a report

Unit 4 : WRS

This unit has three modules to complete.

Module 1: Explore and plan for potential pathways

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

Module 2: Employment seeking activities and the application process

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

Outcomes

On completion of Module 1 the student should be able to:

- identify a potential pathway
- access and assess online platforms to explore pathway options
- apply knowledge to draft a pathway plan
- seek feedback on and refine pathway plan.

On completion of Module 2 the student should be able to:

- source and evaluate information relating to employment opportunities
- apply knowledge in preparing a job application.

On completion of Module 3 the student should be able to:

- identify possible interview questions and suitable responses
- apply strategies to prepare for and participate in a mock interview and evaluate performance to improve future employment prospects.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a digital, oral or visual presentation
- reflection of visit to education provider, employment agency, career expo, LLEN
- a career action plan
- refined/ redeveloped cover letter/resume
- structure response to interview questions
- skills audit
- mock interview
- identify employability skills, required qualifications, key selection criteria within employment advertisements
- creation of a personal profile
- plan of action/response to feedback
- reflection/evaluation of application/interview

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VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings. This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

Unit 1 : Literacy   *This unit has two modules to be completed.*

Module 1: Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience. Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. In their study of visual and film texts, students will examine how purpose, language and structure influence the audience and their understanding of the content of a text.

Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Students will read, view and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They will identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them.

As a part of this exploration of the digital world, students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Outcomes

Module 1 - On completion of this module the student should be able to :
- identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
- develop and demonstrate an understanding that texts are created for different purposes and audiences
- create a range of material for specific audiences and purposes.

Module 2 - On completion of this module the student should be able to :
- engage with, understand and create a range of digital texts for different audiences and purposes
- explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
- recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.

Assessments   Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:
- a recorded reflection
- a reflective journal
- a response to structured questions
- a record and reflection of the presentations of guest speaker/s
- a video, podcast or oral presentation
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

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Unit 2 : Literacy

This unit has two modules to be completed.

Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

Module 2: Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

Outcomes

Module 1- On completion of this module the student should be able to:
- identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
- explain how language and visuals are used to influence an audience
- identify how bias and perspective influence a speaker, author and audience.

Module 2- On completion of this module the student should be able to:
- influence a specific audience through a variety of language devices
- lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
- use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:
- a research task
- a record of discussion or debate
- a presentation of a case study
- a video, podcast, vlog or oral presentation
- a digital presentation
- participation in a debate
- participation on a Q & A panel
- an animation with voice over
- an advertisement.

Unit 3 : Literacy *This unit has two modules to be completed.*

Module 1: Literacy for civic participation

This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Module 2: Literacy for pathways and further learning

This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals

Outcomes   Module 1- On completion of this module the student should be able to:

- identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
- skim and scan informational documents to determine relevance for deeper reading
- summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.

Module 2- On completion of this module the student should be able to:

- identify documents that are required for future learning and work opportunities
- locate the sources of information they need through research methodology and review the accuracy and validity of the information
- research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.

Assessments   Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a research task
- a reflective journal
- a digital presentation

- a collection of annotations and/or notes
- a response to structured questions
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

- a recorded reflection
- a record of interviews with members of the community and class

Unit 4 : Literacy *This unit has one module to be completed.*

Module 1: Negotiated project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

Outcomes   On completion of this module the student should be able to:

- communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
- provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
- refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
- complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.

Assessments Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a video, podcast or oral presentation with reflective journal
- a digital presentation with reflective journal

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, and health and recreational classifications. The numeracies are introduced using a problem-solving cycle with four components:

- identifying the mathematics
- acting on and using mathematics
- evaluating and reflecting
- communicating and reporting.

The mathematics includes foundational skills related to measurement, shape, numbers, and graphs applied to tasks that are part of the students' everyday lives. At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

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Unit 1 : Numeracy   *This unit has two modules to be completed*

Module 1: Personal numeracy

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

The understanding, use and interpretation of personal numeracy can be drawn from the following, but are not limited to these examples:

- transport and travel: planning routes, travel times and destinations including use of highly familiar maps, apps and software
- planning or scheduling: a day out or attending a social/community event or activity
- planning a BBQ, family event, trips to sites of cultural significance
- personal and home/family day-to-day tasks: such as cooking, gardening, sport, travel.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Module 2: Financial numeracy

Financial numeracy relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

The understanding, use and interpretation of financial numeracy can be drawn from the following, but are not limited to these examples:

- income: pay, pay rates, payslips, deductions, loadings
- shopping and living costs: payments, costs, checking change, savings on sale items, utility bills, comparing common familiar food costs *$/kg*, and comparing pricing per unit costs on price tags to ascertain value for money
- personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- savings: personal saving plans and amounts, and how to reduce costs.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Outcomes

Module 1 - On completion of this module students should have the knowledge to be able to:

- find location and direction in relation to everyday, familiar places within the vicinity
- find location and direction with everyday, simple and familiar maps and technologies
- use everyday oral directions using informal language such as left/right, up/down, front/back, under/beside/over.

Module 2- On completion of this module students should have the knowledge to be able to understand:

- pattern prediction with shapes
- repeating patterns with one element such as with shapes, or $2, $4, $6, $8, …
- changes and number matching with simple numbers. For example, prices increasing or decreasing, matching corresponding numbers.

Assessments

Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:

- Investigations and projects; for example, keeping a record or diary on a "day in the life of me", recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and compare these to the stated measurements.
- Multimedia presentation, poster or report; for example, exploring games in common usage such as netball, AFL, 10 pin bowling considering number facts and operations; compare costs of items on sale; comparing class data on favourite activities, sports or TV shows.
- Interview, blog or vlog. For example, describing an excursion or trip showing directions using a mapping app, giving oral directions and main time points; comparing the nutritional information on favourite foods.

Unit 2 : Numeracy   *This unit has two modules to be completed.*

Module 1: Health and recreational numeracy   Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies. The understanding, use and interpretation of health and recreational numeracy can be drawn from the following, but are not limited to these examples:

- personal health and wellbeing: food and drinks ingredients and intakes, current social issues affecting youth such as binge drinking or vaping
- First Nations peoples health awareness
- traditional games in the First Nations peoples context including games from different regions within Australia
- cooking and eating: planning and making meals, following simple recipes,
- sport and e-sports/games: score keeping, timing, shapes/dimensions of playing spaces
- crafts and hobbies: concepts of shape and dimension in design and creation of goods/items.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Module 4: Civic numeracy   Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes. The understanding, use and interpretation of civic numeracy can be drawn from the following, but are not limited to these examples:

- data and information in the popular media: sports results, weather, music, and film
- infographics: reading and understanding basic data and information presented in infographics from government, authorities, independent agencies, cultural and community organisations
- simple, everyday risk and likelihood of events: understanding basic risk and generalised likelihood and chance of events relating to society such as weather, health, polls.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

Outcomes   Module 1 - On completion of this module students should have the knowledge to be able to understand:

- common and familiar one- and two-dimensional shapes such as lines, triangles, circles, squares, etc.
- common properties of different one- and two-dimensional shapes such as size, colour, number and type of sides (straight/curved).
- use common and familiar basic metric measurements and quantities such as length, mass, capacity/volume, time and temperature such as personal height and weight, door height, liquid measurement, temperatures
- recognise common and familiar units such as m, cm, Kg, L, degrees C
- recognise 12-hour digital time, including minutes and hours on digital clocks, and hours, quarter-, and half-hours on analogue clocks
- recognise day and month dates.

  Module 4 - On completion of this module students should have the knowledge to be able to understand:

- simple data collection by hand or with tables
- simple cases of data, graphs and infographics.
- use everyday language to talk about the likelihood of an event occurring such as possible, impossible, unlikely, likely, certain, "Buckley's chance", "pigs might fly", "dead-set"
- understand language and relative magnitude of simple and highly familiar chance events.

Assessments   Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:

- Problem Solving Report; for example, form a hypothesis or question to solve and collect data to use to represent as evidence and refer to likelihood statements to support the question/hypothesis;
- Create an Experiment for example use everyday objects like bottles and containers to measure water and rice and compare weight and volumes
- Design a Game to play, for example create a puzzle out of different shapes; design a new board game that requires pieces to be built together to explore shapes; write rules to a board game that require timed activities.

Unit 3 : Numeracy   *To be developed by VCAA*

Unit 4 : Numeracy   *To be developed by VCAA*

- As per the DET Parent Payment policy all Curriculum contributions for 2024 are of a voluntary nature.
- Highvale Secondary College appreciates the generous support of families that make these contributions.
- This enables the College to offer a broad range of elective units to our students when determining their courses.
- Without this support, the College acknowledges that it would be unable to offer the extensive curriculum that it does.

Subject Name	Unit Code	Cost	Items Provided
Art Making & Exhibiting	SA011	$70	Specialty paper (Stonehenge, hannemhurle, watercolour) Printmaking inks (block, screen printing, etching) Range of Equipment (lino & etching tools, squeegee, etc) Assorted Paint (Acrylic, guoache, oil etc.) Stretched Canvas Range of Media (pencils, fine liners, charcoal, ink etc.) Assorted Materials (plaster, modroc, clay etc.)
	SA022	$70	Range of Media (pencils, fine liners, charcoal, ink etc.) Assorted Paint (Acrylic, guoache, oil etc.) Specialty paper (Stonehenge, hannemhurle, watercolour) Assorted Paper (newsprint, cartridge etc.) Printmaking inks (block, screen printing, etching) Assorted Materials (plaster, modroc, clay etc.) Stretched Canvas
	SA033	$70	Range of Media (pencils, fine liners, charcoal, ink etc.) Assorted Paint (Acrylic, guoache, oil etc.) Specialty paper (Stonehenge, hannemhurle, watercolour) Assorted Paper (newsprint, cartridge etc.) Printmaking inks (block, screen printing, etching) Assorted Materials (plaster, modroc, clay etc.) Stretched Canvas
	SA034	$70	Range of Media (pencils, fine liners, charcoal, ink etc.) Assorted Paint (Acrylic, guoache, oil etc.) Specialty paper (Stonehenge, hannemhurle, watercolour) Assorted Paper (newsprint, cartridge etc.) Printmaking inks (block, screen printing, etching) Assorted Materials (plaster, modroc, clay etc.) Stretched Canvas

Subject Name	Unit Code	Cost	Items Provided
Food Studies	FY011	$90	Meat & Poultry Fruit & Vegies Eggs Dairy Flour, Pasta, Rice Pantry items- oil, salt/pepper, spices, foil, gladwrap etc Extra's - condiments
	FY022	$90	Meat & Poultry Fruit & Vegies Eggs Dairy Flour, Pasta, Rice Pantry items- oil, salt/pepper, spices, foil, gladwrap etc Extra's - condiments
	FY033	$90	Meat & Poultry Fruit & Vegies Eggs Dairy Flour, Pasta, Rice Pantry items- oil, salt/pepper, spices, foil, gladwrap etc Extra's - condiments
	FY034	$90	Meat & Poultry Fruit & Vegies Eggs Dairy Flour, Pasta, Rice Pantry items- oil, salt/pepper, spices, foil, gladwrap etc Extra's - condiments

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Subject Name	Unit Code	Cost	Items Provided
Media Studies	ME011	$54	Specialty paper (Stonehenge, hannemhurle, watercolour) Printmaking inks (block, screen printing, etching) Range of Equipment (lino & etching tools, squeegee, etc) Assorted Paint (Acrylic, guoache, oil etc.) Stretched Canvas Range of Media (pencils, fine liners, charcoal, ink etc.) Assorted Materials (plaster, modroc, clay etc.)
	ME022	$32	SD Card
	ME033	$54	SD Card A3 visual diary
	ME034	$32	SD Card
Outdoor & Environmental Studies	OE011	$500	Approximate overall amounts for these units. Due to continual rising costs, each activity will be costed just prior to event and notification will be provided on compass of the breakdown for each trip.
	OE022	$500	
	OE033	$500	
	OE034	$500	
Product, Design & Technology	DT011	$70	Pinewood Timber Specialised Timbers Adhesives Timber Joiners and Putty Fasteners (Nails, Woodscrews) Sanding Discs and Sand Paper
	DT022	$70	Pinewood Timber Specialised Timber Adhesives Timber Joiners and Putty Fasteners (Nails and Woodscrews) Timber Varnish and Stains
	DT033	$70	Specialised Timbers Adhesives Timber Joiners and Putty Fasteners (Nails, Woodscrews) Timber Varnish and Stains
	DT034	$70	Specialised Timbers Adhesives Timber Joiners and Putty Fasteners (Nails, Woodscrews) Timber Varnish and Stains

Subject Name	Unit Code	Cost	Items Provided
Systems Engineering	SE011	$60	Mechanical parts for project. Example Wood, Springs, Metal, Gears Use of PLA media for 3D printing Wires, Metal, Wood offcuts from school supplies. Nails, bolts
	SE022	$60	Electronic components used for project build. Example, Arduino Board, Sensors, Batteries Use of PLA media for 3D printing Wires, Solder, Screws
	SE033	$270	Mechanical, Electronic and control based parts. Wood, Gears, Electronic circuit boards such as Rasberry Pi or Arduino. Wi Fi modules and controller boards
	SE034		Use of PLA Media for 3D printing Electronic and Mechanical parts supplied
Visual Communication Design	VC011	$68	A3 Plastic Pockets Cartridge and Newsprint Paper Specialty Papers (tracing, bleedproof, graph, colour etc.) Range of Media (pencils, fine liners, markers, erasers etc.) Presentation Materials (double sided tape, thick card etc.) Range of Equipment (rulers, set squares, etc.)
	VC022	$68	A3 Plastic Pockets Cartridge and Newsprint Paper Specialty Papers (tracing, bleed proof, graph, colour etc.) Range of Media (pencils, fine liners, markers, erasers etc.) Presentation Materials (double sided tape, thick card etc.) Range of Equipment (rulers, set squares, etc.)
	VC033	$85	A3 Plastic Pockets Cartridge and Newsprint Paper Specialty Papers (tracing, bleed proof, graph, colour etc.) Range of Media (pencils, fine liners, markers, erasers etc.) Presentation Materials (double sided tape, thick card etc.) Range of Equipment (rulers, set squares, etc.)
	VC034	$85	A3 Plastic Pockets Cartridge and Newsprint Paper Specialty Papers (tracing, bleed proof, graph, colour etc.) Range of Media (pencils, fine liners, markers, erasers etc.) Presentation Materials (double sided tape, thick card etc.) Range of Equipment (rulers, set squares, etc.)