SENIOR STUDENT SUBJECT SELECTION & PATHWAYS HANDBOOK

Western Port Secondary College

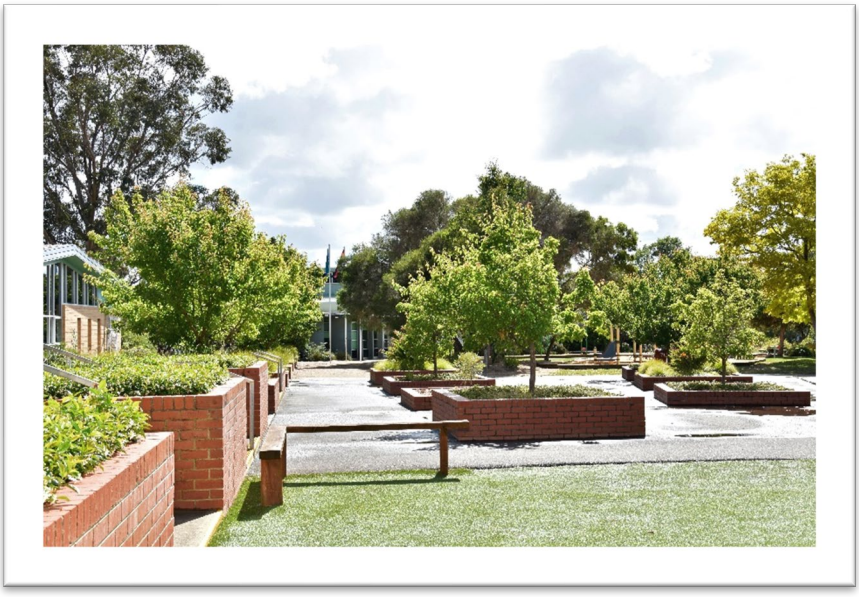
2024

Principal | Chris Quinn

Principal Class / Business Manager

Name	Position
Chris Quinn (QUI)	Principal
Donna Geritz (GER)	Assistant Principal – Curriculum and Assessment
Brooke Roy (ROY)	Assistant Principal – Junior School/Building Practice Excellence
Matthew Bodley (BOD)	Assistant Principal - Year 9/Positive Climate for Learning
Laura Higgins (HGS)	Assistant Principal - Senior Sub-School Leader/Senior Reform
Robyn Chipperfield (CHI)	Business Manager

Assistant Principal Curriculum and Assessment (GER)	Assistant Principal Junior School/Building Practice Excellence (ROY)	Assistant Principal Year 9/Positive Climate for Learning (BOD)	Assistant Principal Senior Sub-School Leader/ Senior Reform (HGS)
Curriculum Learning Architecture Assessment Reporting PLCs	Oversee Year 7-8 Teacher Practice Pedagogy Student Voice and Agency Staff Induction	Oversee Year 9 Berry Street and SWPBS Inclusion Student Voice and Agency	Oversee Year 10-12 VCE/VCEVM/VET/SBAT Careers & Pathways Student Voice and Agency Senior Reform



Positions of Responsibility

Positions of Responsibility	Positions of Responsibility	Positions of Responsibility	Positions of Responsibility
Assistant Principal Senior School **Laura Higgins**	Year Level Leader 10 **Robyn Williams**	Coordinator 10 **Mark Nolan (acting)**	Learning Specialist Year 7-10 Curriculum **Alison Dowler (acting)**
	Coordinator 11 **Jess Lazzaro**	Coordinator 12 **Andrew McDonald**	Learning Specialist Year 11-12 Curriculum **Kara Dunstan (acting)**
Domain Leader HUMANITIES **Vicki Tsarouhas**	Domain Leader ENG/LOTE **Catherine Goodwin**	Domain Leader MATH **Lenita Engelke**	Director Music **Stuart Miller**
Domain Leader SCIENCE **Kara Dunstan**	Domain Leader HPE **Alison Dowler**	Domain Leader ART/TECH **Rachael Douglas Anderson**	Sustainability Coordinator **Vaughan Sanderson**
Senior Voice & Leadership **Mark Nolan**	Director of ICT **Caleb Edwards**	Career and Pathways Practitioner **Bec Parker**	Senior School Attendance Officer **Nat Halford**
Learning Specialist Numeracy & Data **Matt Wright**	Learning Specialist Inclusion **Robert Last**	MYLNS Literacy and Numeracy – Improvement **Lauren Hatch**	Assistant Principal Curriculum **Donna Geritz**

Senior Team Members are left to right, Mark Nolan, Jess Lazzaro, Laura Higgins, Robyn Williams, Bec Parker and Andrew McDonald

Important Dates for Course Counselling and Subject Selections

Monday 5th June 2023

Course Information Evening – for Parents/Carers & Students

5.30 - 6.00pm

Kevin Berry Performing Arts Centre WPSC

Year 9 and 10 (into Year 10 and 11, 2024)

This Course Information Evening will walk parents/carers through the Pathways options and timelines for Course Selections into 2024.

Thursday 8th June

WPSC Careers Expo

1.30-2pm

College Gymnasium

This Expo provides students from Years 9-12 the opportunity to speak with industry professionals from Tertiary and TAFE representatives and Apprenticeship/ Traineeship & Employment support service providers, including transition to work support workers.

Students will attend the Expo with their classmates throughout the day. Any parent/carer wishing to visit the Expo with student(s), can attend the General Session open to all at lunchtime from 1.30-2.00pm.

Pathway Confirmation Communication

Tuesday 13th June

Compass Emails

All students at Western Port Secondary College undertake a wide range of activities that guide decision making around programs and pathways in Senior School. Students and families will be emailed with an overview of their students 2024 program stream that has been identified based on student's current Career Action Plan, learning data, academic/attendance/learning behaviours, Year 9 Morrisby Testing (Careers Insights) and conversations with their Learning Level team.

Students will confirm their program stream through a link included. If students would like to change their program, please reach out to your Learning Level team to book in a Student Support Group meeting to make any adjustments.

Subject Confirmation

Friday 23rd of June

EDVAL

Students will need to access both the Senior School Handbook and EDVAL link included in their Pathway Confirmation Communication email (sent week prior).

Students will need to submit their subject choices by Friday 23rd of June. Students who wish to choose either an accelerated subject or include a VCE (ATAR) subject within their VCE VM program will have the opportunity to apply for this at the same time.

Final Course Confirmation

Monday 14th of August

Students will receive their 2024 Course Confirmation at the beginning of the week – this will provide an overview of the program and subjects they have successfully selected for the year. Students will be able to confirm this course automatically or attend a confirmation interview if required during this week (further information to be sent regarding the specifics).

Booklist/Resources/Materials Orders Due

Friday 24th November

Books/texts will not be required for Jump Start but must be purchased by this date to ensure items are available by the start of 2024. Additionally, the college will confirm the purchase/order records to ensure students who have not arrange text and resources are supported to do so before the school year commences. There is an expectation of homework and preparation for VCE/VCE/VM subjects that require the texts – delivered over the Christmas holidays.

Jump Start – Early Commencement of 2024 Courses

Monday 27th November – Monday 4th December 2023

Attendance is compulsory

Introduction

Welcome to the Senior School at Western Port Secondary College. The journey into the senior school opens up new and exciting opportunities for students to really focus on the subjects they are passionate about. WPSC offers students an abundance of subjects to select from. This can range from subjects that lead to an ATAR (Australian Tertiary Admission Rank), and vocational subjects that support students in following academic as well as vocational pathways, structured work placement or a combination of all options.

We aim to provide opportunities, so all students are continually challenged:

- to perform at their best
- are engaged in their work and
- supported to attend classes regularly

The college is committed to providing all students with access to suitable programs that cater for students interests as well as navigating them towards their future goals. We strive to establish strong relationships with each student to maximise their growth, success and future pathways, in an engaging, relevant and robust teaching and learning program. Our courses cater to the learning needs of each student and allow flexibility and choice around the exploration of their future careers/pathways.

For Year 10 students, it is an important stage in their schooling journey. Engaging in their own learning and making their own informed choices within their college program via Electives will allow them to confirm their interests and skills in preparation for Year 11 and 12. Year 10 is the final opportunity to consolidate skills and interests before transitioning into their final 2year VCE/VCE VM course.

The college has a comprehensive Careers and Pathways curriculum which is distributed across all year levels and follow the Victorian Careers Curriculum Framework

Decisions about future pathways are a joint responsibility between the student, the parent/carer and the school. It is recommended that parents/carers take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals. We look forward to working with you through this process and establishing your child's courses for 2024.

Chris Quinn, College Principal

Vision Statement	**College CARE Values**
*Western Port Secondary College empowers our community to grow and achieve together through **CARE**, innovation and excellence.*	**C**ommunity **A**chievement **R**espect ***E**ngagement*

Students Using this Handbook:

- Read all sections of this handbook carefully and use in iCARE classes
- Look ahead to VCE/VCE-VM pathways to ensure your course aligns with what you may already have planned.
- Make sure that your choices will support your future pathway and aspirations.
- Record any questions you may have so you can discuss these with your iCARE Teacher or other key contacts a teacher at school.
- Make sure you use the Key Contacts listed as they will be able to best answer your queries.

Parents and Carers

- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
- All students need the active encouragement and support of parents and carers.
- We seek and welcome parents and carers into a partnership. Together we will assist students to set goals and work towards developing their futures outside of school
- We look for your full support in implementing our college's policies.

Remember

The decisions you make about your studies are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. However, planning so that you give yourself the best opportunity to be happy with your choices in the long run is in your best interest. It's your decision.

Finally, subject selections are your personal decision and requires you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals.

How to choose

- When choosing and confirming subjects think about what interests you and what you are good at.

Unsure?

Keep you program broad. This is the best option to take if you are not sure what you would like to do once you finish Year 12l. Select subjects across the areas you are interested in and are good at.

- Research prerequisite subjects.
- Consider complementary subjects
- Do not choose studies if you do not like them or are not good at them.
- Not making informed decisions and ending up having to settle for what is available.
- Be an active participant in Course Counselling. It is all about YOU.

We will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

How NOT to choose studies?

- Don't choose studies if you don't like them or aren't good at them.
- Choosing studies simply because of how they were scaled last year doesn't guarantee you a 'good' ATAR. If you perform well in all of your studies, you will increase your chance of getting a 'good' ATAR.
- Your friends are choosing it.

Senior School Expectations

We have high expectations of our senior students and regard them as responsible young adults committed to achieving success at school and who are always willing to do their very best. Senior students are encouraged to demonstrate the following attributes:

- An enthusiasm for learning;
- Motivation to make the most of opportunities offered; and,
- An ability to be accountable and responsible for one's own actions

School Wide Positive Behaviour Support

At Western Port Secondary College, we have created a strong and consistent approach to behaviour support and management. This approach follows the Department of Education's School Wide Positive Behaviour Support framework.

Western Port Secondary College is recognised in the region for being a leader in positive behaviour support. We have achieved this through a system that acknowledges and rewards positive student behaviour. We support this system with a robust process that reduces negative behaviours, by not only keeping students to account through consequences but also by teaching them how to achieve behaviour expectations through coaching and reflection. This is a consistent practice across our entire College community, creating calm classrooms and outdoor spaces.

Student Leadership, Voice and Agency

We are passionate about student leadership and have aligned our Captaincy positions in Years 7 to 12 to our four College Values: Community, Achievement, Respect and Engagement. Our student leaders work through Legacy Projects to ensure they make an impact within their year of leadership and really leave a legacy through a passion project. We also understand that it doesn't take a badge to be a leader and we have both Senior and Junior student voice teams who meet regularly to discuss the College climate and initiatives to enhance the learning and wellbeing needs for each and every student. All WPSC students are actively involved in a wide variety of decision-making aspects across our College, notably having agency over their learning and classroom spaces.

- Senior Voice is a group of students representing the student voice of Years 10-12.
- Any student from Year 10-12 at WPSC is welcome and encouraged to apply
- We discuss, collect feedback and act on concerns relating to everything to do with the school community that affects Senior students, including ideas to make the school a more engaging place to be, social events, excursion planning, issues that help promote wellbeing, ways to make classes more effective, ideas to help students achieve success in their subjects.
- One-page application forms can be obtained from Mr Nolan or the Senior School Office.
- Forms should be returned to the Senior School Office once completed.

Senior Suite of Programs

VCE ATAR

The *Victorian Certificate of Education* (VCE) is a certificate that recognises the successful completion of secondary education and provides pathways to further study at University, Technical and Further Education (TAFE) and to the world of work. Students entering Year 11 may be eligible to continue with their VCE acceleration early by studying one Year 12 subject.

VCE VM

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

VET

As part of VCE ATAR course, a *Vocational Education and Training* (VET) subject can be chosen. This means that the student will be undertaking training in a specific vocational area, for instance hospitality, agriculture, information technology or engineering.

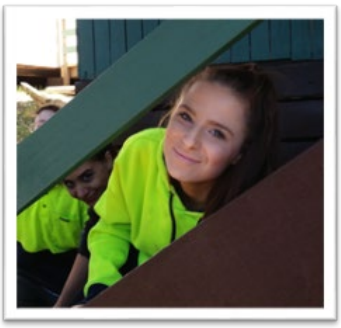
As part of a and VCE VM pathway it is compulsory to elect a VET subject. A VET program contributes to the VCE ATAR or the VCE VM in the same way that other studies contribute, however only scored VET programs with exams contribute towards an ATAR (Australian Tertiary Admission Rank) score. All VET subjects are discussed in more detail later in this booklet.

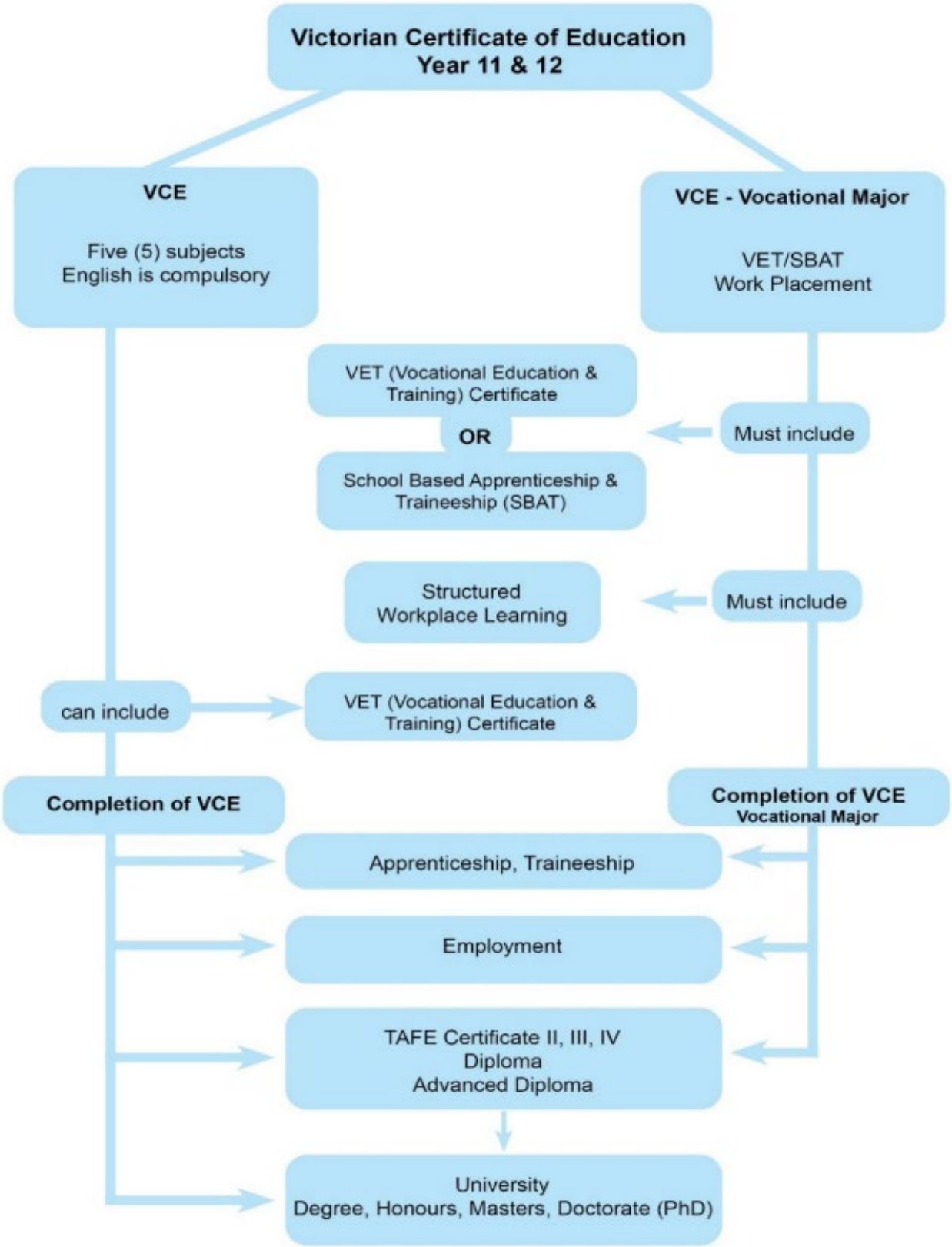
SBAT / ASBA

Another way for vocational training to contribute towards your VCE ATAR or VCE VM is through an Australian School Based Apprenticeship (ASBA) which is either a part-time apprenticeship or part-time traineeship program. If you would like further information on School Based Apprenticeships and Traineeships (SBAT) and or ASBA, please contact Andrea Power at the Senior School Office.

For a short video further summarising the Pathways Options please use the link below (this video can also be found on the college website)

Pages - Victorian Senior Secondary Certificate Reform (vcaa.vic.edu.au)




Victorian Certificate of Education
Year 11 & 12
VCE
Five (5) subjects
English is compulsory
VCE - Vocational Major
VET/SBAT
Work Placement
VET (Vocational Education & Training) Certificate
OR
School Based Apprenticeship & Traineeship (SBAT)
Must include
Structured Workplace Learning
Must include
can include
VET (Vocational Education & Training) Certificate
Completion of VCE
Completion of VCE
Vocational Major
Apprenticeship, Traineeship
Employment
TAFE Certificate II, III, IV
Diploma
Advanced Diploma
University
Degree, Honours, Masters, Doctorate (PhD)

Course Structures

<table>
<tr><th>VCE - ATAR</th><th>VCE – Vocational Major</th><th>VPC – Victorian Pathways Certificate</th></tr>
<tr><td>English Units 1-4 Compulsory</td><td>Literacy Units 1-4</td><td>Literacy Units</td></tr>
<tr><td rowspan="5">Remainder of course:
Refer to VCE Unit Descriptors</td><td>Numeracy or VCE Math</td><td>Numeracy Units</td></tr>
<tr><td>Work Related Skills and Personal Development</td><td>Work Related Skills and Personal Development</td></tr>
<tr><td colspan="2">Work Placement</td></tr>
<tr><td>VET – Vocational Education and Training</td><td rowspan="2"></td></tr>
<tr><td>Remaining Course
Refer to VCE Unit Descriptors or VCAA Website</td></tr>
</table>

Below is a guide of subject focus areas, complimentary subjects and pathway avenues for you to consider when thinking about subjects.

Area	VCE – Vocational Major Compatible	Complimentary Subjects	Tertiary Studies	Future Employment
Arts	Creative Practice Making and Exhibition Music	General Math Math Methods VET Dance VET Fashion Design VET Music VET Information Technology (Games Creation)	3D Animation Theatre and Drama Fine Arts Dance Arts Management Arts Media	Teacher of Graphic Artist Designer Photographer Actor Theatre worker Dancer Dance Instructor
Commerce and Business Administration	Business Management Legal Studies	VET Business VET Retail Operations VET Tourism and Events	Business Studies Commerce Hotel Management Retail Management' Office Management	Advertising Administration Business Marketing Management Personal Assistant Sales / Retail
English	English Literacy	VET Business/Admin VET Community Services VET Tourism Sociology Philosophy History Legal Studies	Teaching Arts Performing Arts Film / Television Drama / Theatre Law	Teaching Journalism Film/TV Writer Writer Policy Developer Web Publisher Politics
Health and Sports Sciences	Health and Human Development Outdoor and Environmental Studies Physical Education Food Studies	Biology Chemistry Physics Psychology VET Health Services Mathematics	Nutrition Sports Management and Administration Human Movement Teaching Allied Health Nursing	Personal Trainer Sports Trainer Exercise Physiologist Health Professional Nurse
Science, Maths and Engineering	Biology Chemistry	Health and Human Development	Engineering	Allied Health Doctor

	Physics Psychology Mathematics: Foundation General Methods Specialist Numeracy	VET Engineering VET Laboratory Studies Additional Math subjects VET Computer IT Support Numeracy	Environmental Science Medicine Pharmacy Veterinary Studies Nursing	Dentist Engineer Nurse Psychologist Scientist
Languages and Humanities	English Indonesian History Legal Studies Business Management Geography Sociology Philosophy	English Indonesian History Legal Studies Business Management Geography Sociology Philosophy	Arts Education Humanities Social Sciences Professional Writing Public Relations Geography	Government Services Public Services Journalism Legal Worker Librarian Researcher Teacher Journalist Geographer Historian
Trade and Manufacturing	Foundation Math General Math Numeracy Business Management Legal Studies Personal Development Skills Work Related Skills	CET Automotive VET Building and Construction VET Electro technology VET Beauty VET Horticulture VET Hospitality VET Plumbing VET Kitchen Operations	Apprenticeship Traineeship Credit into relevant TAFE courses	Building Carpentry Roofing Fabrication Electrical Hairdresser Beautician Hospitality Cook Chef

College Contributions - 2024

Western Port Secondary College along with all government schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Extra-curricular items and activities are provided on a user-pays basis.

Ongoing and continued support from our families in regard to financial contributions to our College has ensured our school can go above and beyond offering a standard curriculum program and allow our students to have a wide choice of subjects to pursue their chosen pathways. Working with our School Council we have ensured our school contributions remain at one of the lowest levels in the state.

We believe our students deserve the best possible opportunity to thrive and pursue their wide range of passions in state-of-the-art facilities as they move through our College and onto the next chapter of their lives.

Student wellbeing is a key priority, and we strive to develop our student's personal and social skills to become confident, resilient, and valued members of the community. Your continued support has allowed us to create this environment in our College and the resources required.

We look forward to moving into our new and refurbished buildings and providing up-to-date resources and equipment required to enhance these spaces for student learning and well-being. Your continued support will allow us to provide the latest programs and equipment. Please refer to the table below regarding further information on parent contributions.

Western Port Secondary College Contributions – 2024		
Curriculum Contributions • *Classroom consumables, materials and equipment including: poster/coloured paper, food technology items, wood technology, science equipment chemicals and materials to conduct practical activities and learning tasks, workbook and practice exams, printing and photocopying supplied by WPSC, licensed programs accessed by student*		$250.00
Extra -Curricular Items and Activities i.e.: • *Camps, excursions, incursions and activities etc. that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis – These will be invoiced prior to an activity*		TBC
Other Contributions – for non-curricular items and activities • **Student Wellbeing Contribution** - *At Western Port Secondary College we support students' wellbeing at an individualised level, this includes the engagement of external professionals on a needs basis. This support assists in developing staff knowledge, and at times, individual students and families. The aim is to provide individual and group support*		$40.00
• **First Aid Contribution** - *The school provides first aid consumables required to treat students and to meet student health needs when at school and offsite. Staff also undertake professional development in first aid, CPR, welfare, asthma, anaphylaxis and diabetes management on regular basis*		$30.00
• **ICT Contribution** - *Software and equipment required to sustain and enhance our ICT program*		$50.00
• **Grounds/Equipment and Maintenance Contribution** - *To assist in redevelopment of recreational and sustainable environmental areas for students use including the upkeep of the College ovals.*		$40.00
• **Building Fund – Please note this is a Tax-Deductible contribution –** *A formal receipt will be given to support the claim. The Building Fund is a voluntary fund established to support the college maintenance and continued upgrades which enhances and supports the learning environment for students*		$60.00

Financial Support

For parents experiencing financial difficulty, alternative payment options or plans are available. Parents wishing to explore this option are encouraged to make an appointment with the school's Parent Payment Contact, *Meaghan McKinnon or Robyn Chipperfield* by phone on 5979 1577 or email western.port.sc@education.vic.gov.au to arrange for a confidential discussion.

Please note the following payment options are available:

- Compass Pay – (this is the preferred payment option)
- CASH
- EFTPOS
- CREDIT CARD
- BMPay
- Centrepay (*Families holding a valid means-tested concession card)* – please speak with the WPSC office staff for details and obtaining a form.
- Camps, Sports, Excursion Fund (CSEF) *provides payments for eligible students to attend camps, sports and excursions. Families holding a valid means-tested concession card or temporary or permanent foster parents are eligible to apply and a Special Consideration eligibility category also exists.*

Educational items for students to own

Items on the booklist can be purchased from Box of Books or other suppliers of your choice. Details on how to access the year level booklist will be available on the WPSC website towards the end of the year.

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred.

For further information on the Department's Parent Payments Policy please refer to our College website: https://westernportsc.vic.edu.au/policies/

Camps, Sports and Excursion Fund (CSEF)

The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year. State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more.

Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

Expectations in Senior Years

Homework and Study Policy

Western Port Secondary College expects students to further develop and consolidate their independent learning skills by completing homework and/or study tasks. Both homework and study have a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility and retaining vital knowledge and content in preparation for assessments later in time.

Western Port Secondary College acknowledges that homework and study should be tailored and adapted to suit the personal and developmental needs of students. Teachers at the College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of a range of different tasks as outlined below. Teachers and Student Engagement Leaders will consult to ensure a manageable workload is maintained for all students.

IMPLEMENTATION:

- All students are expected to use a homework diary. This may be a print or e-version.
- Classroom teachers will set regular homework appropriate to each young person's skill level and age.
- Homework activities should be engaging, challenging and where appropriate, open-ended.
- Each set task must be purposeful, meaningful, and relevant to the current classroom curriculum. Drill and practice activities are to be avoided.
- All homework activities must be assessed with feedback and support provided by teachers.
- All students Compass accounts will detail homework expectations, will include additional open-ended challenges that are appropriate to students of a variety of ages, which students may choose to embrace, and will require students to submit homework tasks electronically.

Homework and Study will consist mainly of:

- Reading, research, assignments, assessments tasks, independent projects. And revision.
- Homework schedules will be discussed with each student individually, with opportunities being made for parents to discuss homework issues with the College.
- Students will be provided with formal opportunities to build organisation and planning skills.
- Generally, students can expect homework tasks or the study expectations in these year levels to increase to consider the expected level of independence and initiative of students.

At Year 10 - Year 12, students can expect to spend between 1 to 3 hours of homework and/or study per weeknight, and further study on weekends during assessment periods.
Students should note that the study space is open each night until 4:30pm for study or homework if required.

Senior School Assessment Policy

As a condition of entry into the Senior School at Western Port, all students are required to adhere to the Senior School Assessment Policy. This policy outlines the responsibilities of the school, teachers and students in ensuring each student is given a fair and reasonable opportunity to complete the individual requirements of each subject.

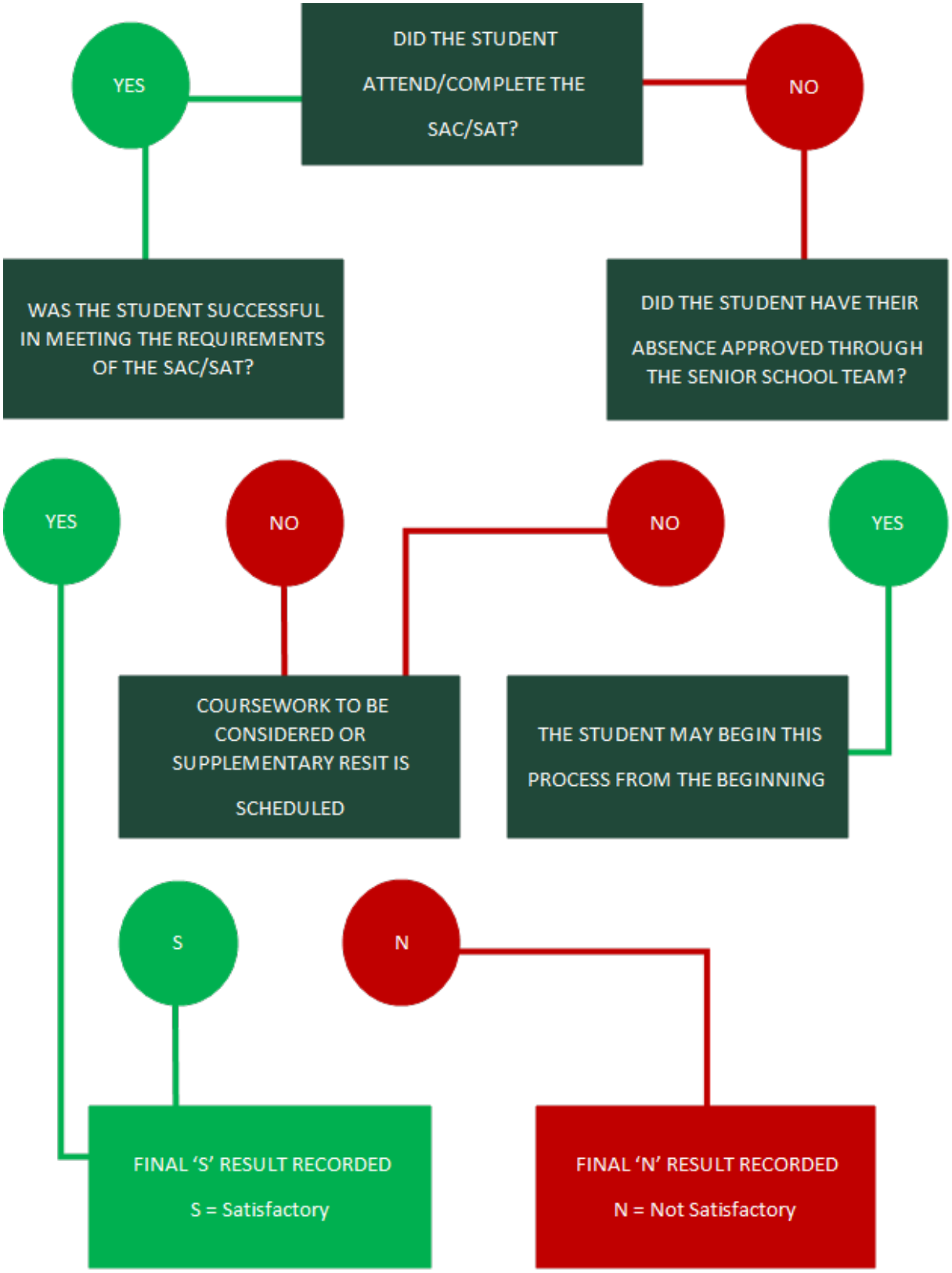
As outlined in the diagram featured on the following page, students are expected to:

- complete each summative assessment task in class, on the given date.
- This task will be then marked against the appropriate curriculum with the teacher giving the graded marked and feedback via Compass.
- If the student is unsuccessful in meeting the minimum expected requirement of the task, students will be given the opportunity to re-sit this task for a satisfactory result.
- Although it should be noted that this will not change the initial graded assessment, however the student will be able to have a satisfactory level recorded against their outcome or competency.
- If a student is absent on the day of assessment, the student will be able to apply to the Senior School team for an approved absence, which will effectively renegotiate the given date for assessment.
- If a student does not have an approved reason for an absence, it will count that the student did not complete the task and zero score will be recorded, although the student will be given the chance to re-sit for a satisfactory result.

Please note:

- All students are required to maintain a 90% attendance rate for each subject in order to be eligible to successfully complete the unit.
- Students that are experiencing either a short-term or long-term hardship are able to apply to the Senior School team for special consideration. This may allow the Senior School team to modify some of the conditions of assessment for each student depending on their individual needs. Each application requires documentation of hardship.
- **The Senior School Assessment Policy is aligned to the requirements of the Victorian Curriculum and Assessment Authority.**
- A full copy of the Assessment Policy is available via the college's Website and students will be referred to this at key points in their school year. It is expected that all students and parents/carers read and understand the Assessment Policy and is a condition of enrolment into the Senior School.

Senior School Assessment Policy Flowchart



Year 10

Introduction

At Western Port Secondary College students in Year 10 have a range of course options that prepare them for their preferred Year 11 and 12 Pathway. We provide students with a range of subjects that support students to continue to explore and build on skills and areas of interest that prepare them for further education or direct entry into the workforce after completing Year 12.

English and Mathematics classes all run at the same times each week, allowing the targeted teaching of curriculum areas and skills for students identified or probable pathways into VCE/VCE-VM/VPC.

Students in Year 10 will be allocated into a Math and English Pathway that has been identified by the student through the college's extensive course counselling and subject selection processes.

Please read over the Pathway options for Math and English carefully in this Handbook. If you or your student believe the allocated pathway is inaccurate it is important to discuss this with the Senior Team via the booking of a Confirmation Interview in the week of Mon 14th August, after Final Course Confirmations have been released.

Students can also consider if they would like to begin a VET (Vocational Education) subject, these subjects are a 2-year course that provides a Certificate II or III qualification in the chosen subject. We offer a range of VET subjects and students can also attend external locations, such as Chisholm and other Secondary colleges in the local area to complete these subjects.

Further information regarding VET courses can be found towards the end of this handbook. If a student chooses to study a VET subject this equates to 2 units of study at Year 10. (Also see the sample timetables section).

For students who have demonstrated the academic aptitude in a particular subject they may apply to begin this subject as a VCE Year 11 subject. Students undertake a consultative process if they would like to consider this an option with their Learning Level Leaders.

Leaders will take into consideration a student's academic ability across all Year 9 subjects, their organisational and study habits as well as their long-term pathway to consider if this is a viable option. If a student chooses to undertake a VCE subject this equates to 2 units.

It is also important to note that places are only offered to Year 10 students in a VCE subject if there is availability due to Year 11 student numbers and/or if the subject runs based on Year 11 student interest.

The Structure

In Year 10 subjects are split into two categories - CORE Subjects and Electives. CORE is defined as compulsory studies which must be undertaken by each student. Electives are subject offerings that students can select from to continue to explore new subjects, passions and interest to compliment the remainder of their week.

Semester 1	English	Math	iCARE	Core Science	Elective 1	Elective 2	
	4	4	5	4	4	4	25 periods
Semester 2	English	Math	ICARE	Core Humanities	Elective 3	Elective 4	
	4	4	5	4	4	4	25 periods

It should be noted that the above table is a reflection on how many elective and core options there are. Some students will have more electives in Sem 1, some in Sem 2 – dependant on their preferences and availability in classes. Electives will only run if there is enough interest in the subject.

Year 10 Subject Offerings

Arts	• Visual Communication Design (VCD) • Sculpture and Ceramics • Visual Art Practices • Music Techniques and Performance
English and Languages ***(One CORE English required)***	• Year 10 English General (CORE) • Year 10 Foundation English Pathway A (CORE) • Year 10 Foundation English Pathway B (CORE) • Year 10 Accelerated English Elective • LOTE Indonesian • LOTE Other
Health and Physical Education	• Year 10 Specialist Physical Education • Year 10 Major Games • Year 10 Health and Human Development • Year 10 Individual Conditioning • VCE Outdoor & Environmental Studies Unit 1 & 2
	• Humanities (CORE) • Business Management/Legal Studies Elective

Humanities	• Geography/Sociology Elective – Our Place on Earth • History Elective – Time Travellers
Mathematics ***(One Core Math required)***	• Year 10 General Maths (CORE) • Year 10 Foundation Math Pathway A (CORE) • Year 10 Foundation Math Pathway B (CORE) • Year 10 Accelerated Math Elective
Pathways Planning	○ • ICARE (CORE)
Science	• General Science (CORE) • Mind Matters • Survival of the Fittest • Rollercoasters and Reactions
Technology	• Year 10 Food Studies – Variety is the Spice of Life • Product Design and Technology • Digital World

Subject:	*Year 10: CORE*	*YEAR 10: Electives Options*
English	4 periods per week - Full Year	4 periods per week - 1 Sem
Mathematics	4 periods per week - Full Year	4 periods per week - 1 Sem
Science/STEM	4 periods per week – 1 Sem	4 periods per week - 1 Sem
Humanities	4 periods per week – 1 Sem	4 periods per week - 1 Sem
Languages		4 periods per week - 1 Sem
CORE Health & PE/Sport Education	CORE Health via iCARE Subject	4 periods per week - 1 Sem
The Arts		4 periods per week - 1 Sem
Technologies		4 periods per week – 1 Sem
iCARE	5 periods per week – Full Year	

Sample A Year 10 Student Timetable – Probable VCE- ATAR Studies Pathway

Monday	Tuesday	Wednesday	Thursday	Friday
CORE Science	Humanities Time Travellers Elective	Food Technology Elective	General Math	Food Technology Elective
CORE Science	Humanities Time Travellers Elective	English General	General Math	Food Technology Elective
Time Travellers Elective	CORE Science	ICARE	Time Travellers Elective	ICARE
General Math	General Math	ICARE	CORE Science	English General
ICARE	English General	ICARE	Food Technology Elective	English General

Sample B Year 10 Student Timetable – Probable VCE – Vocational Major Pathway

Monday	Tuesday	Wednesday	Thursday	Friday
CORE Humanities	Health and Human Development Elective	Food Technology Elective	Foundation Math Pathway A	Food Technology Elective
CORE Humanities	Health and Human Development Elective	Foundation English Pathway A	Foundation Math Pathway A	Food Technology Elective
Health and Human Development Elective	CORE Humanities	VET Course	Health and Human Development Elective	ICARE
Foundation Math Pathway A	Foundation Math Pathway A	VET Course	CORE Humanities	Foundation English Pathway A
ICARE	Foundation English Pathway A	VET Course	Food Technology Elective	Foundation English Pathway A

Sample C Year 10 Student Timetable – Probable Victorian Pathways Certificate (VPC) Pathway

Monday	Tuesday	Wednesday	Thursday	Friday
CORE Humanities	Major Games PE Elective	Individual Conditioning PE Elective	Foundation Math Pathway B	Individual Conditioning PE Elective
CORE Humanities	Major Games PE Elective	Foundation English Pathway B	Foundation Math Pathway B	Individual Conditioning PE Elective
Major Games PE Elective	CORE Humanities	ICARE	Major Games PE Elective	ICARE
Foundation Math Pathway B	Foundation Math Pathway B	ICARE	CORE Humanities	Foundation English Pathway B
ICARE	Foundation English Pathway B	ICARE	Individual Conditioning PE Elective	Foundation English Pathway B

Arts

Students in Year 10 will learn how to respond to inspiration such as prompts, visual stimuli, and artworks. Students will work towards a number of finished artworks that will contribute to a practical folio. Visual analysis skills will be developed through the annotation and self-evaluation of planning and trialling within their folio. Students will also study relevant artists and their creations to develop their ability to recognise visual features from specific art styles and movements.

Year 10 Visual Communication Design (VCD)

Course Description

Students who undertake Visual Communication Design will develop awareness of the production process through a development portfolio. They will learn technical skills through formal drawings, such as perspective, isometric and orthogonal drawings. Students will practice drawing and rendering from direct observation.

Key Learning Areas for this unit include:	♦ Exploration of technical and creative freehand drawing skills ♦ Development of rendering styles and a range of media ♦ Production of images and logic via digital processing ♦ The Visual Communication Design industry

Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy both the practical side of Art, along with the 'rules and structures' of technical and digital elements of the study.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Visual Communication Design.
Areas to note	Students seeking enrolment into VCE VCD are encouraged to enrol in this elective alongside a second Art elective to compliment the study.

Year 10 Sculpture and Ceramics

Course Description

Students will be exposed to a variety of sculpting and ceramics techniques that provide students with skills and processes to express their own creative concepts and ideas. Students will explore through hands on practical activities, building on theoretical techniques. Students will be exposed to the portfolio elements and expectations, building capacity to move into VCE Art subjects.

Key Learning Areas for this unit include:	♦ Ceramic sculpture: includes learning about hand building techniques, glazes, pinch pots, coil pots, functional and non-functional ware and using the potter's wheel. ♦ Mosaics ♦ Wire sculpture ♦ Paper mâché

Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy or would like to learn more about ceramics and sculpture techniques and art portfolios.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Making and Exhibiting.
Areas to note	Students seeking enrolment into VCE Making and Exhibiting are encouraged to enrol in this elective alongside a second Art elective to compliment the study.

Year 10 Visual Art Practices

Course Description

Students will be expected to keep a visual diary, which records their day-to-day creative ideas. Students will create a folio of final pieces which will be exhibited in the arts foyer and around the College. Students will also respond to artworks and artists from different times and cultures. This course covers a variety of visual arts practices. Students will explore the practical side of Art Practices, while being further exposed and engaged in introductions to folio expectations within a VCE subject.

Key Learning Areas for this unit include:	• Acrylic painting on canvas Printmaking Water Colour painting techniques • Photography • Collage • Drawing with a range of materials; including charcoal, grey lead and graphite pencils, soft pastel, pen, ink and mixed media.

Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy or would like to learn more about art and keeping a visual diary and folio.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Creative Practice.
Areas to note	Students seeking enrolment into VCE Creative Practice are interested in the more 'traditional' definition of Art. (Previously called VCE – Art).

Year 10 Music Techniques and Performance

Course Description

Students will develop and enhance musical skills on a chosen instrument, through group and solo performance. Students will also explore various compositional techniques through unconventional notational methods and music software. Students will develop critical analytical listening skills and further develop their understanding of musical knowledge which is relevant to today's social and cultural contexts. Students are expected to have access to a musical instrument at home.

Key Learning Areas for this unit include:	• Live & Recorded Performances • Song Writing • Working in an Ensemble • Using Music Technology

Victorian Curriculum Area	The Arts - Music
Target Enrolment	This subject is an excellent choice for students who enjoy or would like to learn more music creating and performing.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Music or VET Music
Areas to note	Students seeking enrolment into VCE or VET Music are encouraged to enrol in this elective however students should have a reasonable ability with an instrument.

English and Languages

Year 10 English at Western Port Secondary is compulsory for a full year of study, however, each student will be enrolled into the English course that best suits their English skills, knowledge, abilities and most importantly supports their intended/likely pathway requirements for Year 11 and 12. Students will have recommendations on the English course determined as the most appropriate after course counselling and pathways conversations have occurred, and students have completed their Career Action Plans, Work Experiences and Semester One assessments are finalised.

Year 10 English General

Course Description

The Year 10 General English course best prepares students who are planning to undertake the study of VCE-ATAR as their Year 11 and 12 Pathway. It is through this study of English that individuals learn the skills and knowledge to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps students become ethical, thoughtful, informed, and active members of our community. Specifically at Year 10 English, students will engage in developing their own opinion and perspectives through reading and analysing a range of fictional and non-fictional texts; displaying their learning through spoken and written modes of communication and explore more complex themes in preparation for VCE studies.

Key Learning Areas for this unit include:	♦ Reading, exploring and creating texts ♦ Understanding and analysing language features and conventions ♦ Oracy skill refining and development

Victorian Curriculum Area	English
Target Enrolment	Students who intend to undertake a VCE-ATAR Pathway, or student who are still unsure of their Year 12 Pathway
Pathway Mapping	This English class best prepares students to satisfy the VCE English requirements.
Areas to note	Students who undertake this course are not precluded from entering a VCE-Vocational Major program in Year 11 and 12, but this course has a focus on VCE English ATAR preparation.

Year 10 Foundation English Pathway A – What in the World?

Course Description

Foundation English Pathway A – What in the World? is the course for students who are identified as likely undertaking a VCE-VM pathway in Year 11 and 12. This course is for students who prefer to apply english/literacy in real life scenarios and setting, and work best focusing on developing and enhancing their skills to make sense of their personal, public and vocational lives. Students develop English skills with consideration of their local, national and global environments and will be required to use critical and creative thinking to address and explore problems. Students will build on their understanding of different language and text construction, communication and exploration of texts and materials.

Key Learning Areas for this unit include:	♦ Explore the post school world through real life scenarios and responsibilities. ♦ Create texts that support relevant taxation, housing, living, driving, entertainment and employment requirements. ♦ Explore and construct meaning from experiences both within and outside of the classroom setting ♦ Communication skills and confidence development

Victorian Curriculum Area	English
Target Enrolment	Students who prefer the applied approach to literacy learning will thrive in this strand of English.
Pathway Mapping	Foundation Pathway A is best suited for students who intend to undertake the VCE- Vocational Major as their Year 11 and 12 studies.
Areas to note	It should be noted that this course does not best prepare students for a pathway into VCE English – ATAR.

Year 10 Foundation English Pathway B – Aussie Rules

Course Description

The curriculum for Foundation English Pathway B is designed to target specific literacy gaps that may prevent students from being able to undertake a senior certificate. The aim of this course is to use targeted intervention to develop student knowledge and skills relevant to reading, writing, and speaking and their practical application in the contexts of everyday life, and employment. Foundation English Pathway B is designed to provide a meaningful pathway for students who intend to undertake the Victorian Pathway Certificate (VPC) or the VCE VM Literacy in Year 11 & Year 12 (within the VCE VM pathway).

Students who enrol in Pathway B are not precluded from the VCE VM in Year 11 & 12 but would not be prepared for a pathway into VCE English – Tertiary studies pathway.

Key Learning Areas for this unit include:	• Reading and understanding written and spoken language/texts • Engaging with and creating texts for practical use and application • Understand how language is used in real world applications. • Apply real world experiences using literacy skills both within and outside of the classroom setting • Support communication skills and the ability to engage with others in real world scenarios and setting

Victorian Curriculum Area	English
Target Enrolment	Students with significant gaps in English/Literacy skills and knowledge, working well below the age-appropriate level.
Pathway Mapping	Foundation English Pathway B is designed to provide a meaningful pathway for students who intend to undertake the Victorian Pathway Certificate (VPC) or the VCE VM Literacy in Year 11 & Year 12 (within the VCE VM pathway).
Areas to note	Students who enrol in Pathway B are not precluded from the VCE VM in Year 11 & 12 but would not be prepared for a pathway into VCE English– ATAR.

Accelerated English – So You Think You Can Write?

Course Description

Students enrolling into the Accelerated English – So You Think You Can Write? course should have an 'at standard' level of English, along with an interest and a love of the subject. Students who enjoy delving deeply into the reading and study of texts, arguing points of view and opinions, and who would like the opportunity to explore and expand on their creative, instructional and analytical writing skills should consider this elective.

Students will participate in a range of activities that work to develop confidence and understanding of the requirements of VCE –English and how to create material that engages audiences, expands knowledge and skills in writing, creating and presenting and strengthens their love and confidence in English in preparation for VCE.

Key Learning Areas for this unit include:	♦ Reading, exploring and creating texts. ♦ Understanding how text structures can propel writing skills. ♦ Oracy skill refining and development.

Victorian Curriculum Area	English
Target Enrolment	Students with strength and interest in English and who wish to position themselves well to enter VCE-ATAR English.
Pathway Mapping	Recommended for students wishing to enter VCE English with further developed skills and abilities to support their ATAR score.
Areas to note	Students who do not select this elective will not be precluded from VCE English

Year 10 LOTE (Indonesian)

Course Description

Year 10 Indonesian consolidates and builds upon the skills developed in Years 7, 8 and 9. Students will study topics related to their lives and will begin to learn about grammatical characteristics of the language. This will provide them with basic communication skills for everyday life in both Australia and Indonesia.

Key Learning Areas for this unit include:	♦ Cook and taste Indonesian cuisine. ♦ Interpret, recycle and adapt using appropriate language. ♦ Compare and contrast aspects of life in LOTE-speaking countries

Victorian Curriculum Area	LOTE Indonesian
Target Enrolment	Students who undertook the Year 9 LOTE Indonesian elective and wish to continue their studies.
Pathway Mapping	This elective supports students in preparation into VCE Indonesian Studies.
Areas to note	Students who have not participated in the Year 9 LOTE Indonesian elective are not precluded from this elective but will find the elective difficult.

Year 10 LOTE (Other)

Course Description

Students with prior LOTE experience/knowledge in languages other than Indonesian may seek permission to enrol in their LOTE pathway as part of the Victorian School of Languages. For consideration of this pathway students will need to meet with one of the Senior School Pathways team to discuss.

For both English options, your English and iCARE teachers will support you to make an informed decision on the pathway that is right for your needs.

Key Learning Areas for this unit include:	♦ Dependant on LOTE course undertaken

Victorian Curriculum Area	LOTE
Target Enrolment	This enrolment is only for students who have undertaken a language study at another setting/location/country and wish to continue with this language. This is not an option for students who would like to commence a new language study.
Pathway Mapping	Students studying Year 10 LOTE (or above) will continue in this study into LOTE VCE Year 11 and 12.
Areas to note	Only students will a Victorian Curriculum level at or above 9 in the target language will be considered for enrolment into a Virtual Schools subject. Please note, there are some languages that are not available via VLS.

Humanities

Within the Humanities Domain students must compulsorily undertake one semester of the Core Humanities Unit. Additionally, to this, students have a wide variety of elective offerings that give then a taste of all VCE subjects they could consider undertaking in Year 11 and 12. Humanities subjects support a well-rounded course by improving students' knowledge, literacy and writing skills and creative and critical thinking abilities.

Year 10 Core Humanities

Course Description

This subject develops the students understanding of the interwar period through to the end of World War II History as part of the school's curriculum program. The subject is logically sequenced, thematically rich and explores the significance of the Holocaust and other major events of World War II. Within this course students further study Rights and Freedoms with an emphasis on the struggles of Aboriginal and Torres Strait Islanders since European settlement. We investigate the impacts of colonisation and how the experience of Aboriginal and Torres Strait Islanders mirrors that of indigenous cultures around the world. We study the significance the US civil rights movement and its influence on the Australian indigenous movement. We also explore significant Aboriginal individuals such as Gary Foley, William Cooper, Mum Shirl and Charlie Perkins.

Key Learning Areas for this unit include:	• World War II • Focus on the Holocaust • Impacts of colonisation • Stolen Generation • Mabo High Court Decision • Civil rights

Victorian Curriculum Area	Humanities
Target Enrolment	All students – compulsory study
Pathway Mapping	Supports an enrolment into a range of VCE Humanities studies
Areas to note	Humanities electives that compliment this compulsory subject are prefect for supporting students' readiness to enter VCE Humanities subjects as part of either a Scored ATAR VCE Pathway, or a VCE – Vocational Major Pathway

Business Management/Legal Studies Elective

Course Description

If students are interested in studying Business Management or Legal Studies in VCE, then this elective is for them. This elective covers the planning and running of a business as well as covering the themes of crime and punishment. Students will also visit a successful business and experience a hearing in a court setting. The elective is broken up into two main areas of study that will run for about one term each:

- Business Management – Discover how proper planning allows for businesses to take off and become successful, as well as how to manage a business so it continues to grow and build wealth.
- Legal Studies – Learn how laws and the legal system works in Australia to create a safe place for people to live and understand what happens to people when they break the law, as well as the rights and obligations of people in society.

Key Learning Areas for this unit include:	• Discover what makes a successful business • Management and running of a business • Growth, wealth creation • Laws, compliance and rights and obligations

Victorian Curriculum Area	Humanities
Target Enrolment	Students who have an interest in exploring either Business Management or Legal Studies courses they could undertake in VCE/VCE VM
Pathway Mapping	This elective is the pathway into VCE Business Management and / or Legal Studies in Year 11 and 12, along with vocational studies such as VET Business
Areas to note	Students will participate in a range of activities that require them to work independently and with others

Geography/ Sociology Elective- Our Place on Earth

Course Description

This elective is for students who are interested in possibly studying Sociology or Geography in VCE. Students will learn about human wellbeing, social and environmental issues, as well as investigating cultures in Australia and from around the world. The two main areas of study are:

- Geography – An in-depth look at human wellbeing in Australia and around the world. The subject will also consider the Study of Environmental Change and Management.
- Sociology – The nature of human behaviour and the importance of family and communities around the globe, as well as social issues such as homelessness, drugs, social media.

Key Learning Areas for this unit include:	• Issue exploration in relation to social, human wellbeing and the environment • Environmental change • Family, communities and global issues

Victorian Curriculum Area	Humanities
Target Enrolment	Students who have an interest in Sociology or Geography and explore those courses for possible section as part of their VCE studies
Pathway Mapping	Students will be well placed to enrol into either VCE Geography or VCE Sociology in Year 11 and 12 along with vocational studies such as VET/SBAT Conservation and Eco System Management Cert II or Parks and Gardens Cert II
Areas to note	Students who do not enrol in this elective will not be precluded from VCE Geography or Sociology but will not be as well placed to enter that area of study. Students who successfully complete this course will be considered as priority enrolments in the VCE subject if numbers are an issue.

History Elective - Time Travellers

Course Description

This elective is for students interested in the History of the world and who might like to study History in VCE. Students will have the opportunity to research and discuss different topics from many periods of History. There will be a teacher-directed component to the course which may cover areas such as popular culture, the environmental movement, Australian immigration, Indigenous movements or any topic from any period ranging from ancient civilisations through to the twentieth century. There will also be a student-directed component involving at least one historical inquiry on an area of History of your choice.

Key Learning Areas for this unit include:	• Research and exploration of historical periods • Inquiry based learning skills and project

Victorian Curriculum Area	Humanities
Target Enrolment	Students who really enjoy learning about history and would like real the opportunity to control and self-direct a unit of work of their choosing (in consultation with their teacher)
Pathway Mapping	Students interested in exploring a Pathway into VCE History should enrol into this elective.
Areas to note	Students who do not enrol in this elective will not be precluded from VCE History but will not be as well placed to enter that area of study. Students who successfully complete this course will be considered as priority enrolments in the VCE subject if numbers are an issue

Health and Physical Education

The compulsory study of the Health and PE at Year 10 are conducted via iCARE sessions across the year. While there are no compulsory Health or Physical Education subjects set within the Year 10 curriculum for Western Port Secondary College, students are encouraged to select at least one HPE Elective to support a healthy and balanced approach to their studies and lifestyle in general.

Year 10 Specialist Physical Education

Course Description

Specialist PE is the perfect pathway for those students wishing to potentially continue the Physical Education pathway through to VCE. Students will extend on some content already introduced in Year 9 Core PE and electives; however, students will be exposed to themes and ideas that will be presented in senior levels.
Students will partake in a range of theoretical and practical activities to analyse how the human body responds to exercise and other factors. Students will have the opportunity to use innovative technology to conduct data analysis, explore how the body produces energy and be introduced to the exponential world of biomechanics.

Key Learning Areas for this unit include:	• Data Analysis (using heart rate monitors, pedometers and other tech) • Factors causing fatigue • Introduction to energy systems and acute responses to exercise • Recovery practices and techniques

Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy both the practical and scientific side of Physical Education
Pathway Mapping	This subject will prepare students who are interested in studying VCE PE and would support the study of VCE Science Biology
Areas to note	Students seeking enrolment into VCE PE are encouraged to enrol in this elective and are strongly encouraged to engage in the General Math course and Science electives to support the content and skill progression

Year 10 Major Games

Course Description

Major Games will have students engaged in a variety of mainstream sporting activities and examine individual and group tactics, rules and movement patterns. They develop an understanding of the roles in sport, particularly focusing on the coach. Students will plan and manage events, player rankings and tournaments.

Key Learning Areas for this unit include:	• AIS Sport Coaching Certificate • Prevention and Treatment of Sports Injuries • Sporting event management and roles • Ergogenic Aids to performance

Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy participating actively in mainstream sports and love being active.
Pathway Mapping	This subject will prepare students who are interested in pursuing a pathway in the Health/PE/Applied Learning/VET Pathways
Areas to note	Students undertaking this elective are expected to participate in both the physical/active and theoretical aspects of the course.

Year 10 Health and Human Development

Course Description

For any student interested in a career in the Health industry, whether it be childcare, nutrition, nursing/medical practitioner, age care or teaching; this elective will allow students to take those first steps towards that goal. Students will be exposed to a vast range of topics aimed at introducing the key knowledge and skills required for entry into VCE Health and Human Development units 1-4.
Students will have the opportunity to explore many health issues and initiatives on a local, national, and international level, identifying both the causes and effects of health and wellbeing amongst the general public. Students will also, be introduced to Health promotion models and will engage in hands on learning.

Key Learning Areas for this unit include:	• Exploring the Dimensions of Health • Nutrition • Investigating Health Promotion Models • Investigating community and mental health • Investigating global health

Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy learning about nutrition, health and seeking to explore this as a pathways option.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Health and Human Development and would support the study of VCE within the Science and Food areas.
Areas to note	Students seeking enrolment into VCE Health and Human Development are encouraged to enrol in this elective.

Year 10 Individual Conditioning

Course Description

Individual Conditioning will provide students with opportunities to explore the elements of fitness training and maximising individual performance. The subject combines both theory and practical activities centred around students designing their own personal fitness training program and completing this in class using the cardio and weight rooms within the college. The use of technology and training aids is researched and incorporated into classes. Students interested in careers within the health, sports and fitness training industries or who have a keen interest in personal fitness will gain valuable knowledge and skills.

Key Learning Areas for this unit include:	♦ Design of Training programs for individuals. ♦ Introduction to fitness components and training principles ♦ Fitness testing and analysis ♦ Technology in the fitness industry – Heart Rate Monitors, apps, online platforms etc.

Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy the practical side of sport, with a focus on fitness and training and who are wishing to explore this as a pathways option.
Pathway Mapping	This subject will prepare students who are interested in pursuing a pathway in the Health / PE/ Applied Learning /VET Pathways
Areas to note	Students undertaking this elective are expected to participate in both the physical/active and theoretical aspects of the course.

VCE Outdoor & Environmental Studies Unit 1 & 2

Course Description

By choosing this subject, students have an excellent opportunity to study a VCE ATAR subject whilst they are still in Year 10. This subject provides students with the opportunity to develop knowledge in, for and about the great outdoors as they have the opportunity to experience a mixture of both theory and practical opportunities through in class/onsite activities and the option of camps and excursions eternal to the college - User Pays**

Extra-curricular activities to enhance learning can include day activities such as wake boarding, knee boarding, rock climbing, abseiling and mountain biking, along with overnight camp activities – helping students develop practical skills and knowledge required to live sustainably in natural environments, whilst exploring relationships with various outdoor environments. Through completing Units 1 and 2, this provides students with an invaluable opportunity to study Units 3 and 4, in Year 11.

Key Learning Areas for this unit include:	♦ Connections with Outdoor Environments ♦ Exploring Outdoor Environments ♦ Safe and Sustainable Participation in Outdoor Experiences ♦ Understanding Outdoor Environments ♦ Observing Impacts on Outdoor Environments ♦ Independent Participation in Outdoor Environments

** Please note unit 1 & 2 Outdoor & Environmental Studies is not offered to Year 11 students.*
Enrolment into this course will be dependent on Pathway requirements and satisfactory completion of a Literacy and Numeracy benchmark test.

**Please also note that this subject will incur significant costs for the Extra Curricular Activities (day excursions and camps) under the User Pays model.

Mathematics

Year 10 Mathematics at Western Port Secondary is compulsory for a full year of study, however, each student will be enrolled into the maths course that best suits their mathematics skills, knowledge, abilities and most importantly supports their intended/likely pathway requirements for Year 11 and 12. Students will have recommendations on the maths course determined as the most appropriate after course counselling and pathways conversations have occurred, and students have completed their Career Action Plans, Work Experiences and Semester One assessments are completed.

Year 10 General Mathematics

Course Description

The Year 10 General Mathematics course prepares students who are planning to undertake the study of VCE units in Mathematics in Year 11 or 12, or for those students who have not yet determined a pathway for their final years. In this course students are exposed to the Year 10 mathematical studies of Number and Algebra, Measurement and Geometry, and Statistics and Probability and will apply their mathematical knowledge and skills with a focus on consolidating and building on their abilities, ready for VCE – ATAR Mathematics.

Key Learning Areas for this unit include:	♦ Solving and expanding surface area and volume problems relating to composite three dimensional shapes, using mathematical rules and formula to solve complex problems involving the properties of triangles. ♦ Comparing and describing data sets, identifying bias, and using graphical displays to represent and analyse variables, listing outcomes for multi-step chance experiments involving dependent and independent events. ♦ Substituting formulas, finding unknown values, manipulating linear equations, expanding, and factorising binomial expressions, and calculating simple and compound interest.

Victorian Curriculum Area	Mathematics
Target Enrolment	Students who have an age-appropriate proficiency of mathematics (or who seek to improve their mathematic skills and knowledge) to pursue a VCE ATAR Pathway
Pathway Mapping	With successful completion of Year 10 General Mathematics, students will be able to select entry into a variety of VCE maths units including Foundation and General Mathematics, Mathematical Methods or Specialist Mathematics.
Areas to note	Students who enrol in General Mathematics are not precluded from a VCE-VM Pathway in Year 11 & 12

Year 10 Foundation Mathematics Pathway A – What in the World?

Course Description

Foundation Mathematics Pathway A – What in the World? is the course for students who are identified as likely undertaking a VCE-VM pathway in Year 11 and 12. This course is for students who prefer to apply mathematics in real life scenarios and setting, and work best focusing on developing and enhancing their mathematical 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 will be required to use critical and creative thinking to address and solve problems. Students will build on their understanding of different mathematics fields, such as number, measurement, and statistics, through the use of real-world scenarios and application tasks.

Key Learning Areas for this unit include:	• Understanding the financial requirements of everyday life and understanding the legal requirements of the Australian Tax system/Salary • Relating measurement and distance to real world scenarios and constructing creative design using scaled plans. • Comparing data from local and national sources and constructing data displays.

Victorian Curriculum Area	Mathematics
Target Enrolment	Students who prefer the applied approach to learning and who see their VCE Pathway as VCE -VM
Pathway Mapping	Foundation mathematics at Year 10 does not focus on a VCE-ATAR pathways, but supports transition into the Year 11-12 VCE-VM Pathway
Areas to note	Students who enrol in Pathway B are not precluded from the VCE-ATAR in Year 11 & 12 but would not be well prepared for a pathway into VCE Mathematics – ATAR

Year 10 Foundation Mathematics Pathway B – Aussie Rules

Course Description

Foundation Mathematics Pathway B - Aussie Rules is the course for students who are identified as requiring target support for specific numeracy gaps that may prevent them from being able to undertake a senior certificate. Through engaging and interactive units around the theme of 'Aussie Rules', this unit will focus on ALF/AFLW Football, Australian banking, finance and tax rules, Australian road and industry safe rules and consumer laws. These themes will focus on real life applications of knowledge and skills targeted to develop skills and confidence in relation to financial literacy, calculations, measurement and statistics and their practical application in the contexts of everyday life, and employment.

Key Learning Areas for this unit include:	• Financial mathematics with a focus on Australian tax and financial systems. • Breaking down example pay slips and understanding the superannuation system in Australia. • Learning how to create a budget and understand how to compare and make financial decisions. • Australian road rules and public transport systems and how to read maps and timetables.

Victorian Curriculum Area	Mathematics
Target Enrolment	Students with significant gaps in mathematical skills and knowledge, working well below the age-appropriate level.
Pathway Mapping	Foundation Math Pathway B is designed to provide a meaningful pathway for students who intend to undertake the Victorian Pathway Certificate (VPC) or the VCE VM Numeracy in Year 11 & Year 12 (within the VCE VM pathway).
Areas to note	Students who enrol in Pathway B are not precluded from the VCE VM in Year 11 & 12 but would not be prepared for a pathway into VCE Mathematics – Tertiary studies pathway.

Year 10 Accelerated Mathematics Elective

Course Description

Accelerated Mathematics is an elective which will run in Semester 2 to prepare students for VCE Mathematics. Students will build on the skills and understandings required for Mathematical Methods as well as Specialist Mathematics, including the necessary 21st century technology skills involving the graphics calculators. Students will be exposed to mathematical concepts, such as linear and quadratic functions and graphical transformations, and can further develop their skills in such concepts prior to the commencement of the VCE program in Year 11.

Key Learning Areas for this unit include:	• Further development of algebra skills in preparation for VCE pathway and understanding of linear and quadratic graphing • Understanding the calculus requirements of Maths Methods and transformation of graphs. • Use and practice of graphics calculators and online graphing programs.

Victorian Curriculum Area	Mathematics
Target Enrolment	Students with strength and interest in mathematics and who wish to undertake higher mathematical studies in the Math Methods or Specialist Math VCE-ATAR Pathway should select the Extension Mathematics elective.
Pathway Mapping	Recommended for students wishing to enter General, Methods and/or Physics subjects in VCE.
Areas to note	Students who do not select this elective will not be precluded from the VCE subjects above, but if a VCE class was full, students who have undertaken this elective would be considered as a priority.

Science

Year 10 Science courses explore and develop students understanding of the world around them, and aids the develop of critical thinking, problem solving and teamwork skills. These skills are considered 21st Century skills and are shown to be essential for success in any future pathway. Learning in Science progressively develops skills for senior science, while building the foundations for success in subjects from other domains such as:

- VCE Health and Human Development draws on biological understandings from Year 9 and 10.
- VCE Physical Education draws on biological and physical understandings from Year 9 and 10.
- VCE Outdoor & Environmental Studies draws on biological and earth science understandings.
- VCE Food Studies draws on chemical and biological science understandings.
- VCE and VET Technology subjects draw on chemical and physical science.

Year 10 Science Options

All Students must complete Science (CORE) and have the option of selecting an Elective (Semester 2)

- Students interested in any Science at VCE - ATAR should select from the following Science options in Year 10: Mind Matters, Survival of the Fittest or Rollercoasters and Reactions.
- Students wanting to accelerate into VCE – may apply for entry into Unit 1 and 2 Psychology. Students will still need to complete Core Science in addition to this.

Year 10 Science (Core) - How does the world around us work?

Course Description

This compulsory subject gives a broad overview of all fields of science. Exploring Biology, Chemistry and Physics in a way that prepares students for life and applying science understanding to a range of scenarios. Students conduct a range of experiments and scientific investigations, explore real world examples and ethical considerations.

This subject is perfect for students who are keen to undertake VCE Subjects in other learning areas. This subject prepares students for the science content that appears in other learning areas and in life beyond school. A sound understanding of science helps us all to carefully consider information and make informed decisions in our lives. This subject will develop students understanding of scientific concepts and their science inquiry skills, including teamwork and critical thinking.

Key Learning Areas for this unit include:	• Big Bang Theory and origins of the Universe • Galaxies, stars and solar systems • Chemical reactions including combustion and the reactions of acids. • Energy transfers within systems

Victorian Curriculum Area	Science
Target Enrolment	All students - CORE
Pathway Mapping	Supports preparation for VCE subjects, compliments Science Electives and consolidates on prior scientific skills and knowledge.
Areas to note	Students seeking enrolment into VCE Science subjects are strongly encouraged to select an elective option. Students who are not able to successfully complete this course will not meet prerequisites to undertake a science elective in Sem 2

Year 10 Mind Matters

Course Description

Understand how the brain works to make us who we are! Students will conduct investigations, experiments and develop new understandings about:

- This history of psychology and where a pathway in psychology could lead you!
- How the brain, nervous system and body works together to make people unique
- What influences mental health, phobias and an understanding into our emotions and emotional intelligence.
- Why sleep is important, people's dreams and their validity, and the variety of ways we can deal with stress.

Key Learning Areas for this unit include:	• Central nervous system (brain and spinal cord) • Neurons, electrical impulses, and synapses • Mental health • Sleep and dreams

Victorian Curriculum Area	Science
Target Enrolment	This subject is an excellent choice for students who enjoy science and learning how the mind works.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Psychology
Areas to note	Students seeking enrolment into VCE Psychology will be priorities based on their outcomes in this elective. Students are not precluded from VCE Psychology if they do not undertake this elective but may not be prioritised if class size is an issue.

Year 10 Survival of the Fittest

Course Description

How do living things survive?
This subject dives deep into the Life Science ecosystem that explores concepts related to Biology and Chemistry. Understand survival of the individual and the species as a population in terms of environmental factors and evolution. Chemistry will form part of the explanations for how living things are made and function. Field work, DNA analysis and experiments a plenty!
This subject is the perfect preparation for VCE Biology, ensuring students have a sound understanding of the cell and how it follows DNA instructions to replicate and differentiate, creating organisms, including the chemical nature of these processes. Explore evolution in terms of Natural Selection and the reasons species survive or become extinct, including consideration of earth sciences and the effect of continental drift over time. Approach issues from different perspectives and be able to consider ethics in research and experimental design.

Key Learning Areas for this unit include:	•

Victorian Curriculum Area	Science
Target Enrolment	This subject is an excellent choice for students who enjoy science and learning about the study of biology and chemistry.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Biology and/or Chemistry.
Areas to note	Students seeking enrolment into VCE Biology and/or Chemistry will require this elective as a pre-requisite into those courses.

Year 10 Rollercoasters and Reactions

Course Description

How do things change?
This subject dives deep into the Pure Science world of Physics and Chemistry to understand the world around us. Understand how forces, energy and chemical substances are transferred and transformed. Consider physical reactions such as those that occur on a roller coaster to create an exhilarating experience and chemical reactions; both small and large (think explosions) including reactions that occur naturally around us and those that can be created in the lab. Fasten your seatbelts for experiments that explore the workings of rollercoasters and chemical reactions!
This subject is the perfect preparation for VCE Chemistry and Physics by ensuring students have a sound Chemical Science understanding of the Periodic table, and the properties of matter that make reactions occur. While developing a strong understanding of forces and the mathematical approach to predicting motion in the world around us.

Key Learning Areas for this unit include:	• Atoms and natural radioactivity • Chemical reactions and rates of reaction • Motion and forces

Victorian Curriculum Area	Science
Target Enrolment	This subject is an excellent choice for students who enjoy science and learning about the study of Physics and Chemistry
Pathway Mapping	This subject will prepare students who are interested in studying VCE Chemistry and/or Physics.
Areas to note	Students seeking enrolment into VCE Physics or Chemistry will require this elective as a pre-requisite into those courses.

Technology - Food

Technology subjects in Year 10 at Western Port Secondary College focus on combining practical skills and applications with design briefs and development of skills to support a VCE/VCE-VM Pathway. Technology subjects offer a combination of applied learning and theoretical based learning to support students interested in a range of career pathways and options. These subjects are one final opportunity to explore before decisions around Year 11 and 12 courses are made. Exploration of subjects that draw passion, enthusiasm and intertest are key to making a course engaging and relevant.

Year 10 Food Studies –Variety is the Spice of Life

Course Description

In this subject a wide range of skills, equipment and ingredients will be used in weekly practical classes to create a variety of familiar and new recipes. Students will learn more about the functions of ingredients, and why different processes and techniques are used so that they can start to adapt and create recipes of their choice.

Students will look at different cultures and the ingredients and recipes they consume as part of their daily intake, to make them more aware of the world around us.

Key Learning Areas for this unit include:	• The ingredients, skills and processes used in recipes. • The nutritional value of food and how the body uses food. • How to read and use food labels for dietary, safety and environmental reasons. • The cuisine of the countries studied.

Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy cooking and exploring different cultures.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Food and is solid grounding for subjects like VCE Health and Human Development
Areas to note	Students seeking enrolment into VCE Food Studies are strongly encouraged to select this elective. VCE Food is very popular. Students results from this elective will be taken into consideration when determining VCE class(es) in Food

Technology Wood

Year 10 Product Design and Technology

Course Description

Students are encouraged to explore different design ideas and will have the opportunity in applying these designs practically using hand and power tools. The practical element within the course enables learners to gain skills and knowledge which can be used throughout industry and real-world applications. Students will become competent in working within the design process, preparing designs, and working drawings, producing a folio for an individual project, demonstrating safe work practice in the use of appropriate tools and machinery and evaluating their final product.

Do you enjoy designing practical projects? Solving problems? In Year 10 Product & Design and Technology you will identify a real need, problem or opportunity that you will then articulate in a design brief. This subject will teach you how to draw technical drawing by hand, Sketchup and Tinker cad 3D software and Lightburn laser cutting technology.

Learning Activities	• Design a folio following the design wheel. • Write a design brief. • Sustainability • Investigate how production could aid in solving your identified need, problem or opportunity. • Design a product from idea to completion. • Evaluation

Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy practical projects and solving problems.
Pathway Mapping	Successful completion of this elective prepares students who are interested in studying VCE Design Technology, VET Building and Construction or other VET subjects.
Areas to note	Students seeking enrolment into VCE Product Design or VET Building and Construction are strongly encouraged to enrol in this elective

Technology – Digital

Year 10 Digital World

Course Description

How does digital communication work?

Flex your coding muscles, dive deeper into coding and programming languages, designing apps and digital solutions to real world problems.

Work with EV3, Arduino and SCOOT the Nao Humanoid Robot. 3D Design and printing to solve problems. Understanding digital technologies opens up many exciting career options and is involved in most career pathways. Developing skills in programming and robotics adds to the 21st Century skills set needed for future success.

Learning Activities	• Design a folio. • Write a design brief. • Investigate how production could aid in solving your identified need, problem, or opportunity. • Design a product from idea to completion. • Evaluation

Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy digital learning and have a passion for coding and programming.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Product Design and a range of VET subjects.
Areas to note	Students would benefit from a baseline knowledge of coding and/or digital technology skills.

Year 11 & 12 Pathway Options

The VCE ATAR, VCE VM & VPC

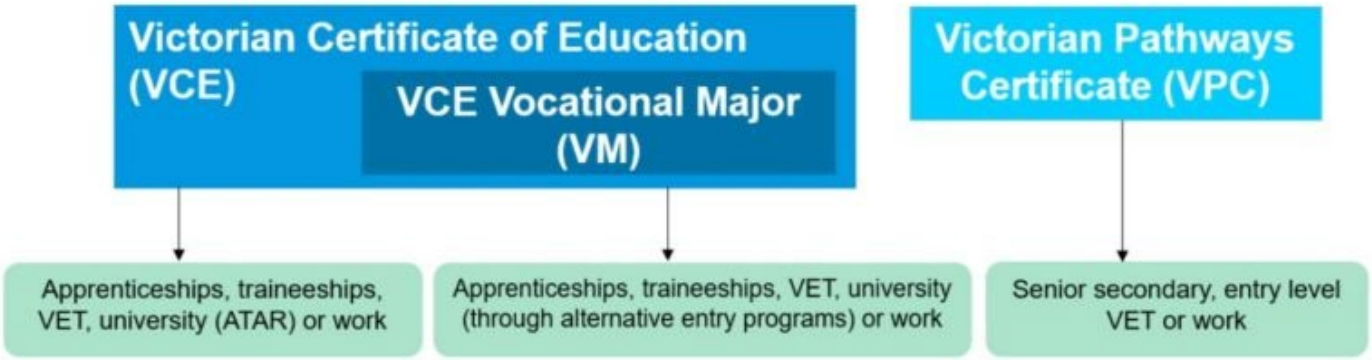
Undertaking your VCE at Western Port Secondary College looks a lot different to how your parents and carers might remember it. The revised VCE model began its implementation in 2023 for Year 11 students provides a new range of opportunities for subject selection for all students. It is important that students and their families discuss the information below together and seek clarity from the college if you need more information.

The Senior School pathway is divided into three groups to help students understand the choices available and the outcomes of each pathway post-WPSC. We recognise that Universities, TAFEs and the employment sector are providing students with a range of entries, and we are committed to ensuring every student is placed in the pathway that best suits their needs.

Each pathway that we offer provides students with a Year 12 qualification; there is no pathway better than another, however what is most important is that the pathway that a student chooses is the best option for them.

At WPSC we are grouping the options available into:

- VCE ATAR - Tertiary Pathway
- VCE VM - VCE Vocational Major
- VPC – Victorian Pathways Certificate



Using the table below, plan your VCE pathway (Year 11 and 12) journey through the new VCE Certificate choices.

Pathway	VCE ATAR	VCE VM (Vocational Major)	VPC (Victorian Pathways Certificate)
Features of Pathway	Students select from a broad range of academic studies to suit the requirements to attend University / Higher Education TAFE. Students that are also not sure of their pathway, but that are capable of academic subjects and exams are advised to follow this path. Students that require an ATAR for entry into further education will complete external VCE exams at the end of Year 12. Students may elect not complete the external Yr12 exams, these students will not receive an ATAR. Students should ensure any further education choice does not require an ATAR before choosing this path. (This choice does not need to be considered / made until well into their Year 12 studies)	Students complete a set of core vocational major subjects. Students select a VET study and complete 1 day a week of a structured work placement. VCE VM leads to TAFE Certificate Level courses / Apprenticeships & Traineeships / Work and some university courses via non-ATAR pathways	The Victorian Pathways Certificate (VPC) is a foundation secondary qualification designed for students who would benefit from an individualised program at a more accessible level than the VCE or VCE VM. The VPC can help you move into a senior secondary qualification, entry level VET course or straight into a job. Your teacher or careers practitioner will talk to you and your family about whether the VPC is right for you. Once you, your family and your teacher or careers practitioner have agreed that this is the best option for you, you can start your VPC, and the time you take to finish the VPC is flexible.
Satisfactory Completion of the Pathway	English	Students will complete the following subjects: ♦ Literacy ♦ Foundation Math ♦ Personal Development ♦ Work Related Skills	Students will complete the following subjects: ♦ Literacy ♦ Numeracy ♦ Personal Development ♦ Work Related Skills

VCE ATAR

The Victorian Certificate of Education (VCE)

- Is a two-to-three-year course of study for students in their final years of schooling.
- Is set by the Victorian Curriculum & Assessment Authority (VCAA)
- Aims to give students a well-rounded, comprehensive education that allows for any pathway that the student might choose, from further education, training and/or employment.

Who should be undertaking the VCE pathway?

Ask yourself these questions;

- Am I organised and reliable?
- Am I self-motivated and ready to take responsibility for my own learning?
- Am I ready to prioritise my study?
- Am I committed to attending all classes and completing homework?
- Do I have a clear goal and reason for completing my VCE?
- Do I require an ATAR to continue into my chosen pathway?

Requirements to qualify for the VCE

To be awarded the VCE, a student must satisfactorily complete a **MINIMUM of SIXTEEN UNITS**, which must include:

- Three of the four compulsory units of English including units 3 and 4. A unit is one "semester's work".
- Four pairs of Units 3 and 4 sequences including English units 3 and 4.
- Unit 3⁄4 sequences are those normally undertaken in Year 12, or through Early Access.

Satisfactory completion of a unit means demonstrating achievement of ALL learning outcomes for that Unit. Units which are VET Certificate studies may also contribute to the VCE Unit total and Unit 3⁄4 sequences.

Students typically undertake a total of 20 semester-length units. Normally, ten units will be studied in Year 11, and ten units will be studied in Year 12.

The decision regarding satisfactory completion in all Units will be based on results from the set of tasks designed to allow students to demonstrate the Learning Outcomes for each unit, completed during the semester. **All Learning Outcomes must be demonstrated for satisfactory completion of each.**

Assessment in VCE:

- Units 1 and 2 – Assessment is school-based. Students are assessed on a range of tasks, including a formal end of unit exam. The VCAA issues an end of year statement showing what units the student has satisfactorily completed. There is no "Year 11" certificate in the VCE.

- Units 3 and 4 – Assessment is controlled by the VCAA. Students are awarded a score and an S (Satisfactory) or an N (not satisfactory), on School-Assessed Coursework (SAC), School-Assessed Tasks (SAT) or exams. Assessment will be at least 50% by external examination in November and by School-Assessed Coursework or School-Assessed Tasks. School- assessed Coursework is based on work done in class as part of the regular teaching and learning program. School-Assessed Tasks involve longer-term assessment in studies where models or products are an integral part of the unit, such as a folio in Studio Art.

What is a Study Score?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year.

What is an ATAR?

Tertiary institutions look at the ATAR and the combinations of VCE studies students have completed before offering places.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) based on study scores and is presented as a ranking between 0.00 and 99.95.

If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

VCE Programs

Within the Senior School Handbook are detailed descriptions of subjects offered at Western Port Secondary College. Students should select a program according to their career path/s. Students may select the subjects specified in a particular example program or select subject by subject.

What if a subject doesn't run?

In the event that a subject of particular interest, typically required as a prerequisite towards a tertiary pathway is unable to be offered at the college, Virtual Schools Victoria may be an option. This is often the case with a language other than Indonesian or a subject with a particularly low participate rate (e.g. Specialist Mathematics etc).

If you feel this might be the case with a subject you are considering, please refer to the link below to check if the Virtual Schools Victoria delivers that subject. From there, discussion in a career and pathways meeting with a parent/carer needs to be arrange via the Senior School. Further details available form the senior office, or via the links.

Virtual School Victoria (vsv.vic.edu.au)

Enrolment - Virtual School Victoria (vsv.vic.edu.au)

VCE ATAR Subjects

- The Arts
  - Art Creative Practice
  - Art Making and Exhibiting
  - Music

- Humanities
  - Geography
  - History – Modern History (1&2) Revolutions(3&4)
  - Legal Studies
  - Philosophy
  - Sociology

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

- English and Languages
  - English
  - LOTE (Indonesian)
  - LOTE (Other) via Victorian School of Languages (VSL)

- Design Technology
  - Food Studies
  - Product Design

- Mathematics
  - Foundation Mathematics
  - General Mathematics
  - Maths Methods
  - Specialist Mathematics

- Science
  - Biology
  - Chemistry
  - Physics
  - Psychology

THE ARTS

Art Creative Practice (Accreditation period: 2023-2027)

Unit 1: Interpreting artworks and exploring the Creative Practice

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

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes, and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment, and develop, and to evaluate and reflect upon their use of the Creative Practice.

- **Area of Study 1 - Artists, artworks and audiences**
- **Area of Study 2 - The Creative Practice**
- **Area of Study 3 - Documenting and reflecting on the Creative Practice**

Unit 2: Interpreting artworks and developing the Creative Practice

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

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements, and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

- **Area of Study 1 -The artist, society and culture**
- **Area of Study 2 -The collaborative Creative Practice**
- **Area of Study 3 - Documentation of collaboration using the Creative Practice**

Unit 3: Investigation, ideas, artworks, and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

- **Area of Study 1 - Investigation and presentation. Research and exploration. Resolution, presentation and critique**
- **Area of Study 2 - Personal investigation using the Creative Practice**

Unit 4: Interpreting, resolving, and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution, and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

- **Area of Study 1 - Documentation and critique of the Creative Practice**
- **Area of Study 2 - Resolution and presentation of a Body of Work**
- **Area of Study 3 - Comparison of artists, their practice, and their artworks**

Art Making and Exhibiting (Accreditation period 2023-2027)

Unit 1: Explore, expand, and investigate.

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

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

- **Area of Study 1 - Explore: materials, techniques, and art forms.**
  How do artists use materials and techniques in their art making?
- **Area of Study 2 - Expand: make, present, and reflect.**
  How do artists use materials and techniques to represent ideas and achieve a style in their artworks?
- **Area of Study 3 - Investigate: research and present.**
  What role do artworks and their presentation play in society?

Unit 2: Understand, develop, and resolve.

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

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

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

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

- **Area of Study 1 - Understand: ideas, artworks and exhibition.**
  How are thematic exhibitions planned and designed?
- **Area of Study 2 - Develop: theme, aesthetic qualities, and style.**
  How does an artist develop aesthetic qualities and style in artworks?
- **Area of Study 3 - Resolve: ideas, subject matter, and style**
  How does an artist develop ideas and a personal style in artworks?

Unit 3: Collect, extend, and connect.

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques, and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine, and resolve their artworks. More information about the critique is available in the online Support materials for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

- **Area of Study 1 - Collect: inspirations, influences, and images.**
  How do artists use selected art forms and ideas to create visual language?
- **Area of Study 2 – Extend: make, critique, and reflect.**
  How are ideas, reflection and feedback used in art making to develop artworks?
- **Area of Study 3 – Connect: curate, design and propose.**
  How are artworks selected and presented for exhibition?

Unit 4: Consolidate, present and conserve.

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

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form.
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks.
- annotations to support visual documentation.
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks.
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

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

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation, and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

- **Area of Study 1 - Consolidate: refine and resolve.**
  How do artists refine and resolve artworks?
- **Area of Study 2 – Present: plan and critique**
  How are ideas presented in finished artworks on exhibition?
- **Area of Study 3 – Conserve: present and care**
  What role does conservation and care have in the presentation of artworks?

Music (Accreditation period 2023-2027)

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.

- **Area of Study 1 - Performing**
- **Area of Study 2 - Creating**
- **Area of Study 3 - Analysing and responding**

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.

- **Area of Study 1 - Performing**
- **Area of Study 2 - Creating**
- **Area of Study 3 - Analysing and responding**

Units 3 and 4: Music contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches
to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive, and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk, and R&B.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part of their preparation, students can present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

Unit 3

In this unit students begin developing the program they will present 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. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

- **Area of Study 1 - Performing**
- **Area of Study 2 - Analysing for performance**
- **Area of Study 3 - Responding**

Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

- **Area of Study 1 - Performing**
- **Area of Study 2 - Analysing for performance**
- **Area of Study 3 - Responding**

HUMANITIES

Business Management (Accreditation period 2023-2027)

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.

- **Area of Study 1 – The business idea**
- **Area of Study 2 – Internal business environment and planning**
- **Area of Study 3 – External Business environment and planning**

Unit 2: Establishing 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.

- **Area of Study 1 – Legal requirements and financial considerations**
- **Area of Study 2 – Marketing a business**
- **Area of Study 3 – Staffing a business**

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.

- **Area of Study 1 – Business foundations**
- **Area of Study 2 – Human resource management**
- **Area of Study 3 – Operations management**

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.

- **Area of Study 1 – Reviewing performance – the need for change**
- **Area of Study 2 – Implementing change**

Geography (Accreditation period: 2022-2026)

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 and malaria, animal transmitted diseases, water borne diseases, and 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 using the structure provided.

- **Area of Study 1 - Characteristics of hazards**
- **Area of Study 2 - Response to hazards and disasters**

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 are 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 using the structure provided.

- **Area of Study 1 - Characteristics of tourism**
- **Area of Study 2 - Impact of tourism: issues and challenges**

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.

- **Area of Study 1 - Land cover change**
- **Area of Study 2 - Land use change**

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.

- **Area of Study 1 - Population dynamics**
- **Area of Study 2 - Population issues and challenges**

History (Accreditation period 2022-2026)

Units 1 and 2: Modern History

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.

- **Area of Study 1 - Ideology and conflict**
- **Area of Study 2 - Social and cultural change**

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.

- **Area of Study 1 - Causes, course and consequences of the Cold War**
- **Area of Study 2 - Challenge and change**

Units 3 and 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.

- **Area of Study 1: Unit 3 and Unit 4 – What were the significant causes of revolution?**
- **Area of Study 2: Unit 3 and Unit 4 - How did the actions of popular movements and particular individuals contribute to triggering a revolution?**
- **To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?**

Legal Studies (Accreditation period 2024-2028)

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.

- **Area of Study 1: Legal Foundations**
- **Area of Study 2: Proving Guilt**
- **Area of Study 3: Sanctions**

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.

- **Area of Study 1: Civil Liability**
- **Area pf Study 2: Remedies**
- **Area of Study 3: Human Rights**

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.

- **Area of Study 1: The Victorian criminal justice system**
- **Area pf Study 2: The Victorian civil justice system**

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.

- **Area of Study 1: The people and the law makers**
- **Area pf Study 2: The people and reform**

Philosophy (Accreditation period 2019-2024)

Unit 1: Existence, knowledge, and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy', for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. For the purposes of this study, a primary text is defined as offering a positive argument or viewpoint rather than a mere critique. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

- **Area of Study 1 - Metaphysics**
- **Area of Study 2 - Epistemology**
- **Area of Study 3 Introduction to philosophical inquiry**

Unit 2: Questions of value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical

debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

- **Area of Study 1 - Ethics and moral philosophy**
- **Area of Study 2 - Further problems in value theory**
- **Area of Study 3 - Techniques of philosophical inquiry**

Unit 3: Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics. Texts for Units 3 and 4 In this study the term 'text' refers to a complete text or extract/s from a philosophical work. Texts for Units 3 and 4 are prescribed annually by the VCAA and referred to in Units 3 and 4 as 'set texts'. The prescribed texts for each unit will be published annually in the VCAA Bulletin.

- **Area of Study 1 - Minds and bodies**
- **Area of Study 2 - Personal identity**

Unit 4: The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics. Texts for Units 3 and 4 In this study the term 'text' refers to a complete text or extract/s from a philosophical work. Texts for Units 3 and 4 will be prescribed annually by the VCAA and are referred to in Units 3 and 4 as 'set texts'. The prescribed texts for each unit will be published annually in the VCAA Bulletin.

- **Area of Study 1 - Conceptions of the good life**
- **Area of Study 2 - Living the good life in the twenty-first century**

Sociology (Accreditation period 2024-2028)

Unit 1: Youth and family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work. Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live. In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Comparative methodologies also enable a comparison of family types and family experiences across time and space. Students draw on quantitative and qualitative sources in their study. These sources may be drawn from secondary sources and from primary research undertaken by the student.

- **Area of Study 1 - Category and experience of youth**
- **Area of Study 2 - The family**

Unit 2: Deviance and crime

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

In Area of Study 1, students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. Generally, it is defined as involving actions that are considered to be outside the normal range of behaviour according to the majority of members of a society, or more formally, the violation of social norms. Students investigate the functionalist, social control and labelling theories of deviance.

Students also explore the phenomenon known as moral panic. This refers to an intense emotional reaction from society (usually communicated through the mass media) to an issue that is perceived to threaten the social order.

In Area of Study 2, students investigate crime and punishment. They explore patterns of crime relating to age, gender and country of birth and consider the significance of a range of factors that may lead people to commit crimes such as financial situation and access to resources and employment, addiction, mental health and wellbeing issues, abuse, neglect, peer pressure and rebellion. Students explore different methods of punishment and the extent to which each of these methods serves the aims of punishment, which may include retribution, just punishment, deterrence, denunciation, rehabilitation, incapacitation, societal protection and restoration.

- **Area of Study 1 - Deviance**
- **Area of Study 2 - Crime**

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study. Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

- **Area of Study 1 - Australian Indigenous culture**
- **Area of Study 2 - Ethnicity**

Unit 4: Community, social movements, and social change

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

In Area of Study 1, students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli.
In Area of Study 2, students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

- **Area of Study 1 - Community**
- **Area of Study 2 - Social movements and social change**

PHYSICAL EDUCATION AND HEALTH

Health and Human Development (Accreditation period: 2018-2024)

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs, and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

- **Area of Study 1 - Health perspectives and influences**
- **Area of Study 2 - Health and nutrition**
- **Area of Study 3 - Youth health and wellbeing**

Unit 2: Managing health and development.

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

- **Area of Study 1 - Developmental transitions**
- **Area of Study 2 - Health care in Australia**

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.

- **Area of Study 1 - Understanding health and wellbeing**
- **Area of Study 2 - Promoting health and wellbeing**

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. 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.

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

Outdoor and Environmental Studies (Accreditation period 2024-2028)

Unit 1 and Unit 2 – Please refer to the Year 10 section of this Handbook.

Unit 3: Relationships with outdoor environments

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

- **Area of Study 1 – Changing human relationships with outdoor environments**
- **Area of Study 2 – Relationships with Australian environments in the past decade**

Unit 4: Sustainable outdoor environments

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.

- **Area of Study 1 – The importance of healthy outdoor environments**
- **Area of Study 2 – The future of outdoor environments**
- **Area of Study 3 – Investigating outdoor environments**

Physical Education (Accreditation period Units 1-2: 2017-2024, Units 3-4: 2018-2024)

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. 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, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

- **Area of Study 1 - How does the musculoskeletal system work to produce movement?**
- **Area of Study 2 - How does the cardiorespiratory system function at rest and during physical activity?**

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. 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. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

- **Area of Study 1 - What are the relationships between physical activity, sport, health and society?**
- **Area of Study 2 - What are the contemporary issues associated with physical activity and sport?**

Unit 3: Movement skills and energy for physical activity

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

- **Area of Study 1 - How are movement skills improved?**
- **Area of Study 2 - How does the body produce energy?**

Unit 4: Training to improve performance

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

- **Area of Study 1 - What are the foundations of an effective training program?**
- **Area of Study 2 - How is training implemented effectively to improve fitness?**

LANGUAGES

English (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2024-2027)

Unit 1

In this unit students focus on reading, viewing and responding to texts. They develop an understanding of the ideas, values, context and voice of texts and explore the role of vocabulary, text structures and language features in making meaning. Students shape their ideas and knowledge into formal essay structures. Using a range of mentor texts student then develop their understanding of the ways in which purpose, context and audience influence and shape writing, and experiment with the qualities of effective writing in crafting their own work.

- **Area of Study 1- Reading and exploring texts**
- **Area of Study 2 - Crafting texts**

Unit 2

In this unit students extend the skills developed in Unit 1, exploring a different text type and examining the ways readers understand text considering its historical context and social and cultural values. They develop analytical responses through reflection, editing and feedback. In Area of Study 2 students focus on the way arguments are developed and delivered in the media, examine the persuasive techniques employed by authors, and offer an analysis of the intended effect on the audience. They apply their knowledge of argument to create a point of view text for oral presentation.

- **Area of Study 1- Reading and exploring texts**
- **Area of Study 2 - Exploring argument**

Unit 3

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. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as

formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

All students are provided with opportunities to practise and extend their writing about texts, and 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.

Students study one text selected from the annual VCAA VCE English and EAL Text List. This text must be of a different text type from that which is selected for study in Unit 4.

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.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas. They read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

The Framework of Ideas to support this area of study can be found on pages 23 and 24. Schools must select one idea from the Framework for study. Mentor texts for each idea will be listed in the annual *VCAA VCE English and EAL Text List* (List 2). Schools select three mentor texts to support students' study and should augment this area of study with other print and digital texts, in consultation with their students. Consideration should be given to the context of the student cohort, including their wider community, when selecting the idea and the mentor texts. Teachers are encouraged to create meaningful and authentic connections with the selected idea and the experiences of their students, and to work with students to develop strategies to empower them to write confidently and intentionally.

- **Area of Study 1 - Reading and Responding to Text**

- **Area of Study 2 – Crafting Text**

Unit 4

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.

Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

Students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

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.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Consideration and time should be given to explicit teaching of the contextual and cultural background of the selected issue and the texts explored.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts and consider the unique structures and features that enhance argument in these

contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

- **Area of Study 1 - Reading and Responding to texts**
- **Area of Study 2 – Analysing Argument**

LOTE: Indonesian Second Language (Accreditation period Units 1-2: 2019-2024, Units 3-4: 2020-2024)

Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. 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 apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

- **Area of Study 1 - Interpersonal communication**
- **Area of Study 2 - Interpretive communication**
- **Area of Study 3 - Presentational communication**

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

- **Area of Study 1 - Interpersonal communication**
- **Area of Study 2 - Interpretive communication**
- **Area of Study 3 - Presentational communication**

Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

- **Area of Study 1 - Interpersonal communication**
- **Area of Study 2 - Interpretive communication**
- **Area of Study 3 - Presentational communication**

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian. Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

- **Area of Study 1- Interpersonal communication**
- **Area of Study 2 - Interpretive communication**
- **Area of Study 3 - Presentational communication**

DESIGN TECHNOLOGY

Food Studies (Accreditation period: 2023-2027)

Unit 1: Food origins

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 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.

- **Area of Study 1 - Food around the world**
- **Area of Study 2 - Food in Australia**

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in 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.

- **Area of Study 1 - Australia's food systems**
- **Area of Study 2 - Food in the home**

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

- **Area of Study 1 -The science of food**
- **Area of Study 2 - Food choices, health and wellbeing**

Unit 4: Food issues, challenges and futures

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.

- **Area of Study 1 - Navigating food information**
- **Area of Study 2 -Environment and ethics**

Product Design (Accreditation period 2024-2028)

Unit 1: Design practices

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. 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 to work technologically, and they practise safe skill development when creating an innovative product.

In Area of Study 1 students focus on the first diamond in the Double Diamond design approach to investigate and define needs and/or opportunities. They propose graphical product concepts using visualisations, design options and working drawings.

In Area of Study 2, students focus on the second diamond in the Double Diamond design approach to develop, trial and test physical product concepts, and make a designed product.

- **Area of Study 1 – Developing and conceptualising designs**
- **Area of Study 2 – Generating, designing and producing**

Unit 2: Positive impacts for end users

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.

In Area of Study 1 students engage with a variety of human and/or non-human end user scenarios and research current products that cater for the specific needs of end users. They explore opportunities to work collaboratively with end users to create positive impacts and minimise harm by supporting increased belonging, access, usability and/or equity through inclusive product design.

In Area of Study 2 students respond to a need or opportunity to develop a profile of an end user(s), and they design and make an inclusive product that improves belonging, access, usability and/or equity for the end user(s).

In Area of Study 3 students look at how culture influences products, and how a designer should engage with culture as they develop a profile of an end user(s) when designing products to address their needs and/or opportunities. Specifically, students look through a cultural lens to extend their thinking about the needs and opportunities of end users, going beyond physical requirements.

- **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**

Unit 3: Ethical product design and development

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). 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. 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.

In Area of Study 1, students examine a range of factors that influence the design, development and production of products within industrial settings. Students research and investigate designs across a range of specialisations that include historical iconic designs that have stood the test of time; designs with inbuilt obsolescence; products that are fast to the market; products that are designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature. They consider influences on product design when addressing ethical considerations for end users.

In Area of Study 2, students use design thinking to formulate a design brief that addresses a need or opportunity related to ethical product design, and conduct research to explore current market needs and/or opportunities. Students generate, evaluate and critique graphical product concepts (visualisations, design options and working drawings) related to ethical product design.

In Area of Study 3, students explore the physicality of product concepts through developing prototypes to select and justify the chosen product concept and a final proof of concept. Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.

- **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**

Unit 4: Production and evaluation of ethical designs

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.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

- **Area of Study 1 - Managing production for ethical designs**
- **Area of Study 2 - Evaluation and speculative design**

Mathematics

Combinations of mathematics units

Units 1 and 2	Units 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and Mathematical Methods
Mathematical Methods	Mathematical Methods and Specialist Mathematics*
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics

*For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.

Foundation Mathematics (Accreditation period 2023-2027)

Unit 1

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

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic,

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

- **Area of Study 1 - Algebra, number and structure**
- **Area of Study 2 - Data analysis, probability and statistics**
- **Area of Study 3 - Discrete mathematics**
- **Area of Study 4 - Space and measurement**
- **Mathematical investigation**

Unit 2

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

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

- **Area of Study 1 - Algebra, number and structure**
- **Area of Study 2 - Data analysis, probability and statistics**
- **Area of Study 3 - Discrete mathematics**
- **Area of Study 4 - Space and measurement**
- **Mathematical investigation**

Units 3 and 4

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

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical

functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

- **Area of Study 1 - Algebra, number and structure**
- **Area of Study 2 - Data analysis, probability and statistics**
- **Area of Study 3 - Discrete mathematics**
- **Area of Study 4 - Space and measurement**

General Mathematics (Accreditation period 2023-2027)

Unit 1

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

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

- **Area of Study 1 - Data analysis, probability and statistics**
- **Area of Study 2 - Algebra, number and structure**
- **Area of Study 3 - Functions, relations and graphs**
- **Area of Study 4 - Discrete mathematics**
- **Mathematical investigation**

Unit 2

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality

of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

- **Area of Study 1 - Data analysis, probability and statistics**
- **Area of Study 2 - Discrete mathematics**
- **Area of Study 3 - Functions, relations and graphs**
- **Area of Study 4 - Space and measurement**
- **Mathematical investigation**

Units 3 and 4

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

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

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

- **Area of Study 1 - Data analysis, probability and statistics**
- **Area of Study 2 - Discrete mathematics**

Maths Methods (Accreditation period 2023-2027)

Unit 1

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

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

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

- **Area of Study 1 - Functions, relations and graphs**
- **Area of Study 2 - Algebra, number and structure**
- **Area of Study 3 - Calculus**
- **Area of Study 4 - Data analysis, probability and statistics**
- **Mathematical investigation**

Unit 2

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

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

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

- **Area of Study 1 - Functions, relations and graphs**
- **Area of Study 2 - Algebra, number and structure**
- **Area of Study 3 - Calculus**
- **Area of Study 4 - Data analysis, probability and statistics**
- **Mathematical investigation**

Units 3 and 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with

an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

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

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

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

- **Area of Study 1 - Functions, relations and graphs**
- **Area of Study 2 - Algebra, number and structure**
- **Area of Study 3 - Calculus**
- **Area of Study 4 - Data analysis, probability and statistics**

Specialist Mathematics (Accreditation period 2023-2027)

Unit 1

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

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

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

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

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

- **Area of Study 1 - Algebra, number and structure**
- **Area of Study 2 - Discrete mathematics**
- **Mathematical investigation**

Unit 2

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

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

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

- **Area of Study 1 - Data analysis, probability and statistics**
- **Area of Study 2 - Space and measurement**
- **Area of Study 3 - Algebra, number and structure**
- **Area of Study 4 - Functions, relations and graphs**
- **Mathematical investigation**

Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight

mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

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

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

- **Area of Study 1 - Discrete mathematics**
- **Area of Study 2 - Functions, relations and graphs**
- **Area of Study 3 - Algebra, number and structure**
- **Area of Study 4 - Calculus**
- **Area of Study 5 - Space and measurement**
- **Area of Study 6 - Data analysis, probability and statistics**

Science

Biology (Accreditation period: 2022-2026)

Unit 1: How do organisms regulate their functions?

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

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

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

Unit 2: How does inheritance impact on diversity?

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

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

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

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

Unit 3: How do cells maintain life?

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

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

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

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

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.

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

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

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology, and comparative genomics. Students examine the evidence for

structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.

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

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

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

Chemistry (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2024-2027)

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

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

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?**
- **Area of Study 2 - How are materials quantified and classified?**
- **Area of Study 3 - How can chemical principles be applied to create a more sustainable future?**

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

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

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

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

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

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

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.

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

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

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

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

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

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.

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

Physics (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2024-2027)

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.

- **Area of Study 1 - How are light and heat explained?**
- **Area of Study 2 - How is energy from the nucleus utilised?**
- **Area of Study 3 - How can electricity be used to transfer energy?**

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.

- **Area of Study 1- How is motion understood?**
- **Area of Study 2 - Options: How does physics inform contemporary issues and applications in society?**
- **Area of Study 3 - How do physicists investigate questions?**

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.

- **Area of Study 1 - How do physicists explain motion in two dimensions?**

- **Area of Study 2 - How do things move without contact?**
- **Area of Study 3 - How are fields used in electricity generation?**

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

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

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.

- **Area of Study 1 - How has understanding about the physical world changed?**
- **Area of Study 2 - How is scientific inquiry used to investigate fields, motion or light?**

Psychology (Accreditation period 2023-2027)

Unit 1: How are behaviour and mental processes shaped?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by

analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

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

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

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

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 internal and external factors that influence behaviour and mental processes. 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 are people influenced to behave in particular ways?**
- **Area of Study 2 - What influences a person's perception of the world?**
- **Area of Study 3 - How do scientific investigations develop understanding of influences on perception and behaviour?**

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

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

- **Area of Study 1 - How does the nervous system enable psychological functioning?**
- **Area of Study 2 -How do people learn and remember?**

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

- **Area of Study 1 - How does sleep affect mental processes and behaviour?**
- **Area of Study 2 - What influences mental wellbeing?**
- **Area of Study 3 - How is scientific inquiry used to investigate mental processes and psychological functioning?**

VCE VOCATIONAL MAJOR (VCE VM)

What is VCE – Vocational Major?

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

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

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

Completing the VCE Vocational Major

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake between 16-20 units over the two years.

What is Structured Workplace Learning and how do I go about seeking out an appropriate placement?

Structured Workplace Learning is an opportunity for VCE – Vocational Major students. It allows them to gain practical experience in a workplace associated with their VET course.

It is the student's responsibility to seek out an appropriate SWL placement. Students can develop their communication and networking skills and grow in confidence by independently arranging their SWL. Beginning with contacts such as family and friends is a great place to start. By doing this you are more likely to enjoy a more meaningful placement that will be more satisfying and rewarding. Students are strongly advised to check with their training provider to ensure that the placement they are considering satisfies the requirements of their VET course. Students should begin investigating potential workplace locations late in 2023 in preparation for the following year. Placement days will be **Wednesday** or **Friday**, alternate to your VET day and will run throughout the year. Students can see the Careers team for further support in arranging SWL.

There are numerous legal issues concerning SWL. Students must make sure the relevant legal forms are completed before commencing a placement. Students must also consider travel arrangements when organising their placement. These forms will be distributed at school and must be submitted to the Senior School Office via the Careers Practitioner.

Is VCE – Vocational Major for you?

If you are seriously considering this as an option, it is vital you read through the following points. You need to be able to confidently tick each point. If you have any questions or uncertainties, please make sure you speak to the Senior Sub School or Careers staff.

- VCE – Vocational Major is not a course for students intending going on to university or needing an ATAR score.
- It is a course suited for young people who wish to gain an apprenticeship or traineeship.
- If intending going onto TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course.
- A VET/TAFE course must be studied as part of the VCE – Vocational Specialisation certificate.
- VET/TAFE attendance may require students to be able to make their own way to the location the course is being taught at. This will be at the students own expense.
- Work placement will need to be linked to the VET/TAFE course you are enrolled in.
- Attendance at school, TAFE and work placement is vital if you are to complete your VCE certificate.
- Although students will be completing more practical subjects, there is still a writing/theory and assessment components to all classes including VET/TAFE. This includes the completion of the General Achievement Test (GAT).

As this is a VCE certificate, please ensure you also take the time to carefully read all expectations of the VCE as this certificate is bound by the same requirements. If you are unsure about any of the following points, or how this could affect you please ensure you speak to the Senior Sub School or Careers Team.

As this is a VCE certificate, please ensure you also take the time to carefully read all expectations of the VCE as this certificate is bound by the same requirements. If you are unsure about any of the following points, or how this could affect you please ensure you speak to the Senior Sub School or Careers Team.

VCE VM Subject Overviews

Literacy (Accreditation period 2023-2027)

Unit 1 Area of Study 1: Literacy for personal use

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. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, 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 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.
In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Unit 1 Area of Study 2: Understanding and creating digital texts

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.

Unit 2 Area of Study 1: Understanding issues and voices

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.

Unit 2 Area of Study 2: Responding to opinions

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.

Unit 3 Area of Study 1: Accessing and understanding informational, organisational and procedural texts

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.

Unit 3 Area of Study 2: Creating and responding to organisational, informational or procedural texts

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.

Unit 4 Area of Study 1: Understanding and engaging with literacy for advocacy

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.

Unit 4 Area of Study 2: Speaking to advise or to advocate

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.

Numeracy (Accreditation period 2023-2027)

Unit 1:

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.
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.

- **Area of Study 1 - Number**
- **Area of Study 2 - Shape**
- **Area of Study 3 - Quantity and measures**
- **Area of Study 4 - Relationships**

Unit 2:

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

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.

- **Area of Study 5 - Dimension and direction**
- **Area of Study 6 - Data**
- **Area of Study 7 - Uncertainty**
- **Area of Study 8 - Systematics**

Unit 3:

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local,

community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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.

- **Area of Study 1 - Number**
- **Area of Study 2 - Shape**
- **Area of Study 3 - Quantity and measures**
- **Area of Study 4 - Relationships**

Unit 4:

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

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

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.

- **Area of Study 5 - Dimension and direction**
- **Area of Study 6 - Data**
- **Area of Study 7 - Uncertainty**
- **Area of Study 8 - Systematics**

Personal Development Skills (Accreditation period 2023-2027)

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.

- **Area of Study 1 - Personal identity and emotional intelligence**
- **Area of Study 2 - Community health and wellbeing**
- **Area of Study 3 - Promoting a healthy life**

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.

- **Area of Study 1 - What is community?**
- **Area of Study 2 - Community cohesion**
- **Area of Study 3 - Engaging and supporting community**

Unit 3: Leadership and teamwork

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

- **Area of Study 1 - Social awareness and interpersonal skills**
- **Area of Study 2 - Effective leadership**
- **Area of Study 3 - Effective teamwork**

Unit 4: Community project

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

- **Area of Study 1 - Planning a community project**

- **Area of Study 2 - Implementing a community project**
- **Area of Study 3 - Evaluating a community project**

Work Related Skills (Accreditation period 2023-2027)

Unit 1: Careers and learning for the future

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

- **Area of Study 1 - Future careers**
- **Area of Study 2 - Presentation of career and education goals**

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.

- **Area of Study 1 - Skills and capabilities for employment and further education**
- **Area of Study 2 - Transferable skills and capabilities**

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.

- **Area of Study 1 - Workplace wellbeing and personal accountability**
- **Area of Study 2 - Workplace responsibilities and rights**
- **Area of Study 3 - Communication and collaboration**

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.

- **Area of Study 1 - Portfolio development**
- **Area of Study 2 - Portfolio presentation**

VICTORIAN PATHWAYS CERTIFICATE (VPC)

In 2024, Western Port Secondary College will be launching The Victorian Pathways Certificate (VPC) which is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities, and qualities for success in personal and civic life. VPC pathway is the lowest level of secondary school certificate and is aligned with an Australian skills framework level one.

Students will be supported by the school to move into this pathway if appropriate to their needs and will complete this with our wonderful and supportive inclusion team. It is not the pathway most young people will follow.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

Students will gain the skills, knowledge, values, and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.
The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

1. at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
2. at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
3. at least two VPC Personal Development Skills units
4. at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

VOCATIONAL EDUCATION & TRAINING (VET)

VET is a growing part of the College curriculum. Participation in a VET program whilst at school allows students to learn about industry, employment pathways and gain skills that are relevant to the needs of industry. By successfully completing the program, students can add to their VCE or VCE VM certificates and receive additional qualifications.

Important Considerations:
Students will need to have demonstrated a satisfactory level of literacy and numeracy ability, along with appropriate learning behaviours to be considered for a VET program

- May involve an additional cost, payable in accordance with the provider's timeline
- Will impact on timetable
- Could involve holiday work placement in certain courses, can be completed in work experience also
- Attendance is a requirement and monitored closely
- Most VET courses have a two-year commitment to complete the certification
- Some VET courses run on a day other than Wednesday
- Students need to be self-motivated and organised. They are entering an adult learning environment and need a certain level of maturity to do so
- Students will enter a probationary period if undertaking VET in Year 10. Attendance, behaviour, and academic progress will be monitored for all VET students

VET Expectations

For all VETis Courses there is a requirement that students successfully complete the course work and achieve a 90% attendance rate. Most VETis subjects are one day per week and students will miss regular classes timetabled on their VET day. Students are responsible for liaising with teachers and keeping their normal class work up to date. *All absences require a medical certificate*. Most of the VET courses available to students run on Wednesday afternoon.

As students will be representing the College during VET classes, all student policies apply. Students can be withdrawn from VET courses if there is a significant concern, ongoing behaviour issue, safety issues, etc. No refunds will be offered after payment cut-off date if student needs to be withdrawn for these reasons.

VET Assessments

When selecting a VET course, it is important to remember that all courses will have assessments. Some assessments are hands on, other are presentation, tests, workbooks, examinations etc. Students are expected to participate in all assessment to achieve a satisfactory result. VET courses that attract a Study Score are academic courses and require significant theory. These courses will also require students to sit the GAT examination and an end of year performance or theory examination, in the year that scored assessment takes place (usually second year). All courses have Occupation Health and Safety theory components.

External VET Locations

Students will be enrolled in courses offered at WPSC, but in the event they need to be undertaken at other locations, Chisholm Frankston is our major provider of VET courses. We also utilise Somerville SC, Mount Eliza SC & Elisabeth Murdoch College amongst others. Selected other schools across the cluster have opportunities and enrolment location will always be discussed prior to enrolment.
Travel to such locations should be considered when investigating these options. Students are responsible for making their way to and from their VET program.
In the event the VET falls in the second half of the day (i.e., 1pm), students will be expected to attend school in the morning in full school uniform until recess and then sign out to travel to their VET.

Dress Code

Students are expected to attend external secondary schools in their WPSC Full uniform unless specified by the provider. Majority of TAFE trade courses will require PPE equipment and requirements will be provided at enrolment time. For all VET courses, regardless of their location, students will need to comply with the clothing policies and expectations.

On Site Dress Code

Each VET delivered onsite will have different requirements for unform/attire/PPE. A list of mandatory/acceptable items will be shared upon enrolment confirmation. No hoodys, open toe footwear, singlets etc are accepted, regardless of the course.
Students who do not comply with the uniform requirements of both on and off-site locations will not be permitted to engage in the course until the issue is resolved.

VET Subjects Offered at Western Port Secondary College in 2024

VET Active Volunteering (One year only course)

VET Active Volunteering (Project Ready) is highly effective at helping students develop the job readiness and life skills necessary to successfully transition from secondary school to work or further education.
It's a VET program that transforms lives and provides young people with a launching pad to achieve future goals, building on enterprise & entrepreneurial skills, wellbeing development and personal effectiveness.
Students participating in Project Ready undertake:

- a community project
- design thinking theory
- teamwork
- career planning
- communication and diversity training
- workplace health and safety
- work placement and industry engagement activities
- field trips and actively engage in activities both in and outside of the college grounds

This course covers seven units of competency and 187 nominal VET hours.

VET Building & Construction Certificate II

If you enjoy working with tools and building things from scratch, look no further than the Certificate II in Building and Construction (Carpentry) (2226VIC) pre-apprenticeship course. Discover the basics of building and construction, with a focus on carpentry.

This comprehensive course provides a hand-on experience, involving both theory and practical skills involved in the building and construction.

Students will learn skills such as:

Workplace safety, documents, plan and site induction
Building structures, setting out, sub-floor framing, wall framing, roof framing
Introduction to scaffolding and working with platforms, hand tools and power tools
External cladding, window and door frames, interior linings and fixings
Formwork for concreting and levelling
Demolition an environmental sustainability in carpentry

This course runs over two years and students complete a full pre apprenticeship certificate.

VET Business Certificate II (1 Year)

This course is designed to introduce students to the theories and practices necessary to develop skills for employment in an office environment.

Sample units may include:
• Process and maintain workplace information
• Produce digital text documents
• Create and use spreadsheets
• Organise and complete daily work activities
• Use digital technologies to communicate remotely

VET Civil Construction – Road and Rail (1 Year)

Civil Construction Road & Rail Infrastructure Course provides students skill sets and compliance certificates they need for entry level employment within a civil construction business.

Students receive a WorkSafe White Card, First aid, Traffic Controller Skill Set and receive training and certification in Rail Safety Awareness (**SARC**).

Sample units may include:

- Control traffic with a stop-slow bat
- Control traffic with portable traffic control devices and temporary traffic signs
- Safely access the rail corridor
- Provide first aid.
- Prepare to work safely in the Construction Industry
- Communication in the workplace

VET Kitchen Operations Cert II

This course is designed to introduce students to patisserie (cakes and pastries) or general cooking and provides the skills to work in a range of hospitality establishments. In the second year of the program students are required to complete 12 service sessions and complete a logbook. It is strongly advised that students complete at least some of this in the workplace.

Sample units may include:

- Prepare and present simple dishes
- Use hygienic practices for food safety
- Use cookery skills effectively
- Prepare dishes using basic methods of cookery

VET Community Services Certificate II

This scored VCE VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. This will include a language, literacy and numeracy assessment, and there is project work in both first and second years of the course.
Note: The course also covers sensitive areas and issues which may trigger learners who have experience of the issues covered.

Sample units may include:
• Work with diverse people
• Manage personal stressors in the work environment
• Provide first point of contact
• Respond to client needs

VET Construction Pathways (1 Year)

This course gives students the opportunity to experience and learn about a range of vocational options before having to enrol in a particular trade stream whether it be at a Certificate II level or an Apprenticeship. The aim of the Construction Pathways program is to provide a multi-industry experience so that students can make a more informed choice about what trade/industry they may like to pursue.

Sample units may include:

- Read and interpret plans and specifications
- Prepare to work safely in the construction industry
- Apply OHS requirements, policies and procedures in the construction industry
- Construct basic sub-floor

VET Early Childhood Education & Care Cert II

This course offers basic training for students who are seeking to work with more qualified staff in providing educational programs and quality care for babies and children. This certificate trains students for centre based, out of school hours, family day care & nanny roles, and caring for infants and children up to 12 years. Skills learned at this certificate level include basic knowledge, training and understanding of child development and how to foster and support emotional and educational wellbeing of infants & children.

Sample units may include:

- Ensure the health and safety of children
- Promote and provide healthy food and drinks
- Develop positive and respectful relationships with children
- Provide experiences to support children's play and learning

Students are required to have 2 work placements of 120 hours duration. A current working with children check and police check is also required for work placement.

VET Electrotechnology

This course is designed to introduce students to the various careers available in electrotechnology through project based, hands-on experience in the workshop. These careers include electrical, electronics, renewable energy and telecommunications.

Sample units may include:

- Carry out routine work activities in an energy sector environment
- Use routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and material for energy sector work activities

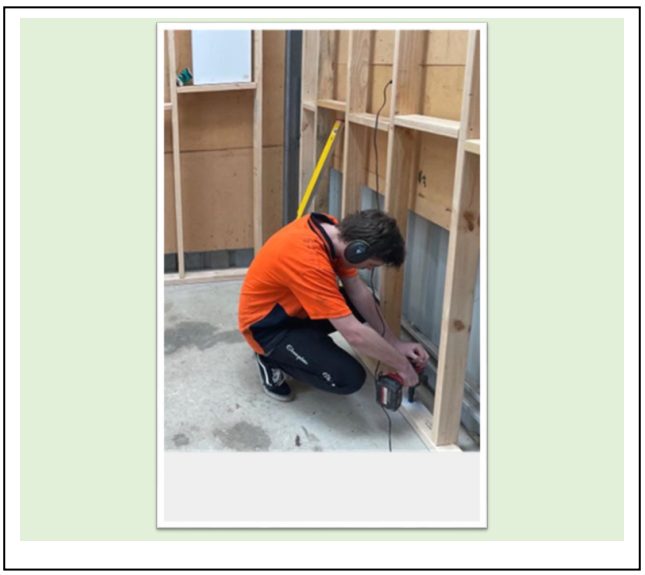
VET Engineering Studies Certificate II

The Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge for employment as an apprentice in various engineering trades or as a pathway to higher education programs post-secondary school.

This course is designed to provide students with the practical skills and theoretical knowledge for their future studies and employment prospects in the engineering or engineering related industries. It introduces students to mechanical and thermal cutting, marking out, welding principles, fabrication, forming and shaping techniques, general machining, computing and computer-aided drafting, and workplace safety.

Students will be required to perform basic machining processes, apply basic fabrication techniques, undertake a basic engineering project and perform basic welding and thermal cutting processes to fabricate engineering structures.

- Career opportunities
- Automotive engineer
- Boilermaker
- Electrical engineer/Electrician
- Fitter and Turner
- Manufacturing engineer
- Mechanical engineer



VET Hospitality Certificate II

This course is designed to be the first steps into the Hospitality Industry during Senior Years at the College. Students looking to continue building on skills from the Café Elective in Year 9, or those who have a passion for the fast-paced industry of food and beverage service will love the opportunity to develop their skills and build their qualifications towards a Pathway in Hospitality. *We are fortunate to be able to offer this onsite training in our School Canteen*. This course may also help students to obtain a part time job in the hospitality industry. Student will learn key hospitality skills such as:

- How to interact with customers
- Prepare/serve expresso coffee
- Design and create hot and cold non-alcoholic beverages
- Food and beverage service
- Receive and store stock
- Point of sale transactions
- Food safety procedures and safe work practices

VET Sport and Recreation Certificate II

This course will allow students the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical Additionally, units with an administrative foundation develop the general skill required across a wide range of other industries and in personal life. Learning opportunities for students are sport and recreation-focused and hands-on with the added benefit of keeping a range of future career options open.

Examples of units undertaken include students organising and completing daily activities, assisting with activity sessions, providing first aid and maintaining sport, fitness and recreation industry knowledge.

Career opportunities:

- sports and fitness coach
- activity program coordinator
- recreation coordinator
- sports administrator
- fitness instructor
- recreation assistant
- retail assistant

Vocational Education and Training (VET)

All VET subjects count toward a student's VCE/VCE VM

VET subjects are designed to be more vocationally oriented and generally more practical (hands on) than other VCE subjects.

Frankston/Mornington Peninsula – **VET/SBAT PROGRAMS 2024**
Please note: This list may change as updates on VET courses are confirmed

VET - COURSE Name VET - COURSE Location

Acting (Screen) Elisabeth Murdoch College
Active Volunteering (Project Ready) Western Port Secondary College
Agriculture Bayside Christian College
Agriculture Elisabeth Murdoch College
Animal Studies Foundation Learning Centre
Applied Fashion & Technology Elisabeth Murdoch College
Automotive Studies Chisholm
Aviation Remote Pilot (Drone) Elisabeth Murdoch College
Beauty Services Chisholm
Building Construction Chisholm
Building Construction Western Port Secondary College
Business Foundation Learning Centre
Business Western Port Secondary College
CISCO Elisabeth Murdoch College
Civil Construction Road and Rail Western Port Secondary College
Construction Pathways Western Port Secondary College
Conservation and Eco Systems Management Western Port Secondary College (SBAT)
Construction Pathways Somerville Secondary College
Commercial Cookery Western Port Secondary
Community Services Chisholm
Community Services Foundation Learning Centre
Community Services Western Port Secondary College
Computer Assembly & Repair Chisholm
Dance Elisabeth Murdoch College
Design Fundamentals Chisholm
Early Childhood Education & Care Elisabeth Murdoch College
Early Childhood Education & Care Chisholm
Early Childhood Education & Care Foundation Learning Centre
Early Childhood Education & Care Western Port Secondary College
Electro-technology (Electrical) Somerville Secondary College
Electro-technology (Electrical) Western Port Secondary College
Engineering Western Port Secondary College
Equine Studies Toorak College
Health Service Assistant Elisabeth Murdoch College
Health Service Assistant Chisholm
Hospitality Western Port Secondary College
Hospitality Chisholm
Interior Decoration (Retail) Mt Eliza Secondary College
Kitchen Operations Bayside Christian College
Kitchen Operations Chisholm
Laboratory Skills Monterey Secondary College (still TBC)
Make-Up Chisholm

Music (Performance) Mt Eliza Secondary College
Music (Performance Mount Erin College
Music (Sound Production) Mt Eliza Secondary College
Outdoor Recreation Chisholm
Parks and Gardens Western Port Secondary College (SBAT)
Plumbing Somerville Secondary College
Public Safety (Fire Fighting) Elisabeth Murdoch College
Salon Assistant Chisholm
Screen & Media Chisholm
Sport and Recreation Western Port Secondary College
Sport & Recreation Chisholm
Tourism Chisholm
Visual Arts Chisholm

SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP WORKPLACE (SBAT)

A school-based apprenticeship or traineeship (SBAT) gives a student paid on-the-job training while they complete secondary school.

SBATs combine part-time employment with training toward a nationally recognised vocational education and training (VET) qualification. Students can receive credit for their SBAT towards the VCE, VCE Vocational Major or Victorian Pathways Certificate.

The SBAT student, their parent and employer sign a training contract, and the student completes a training plan with a registered training organisation.

The student's school must approve the SBAT, so the student can attend work and training during the school week.

SBATs are available in a wide range of jobs and industry areas. In 2024 WPSC are offering:

- Conservation and Eco System Management SBAT
- Parks and Gardens SBAT

SBAT are a unique way for students to:

- make a start on their career before finishing school
- get paid for time spent working and learning
- get hands-on training that leads to a VET qualification and provides credit towards school
- finish school with a competitive edge in the employment market.

Candidates who meet the strict criteria are also able to apply for SBAT programs external to WPSC if an opportunity arises during their VET studies.

Each has a separate application process and criteria for application. Please see Ms Higgins or Rebecca Parker (Careers and Pathways) to see if you qualify.

- Early Childhood & Education
- Education Support (Teacher's aide)
- Health Services
- Fitness Industry
- Information Technology
- Business
- Civil Construction with Holmesglen
- Building and Construction -carpentry
- Electrical
- Plumbing, tiling,
- Manufacturing - engineering fabrication
- Hairdressing
- Automotive - heavy and light, auto electrical
- Marine Technology and so many more options

- Sample Senior Courses / Timetables

Sample (A) VCE – ATAR Course

Period	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A
1	VCE Sociology	VCE Legal Studies	VCE General Math	VCE English	VCE General Math
2	VCE Sociology	VCE Legal Studies	VCE Food	VCE English	VCE General Math
3	VCE Legal Studies	VCE Sociology	iCARE	VCE Legal Studies	iCARE
4	VCE English	VCE English	iCARE	VCE Sociology	VCE Food
5	ICARE	VCE Food	iCARE	VCE General Math	VCE Food

Sample (B) VCE – ATAR Course

Period	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A
1	VCE English	VCE Physics	VCE Psychology	VCE Biology	VCE Psychology
2	VCE English	VCE Physics	VCE Math Methods	VCE Biology	VCE Psychology
3	VCE Physics	VCE English	iCARE	VCE Physics	iCARE
4	VCE Biology	VCE Biology	iCARE	VCE English	VCE Math Methods
5	ICARE	VCE Math Methods	iCARE	VCE Psychology	VCE Math Methods

Sample (A) VCE -Vocational Major Course

Period	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A
1	Numeracy 11MAF.01	Literacy	VET SWL	VCE Outdoor Edu Unit 3 and 4	SWL VET
2	Numeracy 11MAF.01	Literacy		VCE Outdoor Edu Unit 3 and 4	
3	Literacy	Numeracy 11MAF.01		Literacy	
4	VCE Outdoor Edu Unit 3 and 4	VCE Outdoor Edu Unit 3 and 4		Numeracy 11MAF.01	
5	PDS/WRS	PDS/WRS		PDS/WRS	

Sample (B) VCE -Vocational Major Course B

Period	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A
1	Literacy	iCARE		iCARE	VCE Food Unit 1 and 2
2	Literacy	PDS/WRS	VCE Food Unit 1 and 2	PDS/WRS	VCE Food Unit 1 and 2
3	PDS/WRS	Numeracy 11MAF.01	VET SWL	VCE Food Unit 1 and 2	SWL VET
4	PDS/WRS	Numeracy 11MAF.01		Literacy	
5	Numeracy 11MAF.01	Literacy		Numeracy 11MAF.01	

How to: Complete your course selection in Edval Choice

• Navigate to https://my.edval.education
• Enter your unique web code *(Please see the Senior School Team if you have misplaced yours)*

The form will display a section for **Main** Units and **Reserve** Units. Students should select their **MOST** preferred subjects in the order of their preferences from the drop down menus, so the more you want a subject, the higher it should appear in your selections.

- On the right-hand side of the page, there are two tabs:

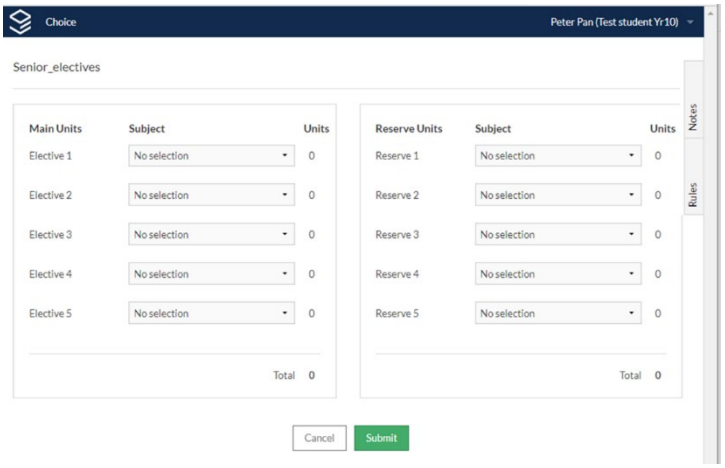
Notes: The school may have entered notes to communicate important information to you
Rules: Check to see if there are any rules about choosing subjects and what you can/cannot select from.

• Select a subject from each drop-down menu.

Note the Units column will total to ensure you are choosing the correct number of subjects. If the same subject has been selected twice, it will be highlighted.

When you have made your choices, select **Submit.**
• A warning message will appear if an incorrect choice has been made. Make the correction and **Submit** again.

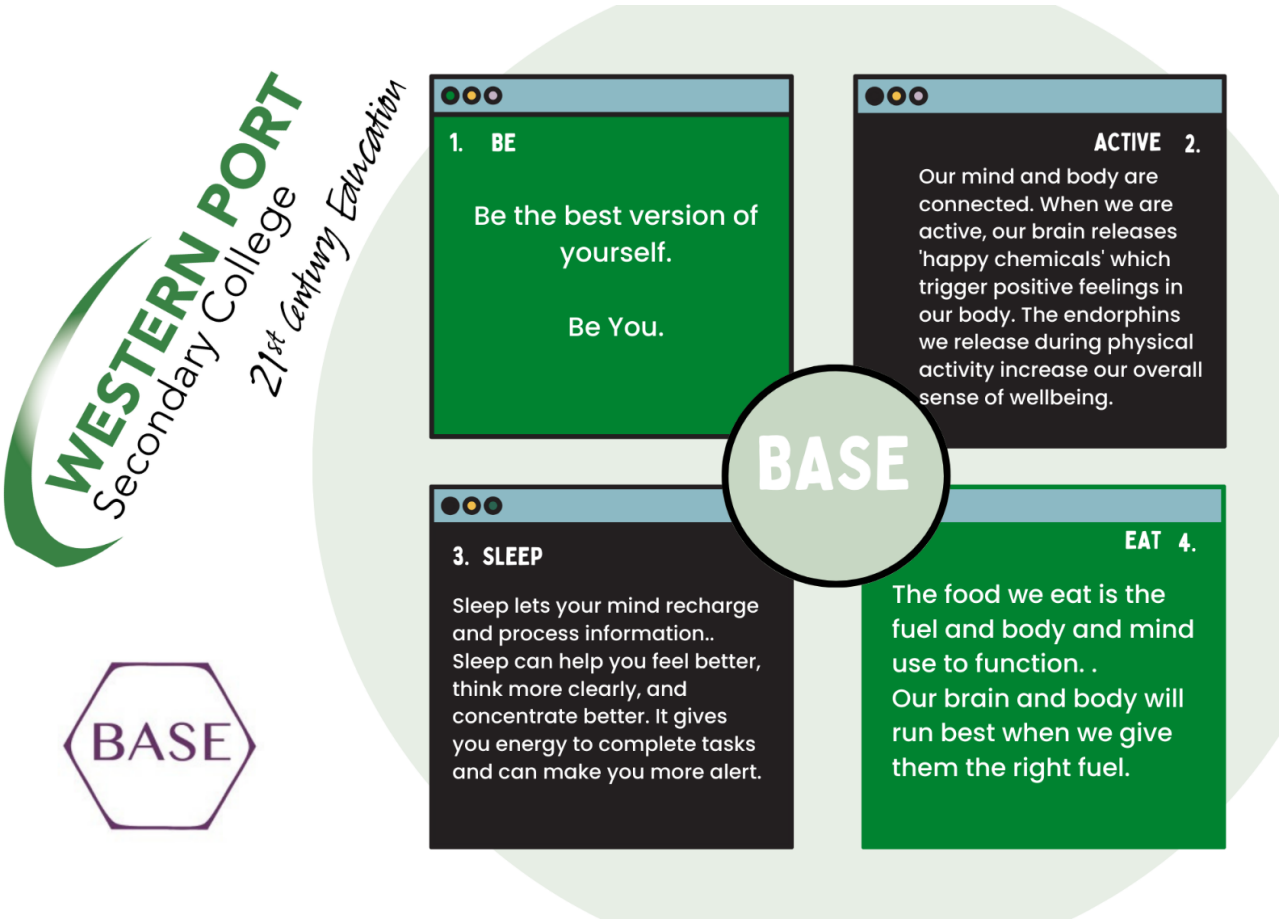
When submitted, a summary of your choices will be displayed. This can be printed or emailed.



Extra-Curricular

Academic success is important, but it doesn't have to come at the expense of a balanced lifestyle. Western Port Secondary College offers extracurricular activities that can be solo, or group based. Our Wellbeing Team are focused on BASE.

BE – ACTIVE – SLEEP – EAT



Check out our extra-curricular activities on the website