WESTERN PORT
Secondary College
21st Century Education

Western Port Secondary College

SENIOR SCHOOL HANDBOOK

2023 & 2024

(Please retain this Handbook for Year 11 & 12)

Principal | Chris Quinn

Phone: (03) 5979 1577
Address: 215 High Street, Hastings, Victoria 3915
Email: western.port.sc@education.vic.gov.au
Website: www.westernportsc.vic.edu.au

The Western Port Way

We are a proud school where every student has a place.

We provide a broad curriculum, including vocation-based subjects, giving our students the education, they need to succeed in a diverse and changing world.

We work collaboratively to analyse multiple sources of student learning data to design programs that meet each student's point of need.

Student wellbeing is a key priority, and we strive to develop our students' personal and social skills to become confident, resilient and valued members of the community.

Our Values

The four Core Values for Western Port Secondary College are:

Community, ***Achievement***, ***Respect*** and ***Engagement***.

At Western Port, we reinforce these core values in our everyday learning and interaction with our students.

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Introduction

Planning your Senior School Pathway, 2023 and beyond. In 2023 the Department of Education will be launching a newly designed VCE (Victorian Certificate of Education) Pathway to cater for all students.

FOR A FULL VERSION OF THE HANDBOOK GO TO:
http://www.westernportsc.vic.edu.au/parent-information/publications/

Welcome to the Senior School of Western Port Secondary College – a Senior School that offers a diverse range of opportunities, experiences and programs of study for students in Years 10, 11 and 12.

Students in the Senior School are fortunate to be supported and assisted by a dedicated team of educators. Their commitment to students is demonstrated by their ongoing availability to provide support, advice and counselling in relation to both schooling and post-schooling options as well as a willingness to assist with personal difficulties that may be experienced by students from time to time.

Details are provided in this Senior School Handbook explaining the many and varied programs that are available to students in the Senior School. Indeed, it is the goal of the College to offer each student a challenging and rewarding program which will enable the individual to develop to his or her best potential. Varied pathways exist through the Senior School which enable students to:

- Accelerate learning by Year 10 students undertaking a VCE or VET unit as part of their Year 10 program and continuing that "jump start" by completing a Year 12 study whilst in Year 11.
- Pursue a VCE program with a broad range of studies offered in the Senior School. Most VCE programs will require students to undertake 20 units over two years.
- Complete a VCE VM program, which enables students to achieve specific learning outcomes in literacy and numeracy as well as practical, vocational competencies and personal development skills.
- Incorporate Vocational Education & Training (VET) units within VCE or VCE VM programs. A number of vocational certificates are offered, with each course enabling students to undertake work placement.
- Undertake a part time, school-based apprenticeship as part of their program which enables students to enjoy the dual status of both student and employee.

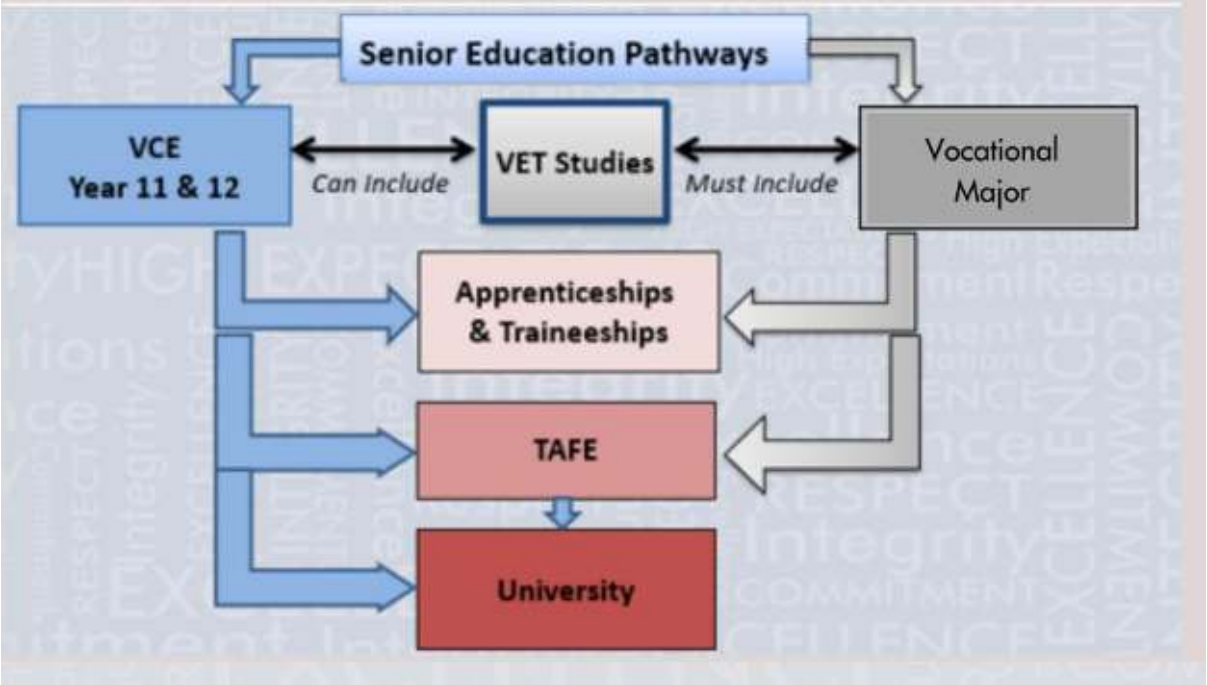
In addition to the extensive academic learning program offered to senior students, other programs delivered aim to provide opportunities for students to further develop skills necessary for a successful transition into the adult world – whether that involves further learning at the tertiary level or entry to the world of work.

Changes to the Senior Education Certificate

As of 2023 VCAA will have integrated a new reform package that will deliver a better designed and valued specialist vocational pathway in the Victorian Certificate of Education (VCE), and improved access to this pathway and VET delivered to school students for all senior secondary students. This means the entire Senior Education Program will now fall under VCE and the current VCAL program will no longer be offered in Victorian schools.

This opportunity does mean from 2023 there will be two pathways a student can select to achieve their VCE certificate. They are; VCE and VCE – Vocational Major (VCE VM). To better illustrate this, the below flowchart shows the two pathways. Any student not ready to enter Year 11 VCE/VCE VM will be counselled by the Senior School Team around options outside of those two pathways.

https://www.vic.gov.au/many-talents-one-vce



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

Please take the time to read this Handbook and carefully consider all available options. Be sure to make informed decisions based on advice from key people including College staff and parents. Take advantage of the extensive counselling process in place at the beginning of Semester 2 as teachers begin to plan programs for 2023. Please use the dates and events listed on Page 16.

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

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 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 Year 10 pre-VCEVM and VCEVM pathway it is compulsory to elect a VET subject. A VET program contributes to the VCE or VCAL 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 or VCAL 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.

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.

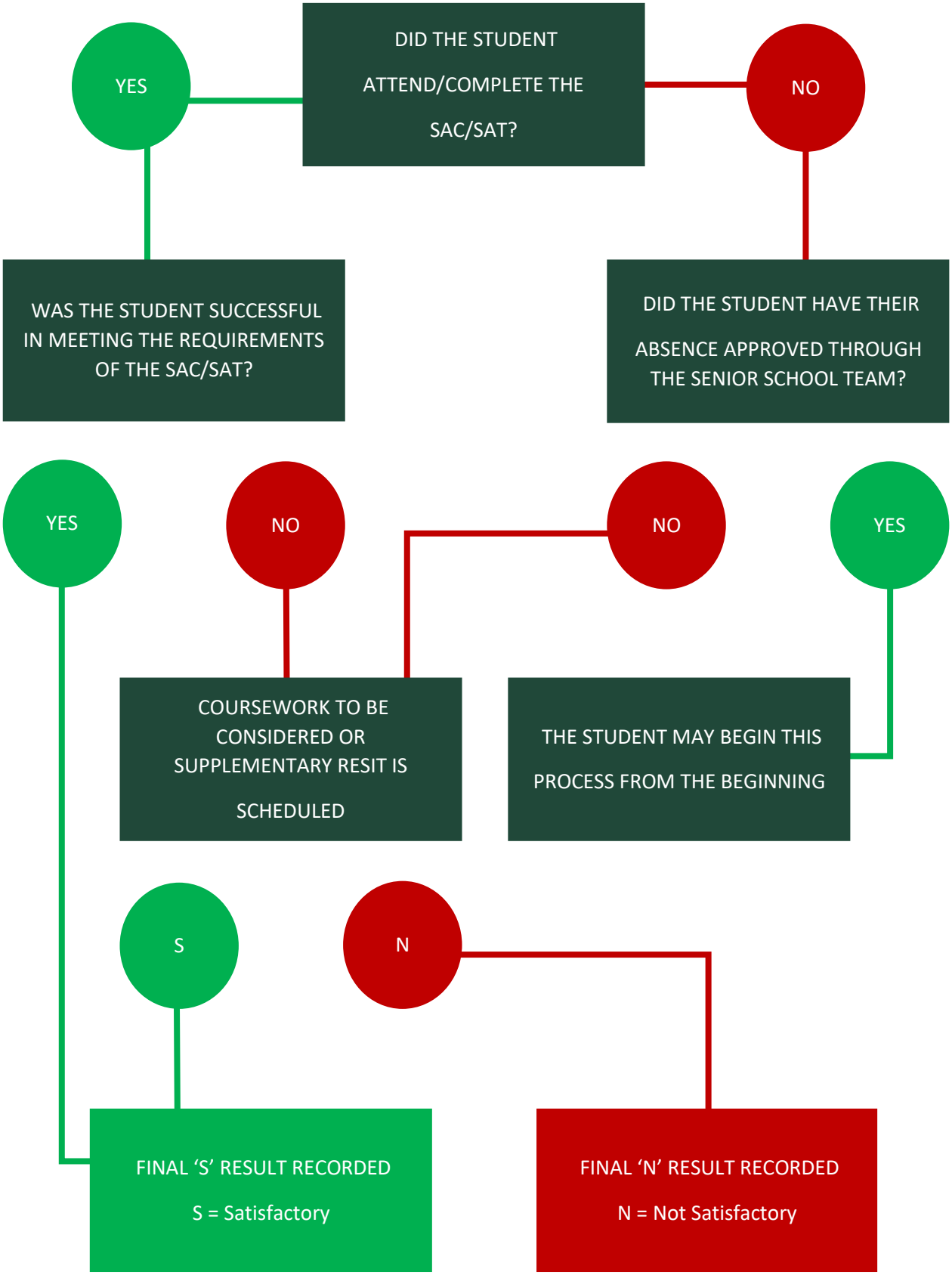
As outlined in the diagram featured on the following page, students are expected to complete each summative assessment task in class, on the given date. This task will be then marked against the appropriate curriculum with the teacher giving the graded marked and feedback via Compass. If the student 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.


DID THE STUDENT ATTEND/COMPLETE THE SAC/SAT?
YES
NO
WAS THE STUDENT SUCCESSFUL IN MEETING THE REQUIREMENTS OF THE SAC/SAT?
DID THE STUDENT HAVE THEIR ABSENCE APPROVED THROUGH THE SENIOR SCHOOL TEAM?
YES
NO
NO
YES
COURSEWORK TO BE CONSIDERED OR SUPPLEMENTARY RESIT IS SCHEDULED
THE STUDENT MAY BEGIN THIS PROCESS FROM THE BEGINNING
S
N
FINAL 'S' RESULT RECORDED
S = Satisfactory
FINAL 'N' RESULT RECORDED
N = Not Satisfactory

Homework Policy in Senior Years

Western Port Secondary College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has 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. Western Port Secondary College acknowledges that homework 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, purchased via the Booklist.
- 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 will consist mainly of:

- Reading, research, assignments, assessments tasks and independent projects.
- 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 in these year levels to increase to consider the expected level of independence and initiative of students.

At Year 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks.

Students can expect to spend between 1 to 3 hours of homework per weeknight, and further study on weekends during assessment periods.

Student should note that the study room is open each night until 4:30pm for study or homework if required.

College Contributions

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 charges remain at one of the lowest levels in the state.

Curriculum Contributions – **Items and activities that students use, or participate in, to access the curriculum**	
Classroom consumables, materials & equipment ♦ Art supplies ♦ Food Technology items ♦ Wood Technology ♦ Science equipment ♦ Health and Physical Education - equipment replacements ♦ Workbooks & practice exams, printing and photocopying supplied by WPSC ♦ Western Port Secondary College locker, lock and key ♦ Student ID card	$200.00
Licensed programs accessed by students ♦ Mathletics ♦ Quicksmart ♦ Sounds Write	$50.00
Curriculum Contributions: Total	***$250.00***

Extra -Curricular Items and Activities - **Items and activities 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.**	
Other optional excursions, camps and activities to be scheduled	TBA

Other Contributions **non-curricular items and activities**	
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 CPR, welfare, asthma, anaphylaxis and diabetes management on an annual basis.*	$30.00
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 need's basis. This support assists in developing staff knowledge, and at times, individual students and families. The aim is to provide individual and group support.*	$30.00
ICT Contribution - *Software and equipment required to sustain and enhance our ICT program.*	$50.00
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**
Grounds Maintenance Contribution - *To ensure that the school can continue to maintain our grounds to a high standard.*	$30.00
Other Contributions: Total	***$200.00***

Educational items for students to own

Notification on booklist items will be confirmed in early Term 4. These can be purchased from Campion or other suppliers of your choice. Details on how to access the year level booklist will be available on the WPSC website.

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/wp-content/uploads/2021/09/WESTERN-PORT-SECONDARY-COLLEGE-PARENT-PAYMENT-POLICY-DET-2023.pdf*

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

For further information or assistance with this process please don't hesitate to contact the College.

THIS HANDBOOK CAN BE FOUND ONLINE BY FOLLOWING THE LINK BELOW:
http://www.westernportsc.vic.edu.au/parent-information/publications/

Bring Your Own Device – Year 10 and 12 in 2023

WPSC operates a Bring Your Own Device (BYOD) program where students are expected to supply their own digital learning device. All other additional educational charges have been kept to a minimum to assist families with supplying a BYOD. It is imperative for the learning success of students that they attend with all required learning materials. Specific requirements for the BYODs can be found on the college website or via the General Office.

Failure to supply a device limits a student's learning opportunities and access to digital learning resources, which drastically inhibits their ability to maximise learning outcomes.

If you are yet to purchase a BYOD, please consider the following options:

- Purchase a device outright from a retail provider
- Purchase a second-hand device
- Lease a device from your current telco provider (or alternative leasing company – see below as an example)
- Formally applying for assistance for an "extended loan device" (formal applications for loans need to be submitted to the Principal). These forms are available from the college website and are for a 10 week loan period only.
- Edunet are an example of a company who can support a lease to buy program for your BYOD needs. Edunet is based in Mornington and promote their commitment to providing good quality student notebooks at affordable prices. Edunet support the hardware at every stage of the process and pride themselves on high quality service.
- An online ordering portal is accessible via http://westernportsc.technologyportal.com.au.

Please note:

- Further support and discussion around BYDO is available with the College's IT team by appointment. The IT Team are happy to help you plan your purchase for the best suited device for your family.
- **In the Senior Years a laptop is the recommended device, rather than a compatible tablet or IPad.**

MyTech Laptop Program – Year 11 in 2023

In 2023, we will continue to deliver on our commitment to provide a quality education program that equips our students with critical 21st Century skills. Every Year 11 student who was not issued a laptop as part of Year 10 will be provided a school managed laptop. We want to ensure that all students have the same access to digital curriculum, program and system updates and consistency in warranty and repairs support. Students retain this device until the end of their school program or when they exit the College.*

Included in the MyTech Program -

- Brand new Lenovo 11E Yoga Laptop
- Extended 3-year onsite warranty
- WPSC custom designed eduskins with logo branding
- Carry bag
- Access to the fill M/S Office 365 suite for Education

*****Pending consent, appropriate use and compliance with relevant policies

Course Counselling links

Application forms available from the Senior School Office from Friday 22 July

Subject Selection forms - Edval Education

1. Year 9 into 10 2023
2. Year 10 into 11 2023
3. Year 11 into 12 2023

Course Application forms

1. Accelerated Subject
2. VET – Vocational Education and Training
3. SBAT – School Based Apprenticeship/Traineeship
4. VCE Vocational Major (formerly VCAL)
5. Distance Education Subject

Links will be added to the Handbook online after Friday 22 July

Booking your course counselling session

Scheduling your course counselling session can be completed via Compass under the Community Tab and selecting Conferences.

Student Fees

Just a reminder to parents that VET fees are not payable for 2023 but there are fees that are applicable to certain courses (in particular VCE VM, Outdoor Edu, Arts and Tech). CSEF can be used to pay Outdoor Edu and VCE VM.
https://www.westernportsc.vic.edu.au/booklists-fees/

Important Dates and Events

The college runs as many opportunities to explore career, pathways and study options as possible in Term 3. The key events and dates for these opportunities are outlined below.

Senior Expo – Wednesday 20th July

Ran for students during lunchtime and period 5.
Open to parents, carers and students after school from 3-4pm.

This Expo will host booths from a range of internal and external delivery providers. Guests will be able to explore the various stalls to seek information, ask questions and learn more about pathways options and opportunities available to them.

Virtual Information Evening – Tuesday 26th July

Ran for parents and students to learn about the Senior Reform and changes that affect every Victorian student from 2023.
After a brief overview of the reform and pathways, virtual rooms will open to allow families to speak directly to key staff in relation to both subject matter and pathways offerings. Staff will be able to answer questions and give generic advice around courses.

Virtual rooms will also include information on VET/SBATs, certificate changes, general questions and subject specific queries etc.

Year 9 into 10

Students planning to complete Year 10 in 2023 are required to attend a Course Conversations Appointment at school on Friday 26th August. No scheduled classes will run on this day as students will only be required to come into the college for their set course counselling appointment.

Prior to their appointment, students are expected to have engaged in the *Pathways Planning* and *Spruik Your Subject* sessions and arrive with a completed 'map' of their desired course. This pre work should also be done in consultation with parents/carers and will ensure the Course Conversations are able to be completed in the allotted time.

Year 10 into 11

Students planning to complete Year 11 in 2023 are required to attend a Course Counselling Appointment at school on Wednesday **31st August 2022**. No scheduled classes will run on this day as students will only be required to come into the college for their set course counselling appointment.

Prior to their appointment, students are expected to have engaged in the Pathways Planning and Spruik Your Subject sessions and arrive with a completed 'map' of their desired course. This pre work should also be done in consultation with parents/carers and will ensure the Course Conversations are able to be completed in the allotted time.

Year 11 into 12

It is assumed Year 11 students will in most cases continue with the studies they are currently enrolled in. However, all students will be required to attend a Course Counselling interview at school with a relevant member of the Senior Sub School Team. All VCE and VCAL Year 11 students are required to return their Year 12 course selection form, VET form and materials fee for VET to the General Office by **Friday 19th August, 2022**.
Good luck in your planning and consideration of the many options to be pursued in the senior school!

Course Applications

Some courses in 2023 require an application process due BEFORE the Course Conversations bookings occur. The following is a list of courses that require a form to be lodged no later than 19th August 2022.

- An accelerate study (i.e. a Year 11 subject in Year 10)
- A VET subject (e.g. Cert II in Building and Construction)
- An SBAT course (e.g., Cert II in Parks and Gardens)
- A Vocational Major Study (previously VCAL)
- A Distance Education study (e.g. a Language not offered at WPSC)

Student who do not submit an application for the studies outlined above will not be considered for these courses. It is important that students engage in their iCARE and Project 9 classes and reach out to the Careers and Senior Team members if they need support or advice on these applications.

Students and families should understand that this electronic handbook is a guide to be used in selecting programs/subjects and is not intended to be all encompassing. Only after thorough and extensive research should final subjects be selected. Individual subject selection forms are located in the relevant sections of the senior school handbook and can be downloaded and printed. If students require a hardcopy, it will be available at the Senior School office.

For detailed Information about VCE, VCE VM, Units of work, expectations and much more, please see the Student Handbook FAQ's below which supports this Senior School Handbook.

VCAL

VCAL DISCLAIMER

*The **VCAL** program is **not available in 2023** under the new Senior Education changes as specified by VCAA. If you are a Year 11 VCAL student in 2022 when completing your Year 12 schooling in 2023, you will be transferred to complete a VCE – Vocational Specialisation, where a VET and work placement is **mandatory**. In the event you cannot get one you will be moved to a mainstream VCE pathway.*

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

VCE Vocational Major

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 2022 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.

VET & SBAT

School Based Apprenticeship or Traineeship (SBAT)

Pathways for SBAT - Parks and Garden

- For several years Western Port Secondary College has successfully provided students with access to the SBAT in Certificate II in Parks and Gardens on campus.

- This course has been specifically designed to provide an introduction to the overall skills and knowledge required to undertake a career working in a 'parks and gardens' setting. The parks and gardens industry expect this qualification to be achieved in order to meet job outcomes at this level.

- In February 2023, students will commence employment as Certificate II Trainees in Parks and Gardens; the work/training days at Western Port Secondary College will be on the Wednesday and Friday of each week. Each day will have both a 3.5 hour work component and a 3.0 hour training component.

- In order to successfully undertake the qualification, candidates need to possess English language and literacy competence to enable them to ask questions, listen to and understand instructions and communicate effectively with others.

Pathways for SBAT - Parks and Garden
Employment in roles such as Assistant Gardener or Grounds Person.
Upon successful completion, further training pathways may include Certificate III in Parks and Gardens or Certificate III in Horticulture.

Please note:

- Participants assessed as competent in all units receive a nationally recognised qualification
- Please see Mrs Andrea Power for further details.

Additional SBAT Opportunities
Candidates who meet the strict criteria are also able to apply for SBAT programs external to WPSC. Each has a separate application process and criteria for application. Please see Mrs Power 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

Vocational Education and 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
- A small number of VET courses are on a Friday
- 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.

VET Offered at Western Port Secondary College in 2023

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 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

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

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.

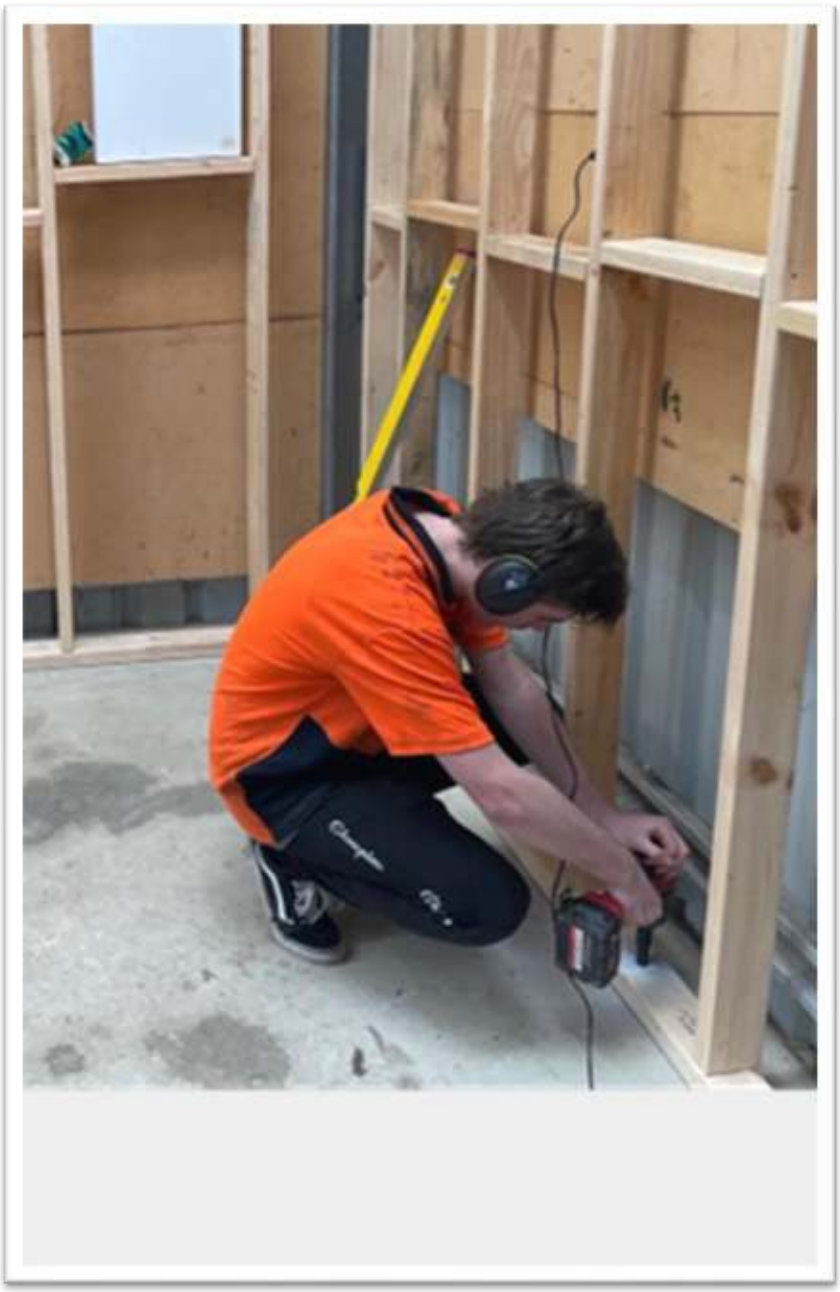
Career opportunities:

- 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 PROGRAMS 2023**
Please note: This list may change as updates on VET courses are confirmed

VET - COURSE Name VET - COURSE Location
Acting (Screen) Elisabeth Murdoch 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
CISCO Elisabeth Murdoch College
Construction Pathways Somerville Secondary College
Community Services Chisholm
Community Services Foundation Learning Centre
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
Electro-technology (Electrical) Somerville 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
Plumbing Somerville Secondary College
Public Safety (Fire Fighting) Elisabeth Murdoch College
Salon Assistant Chisholm
Screen & Media Chisholm
Sport & Recreation Chisholm
Tourism Chisholm
Visual Arts Chisholm

VET and VCE Vocational Major (VCE VM)

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

- 3 VCE VM Literacy units
- 2 VCE VM Numeracy
- 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)
- Building & Construction Cert II
- Hospitality Cert II
- Engineering Cert II
- Sport and Recreation Cert II

Please refer to the following page link to access video link to the above courses.

Pages - VET program video library (vcaa.vic.edu.au)

Students will attend school 3 days a week and TAFE/VET 1 day a week and SWL(Structured Work placement) 1 day a week. Some students will attend VET on Wednesdays and have SWL placement on Fridays and some students will attend VET on Fridays and have SWL placement on Wednesdays.

It is the student's responsibility to seek out an appropriate work placement. 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. 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.

VET Offerings on site in 2023 are outlined within this handbook. All offerings are subject to student enrolment numbers and students meeting the criteria for enrolment. Please note, the criterion for enrolment is related to students Literacy and Numeracy levels, along with their learning behaviours history.

VET studies need a baseline standard of academic ability to ensure students have the ability to complete the course successfully. Questions related to this, should be directed to the Applied Learning Leader, Andrea Power.

Important Information

Please use the subject menu to learn more about a particular course. If you are unsure about any information provided on this site, we strongly recommend that you contact staff in the Careers Department at Western Port Secondary College or an appropriate Middle or Senior Sub School team leader.

Please understand that the information provided in this Handbook has been published in July. At this time, arrangements for VET courses in terms of the programs offered and the days on which classes will be conducted and the charges associated with the courses are still subject to negotiation.

From 2022, government schools are receiving funding for material fees for VET courses. There are some courses, however, that require certain items that do not come under this funding, and we are requesting payment for these. Examples of these are items that are retainable by the student or cannot be re-used such as consumables, kits and some excursions.

Students wishing to undertake a VET course must return all paperwork by 19th August so Schools can apply for this funding.

Curriculum information – Year 10

Year 10 students are able to access each of the Key Learning Areas. The curriculum is based on a two-week timetable. Students undertake 3 compulsory units each semester. The remaining choices will depend on the Year 10 VCE Preparation or Foundation VCE stream students have chosen to do.

VCE Preparation

The VCE Preparation stream is for students that intend to go on and complete mainstream VCE or VCE – Vocational Major. Students have the choice of participating in the Year 10 program plus 2 electives per semester or choosing a VET course plus 1 elective each semester.

A range of electives are available in each of the Key Learning Areas. Please refer to the applicable sections in the Handbook for a full description.

VCE VM Preparation

Students who plan on following a trade pathway or completing further studies at TAFE, are given the opportunity to undertake a Foundation VCE course for Numeracy, Literacy and Personal Development Skills (PDS).
The Foundation VCE program is preparing students for VCE – Vocational Major in Year 11 by allowing them to complete practical work-related experience, as well as literacy and numeracy skills and gives them the opportunity to build personal skills that are important for life and work.

Students will need to undertake a VET course at a TAFE institute during the year. They will undertake Numeracy and Literacy for the year at Foundation VCE Level and be required to choose 2 electives.

Year 10 VCE Preparation		**Year 10 Vocational Major Preparation**	
Semester One	Semester Two	Semester One	Semester Two
English	English	Foundation English	Foundation English
Math	Math	Foundation Math	Foundation Math
iCARE - including Work Related Skills Unit (WRS)			
Students are required to complete: • Science for one semester (either CORE or an elective) and • CORE Humanities for one semester			
Elective 1 Elective 2 *If students choose a VET course it will take the place of 1 of these electives	Elective 3 Elective 4 *If students choose a VET course it will take the place of 1 of these electives	Elective 1 Elective 2 *If students choose a VET course it will take the place of 1 of these electives	Elective 3 Elective 4 *If students choose a VET course it will take the place of 1 of these electives

Curriculum Selection

Students are required to make their selections for the year, with the opportunity for review at the end of first semester in 2023. There is scope for students to select units of personal interest beyond the minimum requirements.

It is extremely important that Year 10 students select VCE studies that meet the pre-requisites for tertiary courses at university and TAFE. Current Year 10 students should consult the publication 'VTAC Prerequisites for 2024 (see document below).

Please note: It is important that students look at pre-requisites for a range of institutions as they may vary.

VTAC Prerequisites for 2024

It is important that students take note of the VCE subjects listed in each particular Key Learning Area. Students must ensure that any special entry requirements for VCE subjects are met. Students wishing to study a particular area of study in Year 11 must make sure that they have sufficient background in that area to ensure success (e.g., students who wish to study a Science at Year 11 are recommended to study 2 units of Science at Year 10).

Potential Benefits to Early Access to VCE & VET

Many students in Year 10 may wish to include a VCE Unit 1⁄2 or a VET subject into their course. There are some obvious benefits of this early access, which include:

- A potential bonus of 10% on a student's ATAR, due to a sixth Unit 3⁄4 being completed.
- It 'demystifies' the VCE/VET, first at Unit 1⁄2, then at Unit 3⁄4 if the student continues the study during Year 11. This can be seen as wonderful preparation for Year 12.
- Early ownership of a career pathway or direction for students, and therefore increased connection to their schooling.
- It allows students to 'dabble' in one subject, if they are unsure of their direction.

Notes About Early Access to VCE & VET

While this option is highly recommended for some students, it is not suitable for all. Serious consideration must be given to this option, and students will need to make a commitment to develop their time management and organisation skills. The subject chosen for VCE/VET study must be carefully selected. Subject descriptions are found within this handbook.

The best advice is to choose a subject that you like, but one that isn't one of the "most important" ones you will need for an intended future. Therefore, a good option is to complete a subject you enjoy, but one that isn't vital for your career. Many Maths /Science type students choose an alternative subject for this purpose, while Arts students may tend to choose a Science option. VET studies are a viable third option frequently selected for early access by students.

Students are encouraged to consult the Careers and Senior Sub School team about the possibility of accelerated learning.

If you think this option is for you, please fill out the Acceleration form below, and discuss your suitability for early access with VCE contact teachers and your current teachers before indicating your final subject preference requests on your selection proforma.

Accelerate Application form will be available from the Senior School Office from Friday 22 July

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.

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.

VCE Streams (effective from 2023)

As effective of 2023 VCAA will no longer be offering a VCAL certificate, and all senior education will fall under the VCE umbrella. Within the VCE there are two programs a student can choose to complete given their future pathway. These are VCE and VCE – Vocational Major. Below information is based on the mainstream VCE pathway, for further information and requirements regarding VCE – Vocational Major please refer to that page directly.

Satisfactory Completion of Units 1 - 4

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 Unit.**

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.

VCE Programs

Within this Senior School website 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 is a Program?

A Program is a group of studies, taken over two to three years, which focuses on a particular career area. Students can select a program from the electives in this handbook. When choosing a program students must keep in mind that it should:

- Fulfil the specific requirements of the VCE in the number and range of units recommended
- Provide a broad and comprehensive education as required by the VCE
- Have a particular focus on a career pathway or further study
- Have flexibility to cater for varying student interests, aspirations and strengths

Sample VCE Programs have been included below. Student preferences demonstrated via program and subject selections will ultimately determine which classes will run in the following year at WPSC.

Sample Student Timetable

Year 10/11 / 12	Mon	Tue	Wed	Thu	Fri
Period 1	Line 1	Line 2	Line 4	Line 3	Line 6
Period 2	Line 1	Line 2	Line 4	Line 3	Line 6
Period 3	Line 2	Line 1	Line 6	Line 2	Line 4
Period 4	Line 3	Line 3	Line 5	Line 1	Line 5
Period 5	Line 4	Line 5	iCARE+	Line 6	Line 5

How to Choose a Program

What are the possible career or job directions you might wish to follow? What VCE/ VET program or subjects would best suit you for the career you have in mind? What about the further education paths that you might take?

If considering higher education or a particular career pathway, it is imperative to find out what studies are recommended and the pre-requisites for tertiary courses. Our Careers Counsellor can give you assistance in this matter. The programs in this handbook are based on current Victorian Tertiary Admissions Centre (VTAC) guidelines.

Check the pre-requisites and preferred studies for any course/career you might wish to enter. Without the prerequisite studies, you will be cut off from that option.

For example, as mentioned earlier the Victorian Government stipulates that all students selected for Primary Teaching Courses must have passes in a Year 11 Maths. Another consistent prerequisite is Chemistry, for anything in the Medical field, while Accounting is a common prerequisite in Commerce courses. Students should choose their program carefully on the basis of career aspirations, their strengths and their interests. Choices made may limit options at tertiary and TAFE level, so it is vital that students check the entrance requirements for any tertiary course they may want to undertake. As previously outlined, it is also recommended that a student should take the highest level of Maths that they are capable of, as this frequently increases options.

VTAC Year 10 Guide for Senior School – Choosing VCE Studies for the right reasons.

It is the student's responsibility to check that the chosen VCE/VET course meets the prerequisite requirements for any prospective future tertiary course they may wish to undertake.

The following publication from VTAC will assist students and parents to select subjects that meet university pre-requisites. Please ensure you are referring to the appropriate document for your child. Also make sure you look at the requirements of a range of institutions as pre-requisite studies may vary depending on the institution.

Prerequisites for 2024 v3

Virtual School Victoria

Virtual School Victoria (Formerly Distance Education) is available for some subjects such as LOTE.

Please look at the following website:

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

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

Year 10 Subjects

- Arts
  - Visual Communication Design (VCD)
  - Sculpture and Ceramics
  - Visual Art Practices
  - Music Techniques and Performance
  - Theatre Studies
- English
  - Year 10 English
  - Year 10 Foundation English
- Health and Physical Education
  - Year 10 Major Games
  - Year 10 Health and Human Development
  - Year 10 Individual Conditioning
  - VCE Outdoor & Environmental Studies Unit 1 & 2
- Humanities
  - Specialist Physical Education
  - Core Humanities
  - Business Management/Legal Studies Elective
  - Geography/Sociology Elective – Our Place on Earth
  - History Elective – Time Travellers
- iCARE
- Language other than English (LOTE)
- Mathematics
  - Year 10 General Maths
  - Year 10 Foundation Maths
- Science
  - Mind Matters
  - Survival of the Fittest
  - Rollercoasters and Reactions
  - General Science
- Technology
  - Year 10 Food Studies – Variety is the Spice of Life
  - Product Design and Technology
  - Digital World
- Vocational Education and Training (VET)

Arts

Art subjects in Year 10, students 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.

Visual Communication Design (VCD)

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.

This subject focuses on:

- 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

Sculpture and Ceramics

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. These may 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

Visual Art Practices

Students will be encouraged 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, which may 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.

Music Techniques and Performance

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.

This course includes:

- Live & Recorded Performances
- Song Writing
- Working in an Ensemble
- Using Music Technology

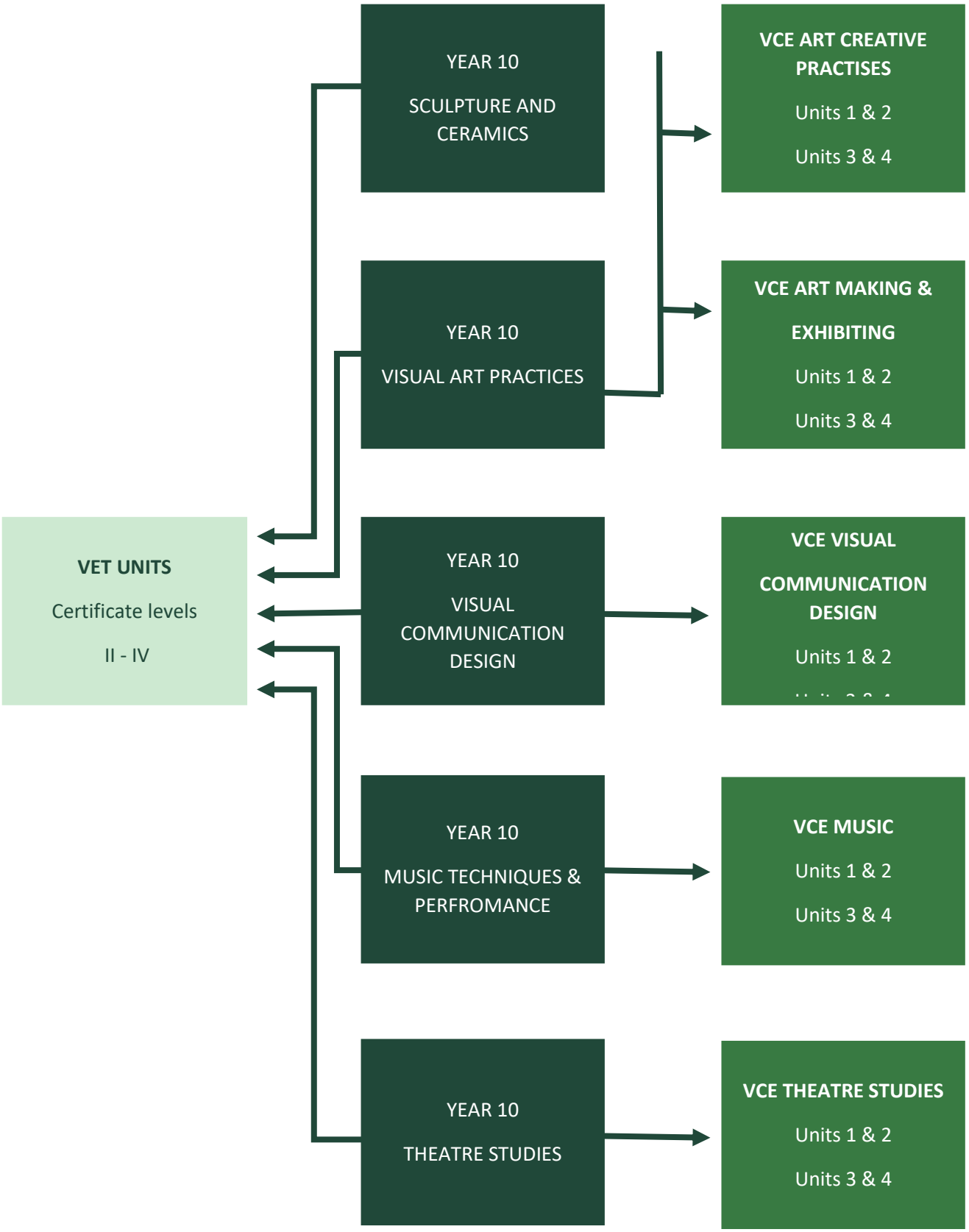
Theatre Studies

Students will improvise, select and structure elements of drama to make short plays. They experiment with a range of forms, styles and conventions in drama to create dramatic action and to convey meaning. Using a variety of techniques and processes, students develop a range of performance skills to communicate with an audience. They will examine the development of styles such as comedy and mystery, and from this, create self-devised plays.

Students will engage in workshops to:

- Create characters with depth and credibility
- Use drama elements, forms, styles, and conventions to convey meaning
- Develop drama ideas individually and in groups
- Interpret texts, characters and scripts from a range of cultural and historical sources
- Develop and write scripts and perform them on stage
- Use drama terminology when discussing own and others drama
- Understand the difference between pre-modern and modern theatre

ARTS Pathways



English

A full year of English is compulsory.

Year 10 English

It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps our students develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of our local 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. Year 10 English is designed to propel students into Units 1 and 2 English at Year 11 with the required skills, knowledge and understanding.

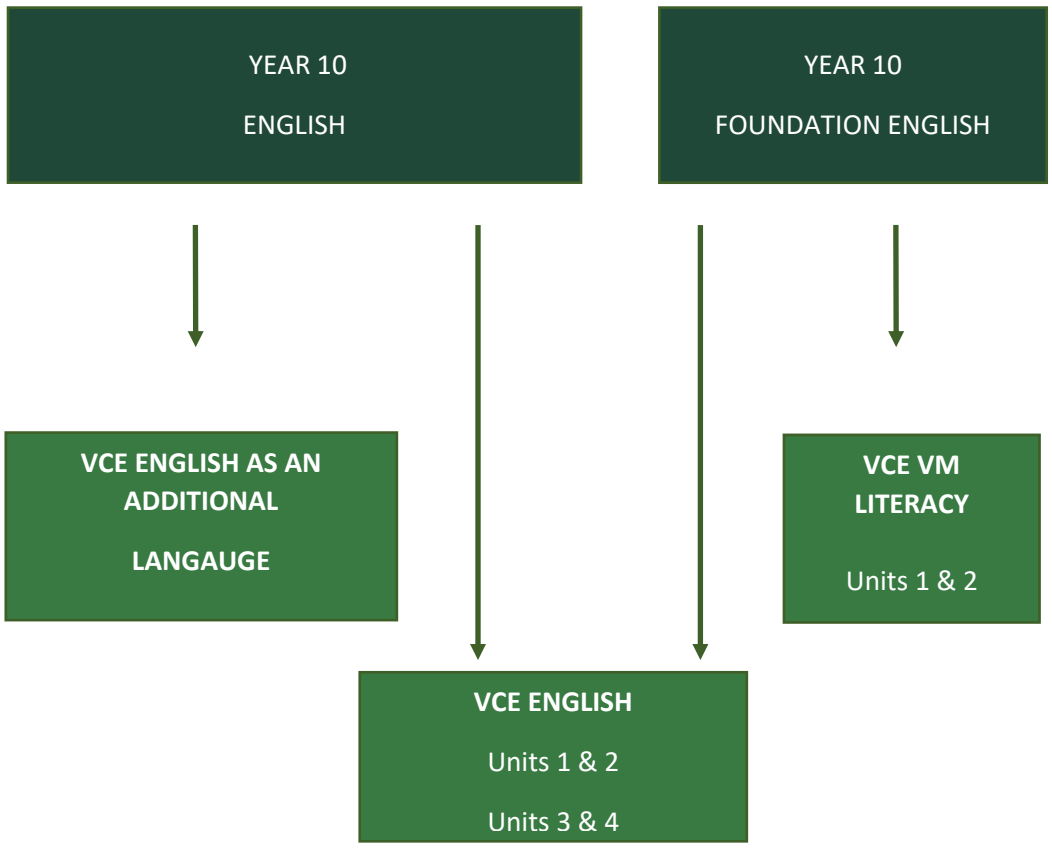
Year 10 Foundation English

The curriculum for Foundation English is designed to develop student knowledge, skills and attributes relevant to reading, writing, and speaking and their practical application in the contexts of everyday life, and employment. In 2023 VCAL phases out and we have VCE VM introduced. Foundation English is designed to provide a meaningful and valuable experience for students who intend to undertake their Senior Certificate in VCE VM continuing with VCE VM Literacy at Intermediate and Senior Levels.

Student's who prefer the applied approach to literacy learning may participate in this strand of English, however it should be noted that this course does not best prepare students for a pathway into VCE English – Tertiary studies pathway.

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.

English Pathways



Health and Physical Education

Year 10 Specialist Physical Education

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

Year 10 Major Games

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 of this elective unit include:

- AIS Sport Coaching Certificate
- Prevention and Treatment of Sports Injuries
- Sporting event management and roles
- Ergogenic Aids to performance

Year 10 Health and Human Development

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

Year 10 Individual Conditioning

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.

VCE Outdoor & Environmental Studies Unit 1 & 2

By choosing this subject, students have an excellent opportunity to study a VCE 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 experience a mixture of both theory and practical experiences through camps and excursions.

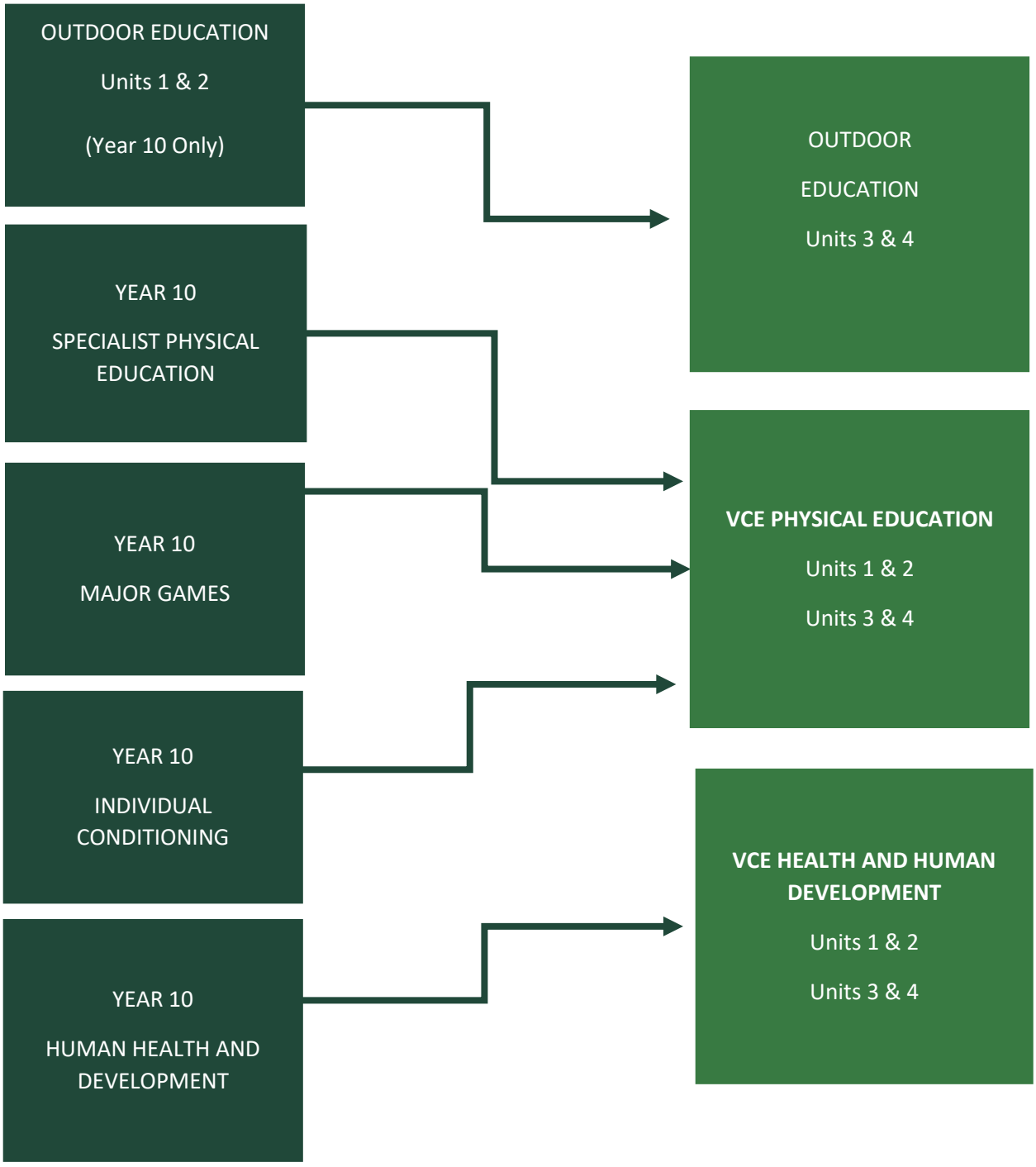
Extra-curricular activities to enhance learning can include: Melbourne Cable Park, Wilsons Prom hike camp, wake boarding, knee boarding, rock climbing, abseiling and Mountain biking – helping students develop practical skills and knowledge required to live sustainably in natural environments, whilst 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:

- Motivations for Outdoor Experiences
- Influences on Outdoor Experiences
- Investigating Outdoor Environments
- Impacts on Outdoor Environments

** Please note unit 1 & 2 Outdoor & Environmental Studies is not offered to Year 11 students.*

Health and Physical Education Pathways



Humanities

All Students must select a subject from Humanities in Year 10

Core Humanities - Compulsory in Year 10

This subject develops the students understanding 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.

Within this study students are exposed to factually accurate, rich in primary source material, and incorporates Victorian-specific content. This subject has experiential components that include a possible excursion to the Holocaust Museum in Elsternwick.

This is the only compulsory Humanities unit within the Year 10 program. Students may study this in Semester One or Two, depending on where it fits best in the program.

Business Management/Legal Studies Elective

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.

Geography/ Sociology Elective- Our Place on Earth

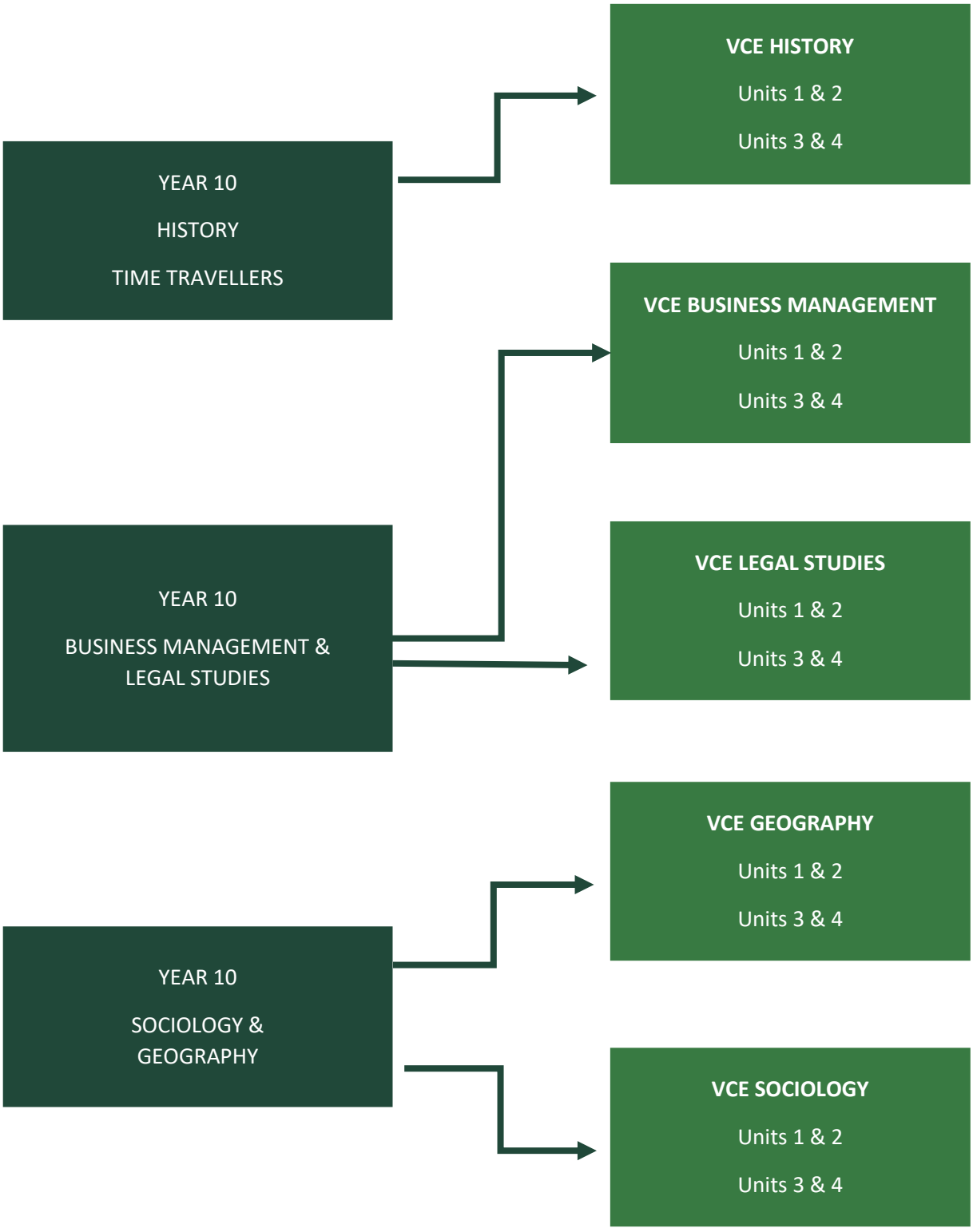
This elective is for students who are interested in possibly studying Sociology or Geography in VCE. Students will learn about human wellbeing, social and environmental issues, as well as investigating cultures in Australia and from around the world. The two main areas of study are:

- 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.

History Elective - Time Travellers

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.

Humanities – Pathways



iCARE Year 10

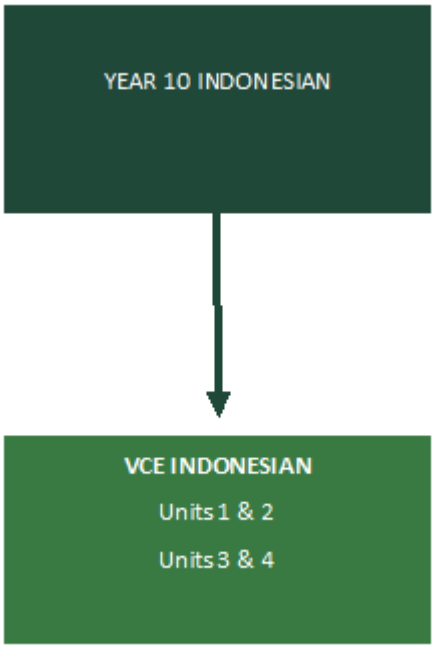
This subject will help students develop a better understanding of themselves as people and learners. Students will develop the skills and knowledge to be critical and creative thinkers who will engage with rich questions about themselves and the world around them. They will identify career pathways that align with their passions, interests, personality and strengths. They will identify SMART goals to support them in achieving their academic and career aspirations. Students will reflect and monitor their learning growth and celebrate their successes They will engage in rigorous discussions about course planning to ensure their studies align with their future pathways. Activities will be guided by student voice and feedback and students will participate in course planning, incursions and excursions. They will learn about, grapple with and challenge some societal norms embedded into the Resilience, Rights and Respectful Relationship DET curriculum. Additionally all Year 10 Students will complete one unit of Work Related Skills (WRS) as part of this study equal to one credit point.

Language other than English (LOTE)

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.
Students will be given the opportunity to:

- Cook and taste Indonesian cuisine
- Engage in cross age teaching
- Participate in the pen pal and/or virtual program with our sister school
- Interpret, recycle and adapt using appropriate language
- Compare and contrast aspects of life in LOTE-speaking countries

LOTE pathways



Mathematics

A full year of Mathematics is compulsory.

Year 10 General Mathematics

Through a differentiated curriculum the Year 10 course prepares students who are planning to undertake the study of VCE units in Mathematics. In Semester 1 and 2, students are exposed to the Year 10 mathematical studies of Number and Algebra, Measurement and Geometry, and Statistics and Probability. With successful completion of Year 10 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.

Year 10 Foundation Mathematics

Foundation Maths is designed to provide a meaningful and valuable hands-on experience for students, with consistent relevance to real life examples. Students will cover topics including financial literacy, calculations in context, measurement and statistics. Students will build their confidence and skills in mathematics through problem solving and application projects.

In 2023 VCAL phases out and we have VCE VM introduced. Foundation Math at Year 10 is designed to provide a meaningful and valuable experience for students who intend to undertake their Senior Certificate in VCE VM continuing with VCE VM Numeracy at Intermediate and Senior Levels.

Students who prefer the applied approach to literacy learning may participate in this strand of Math, however it should be noted that this course does not best prepare students for a pathway into VCE Math – Tertiary studies pathway.

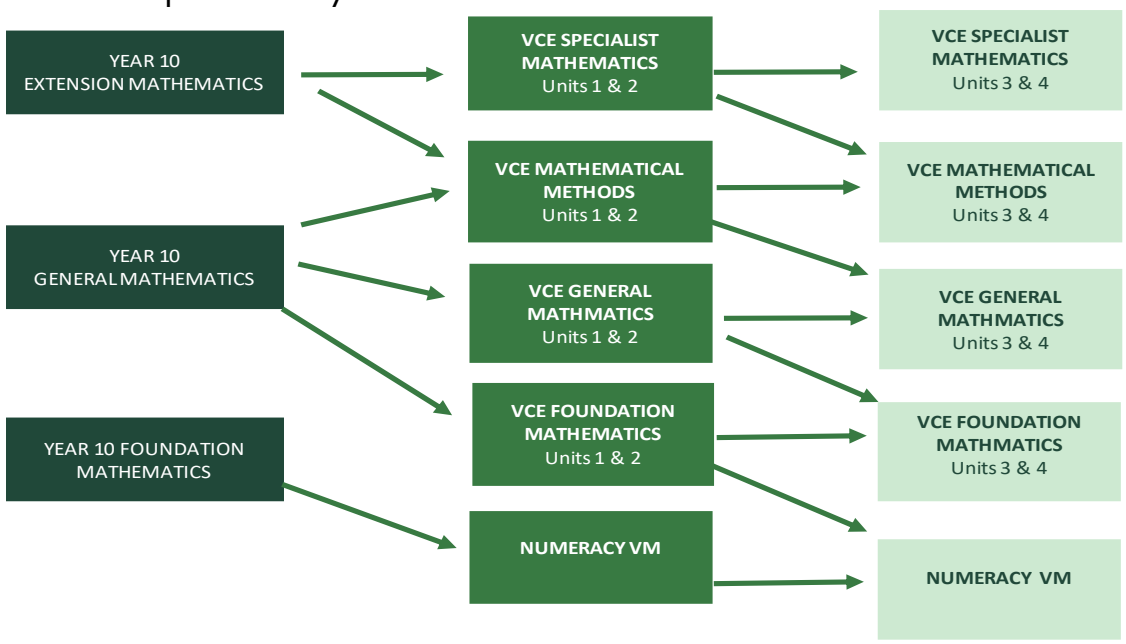
For both Math options, your English and iCARE teachers will support you to make an informed decision on the pathway that is right for your needs.

Year 10 Extension Mathematics

Extension mathematics is an elective which will run in Semester 2 to prepare students for VCE Mathematics. This extension class will run in addition to General Maths for students of Year 10. This course will provide students with additional content and extension of the Maths curriculum for students wishing to undertake studies in VCE Mathematical Methods and/or Specialist Mathematics. Students will cover topics across all strands of the Victorian Curriculum with a significant focus on VCE preparation.
It is STRONGLY recommended that students wishing to undertake higher mathematical studies select the Extension Mathematics elective.

Year 10 Mathematics is a prerequisite for VCE Math.

Mathematics pathways



Science

Value of Science Learning

Learning in Science classes develops students understanding of the world around them, helps them develop 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:

- 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 select a Science Subject in Year 10

- Students interested in any Science at VCE 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 – can choose Unit 1 and 2 Psychology. Students need to choose at least one semester long Science option in addition to this.
- Students interested in pathways other than VCE science should choose General Science.

Year 10 Science is a prerequisite for VCE Science and recommended for the other VCE subjects listed above.

Mind Matters

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.

This subject is an excellent choice for students who enjoy science and learning how the mind works and will prepare students who are interested in studying Unit 1 & 2 Psychology.

Survival of the Fittest

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.

Rollercoasters and Reactions

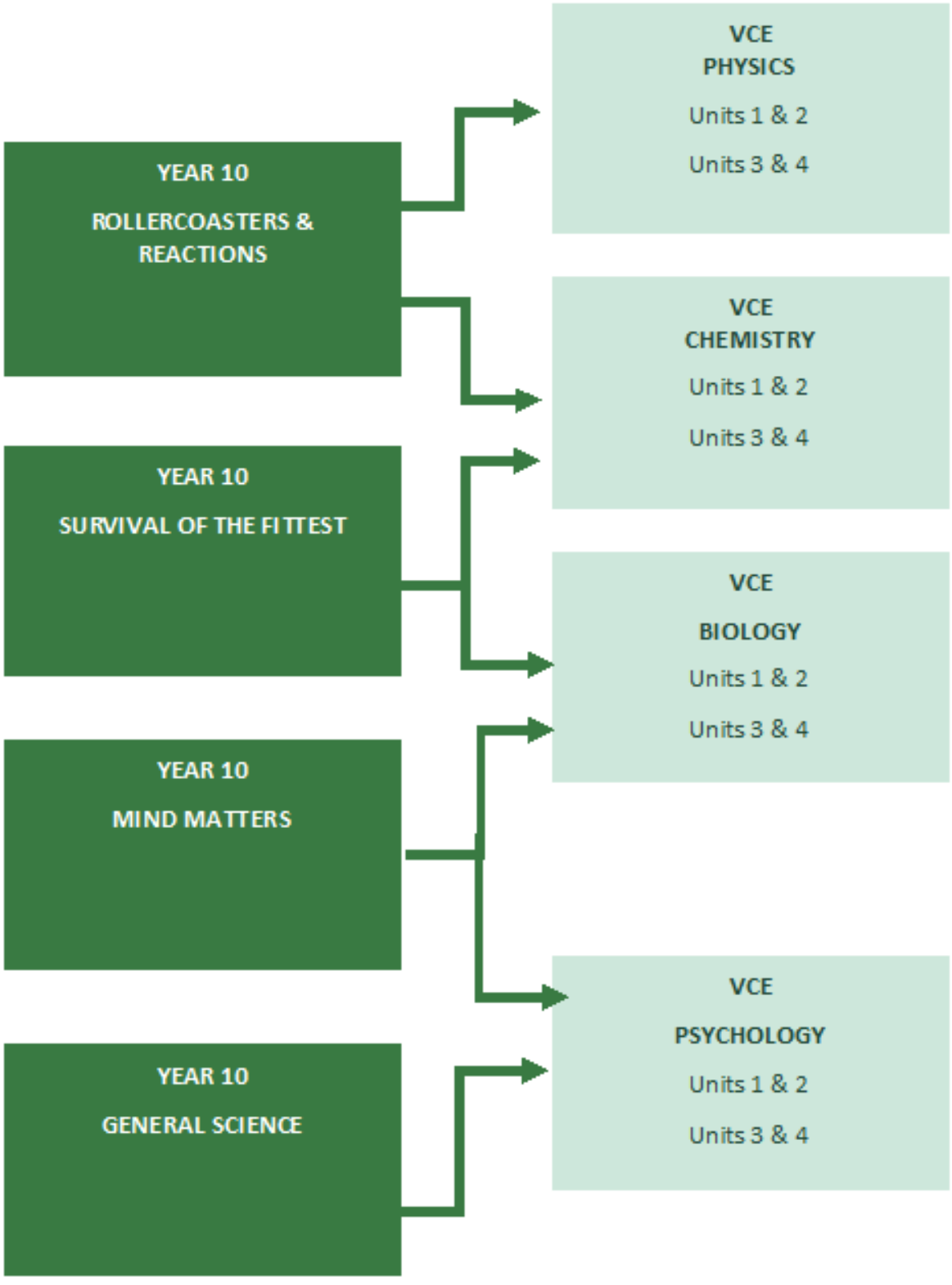
How do things change?

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.

General Science (Core) Should be selected if no VCE Science study intended.

How does the world around us work?
This 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.

Science Pathways


YEAR 10
ROLLERCOASTERS & REACTIONS
YEAR 10
SURVIVAL OF THE FITTEST
YEAR 10
MIND MATTERS
YEAR 10
GENERAL SCIENCE
VCE
PHYSICS
Units 1 & 2
Units 3 & 4
VCE
CHEMISTRY
Units 1 & 2
Units 3 & 4
VCE
BIOLOGY
Units 1 & 2
Units 3 & 4
VCE
PSYCHOLOGY
Units 1 & 2
Units 3 & 4

Technology

Food Studies –Variety is the Spice of Life

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.

Theory work will be related to:

- 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.

Product Design and Technology

Students are encouraged to explore different design ideas and will have the opportunity in applying these designs practically through the use of 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 preparing designs and working drawings, producing a folio for an individual project and demonstrating safe work practice in the use of appropriate tools and machinery.

Examples of past student's works are:

- Coffee tables
- Skateboard wall hangings
- Model airplanes
- Model automobiles
- Bird houses
- Animal sculptures

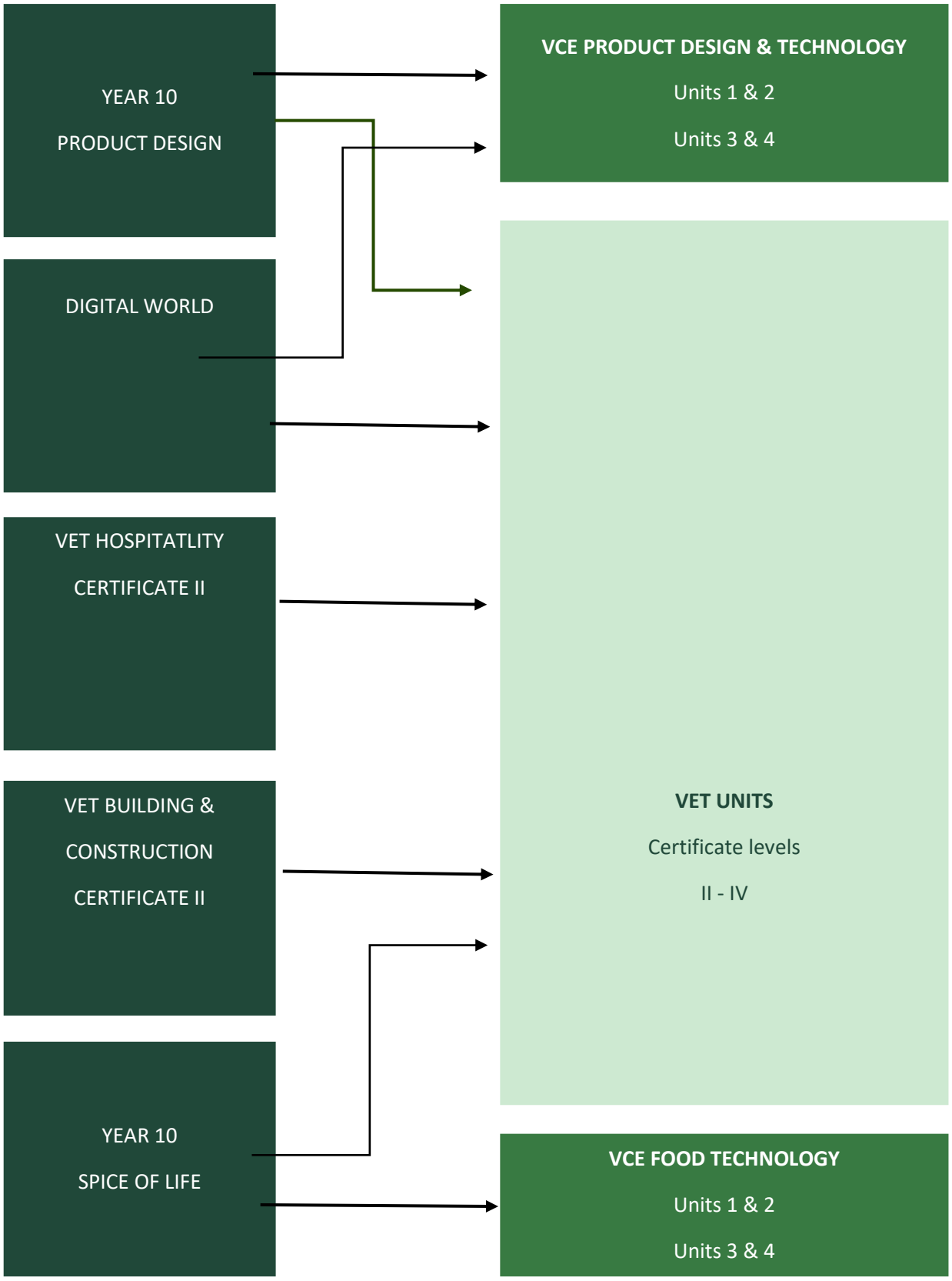
Digital World

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.

Technology Pathways



VCE Subjects

- Art Creative Practice
- Art Making and Exhibiting
- Biology
- Business Management
- Chemistry
- English
- Food Studies
- Geography
- Health and Human Development
- History
    - Modern
    - Revolutions
- Legal Studies
- LOTE- Indonesian Second Language
- Mathematics
    - Foundation
    - General
    - Methods
    - Specialist
- Music
- Outdoor and Environmental Studies
- Philosophy
- Physical Education
- Physics
- Product Design
- Psychology
- Sociology
- Theatre Studies
- Visual Communication and Design

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 also 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?

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?**

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 a business

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

- **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**

Chemistry (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2017-2023)

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 chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena. A student practical investigation related to energy and/or food is undertaken either in 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 options for energy production?**
- **Area of Study 2 - How can the yield of a chemical product be optimised?**

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

- **Area of Study 1 - How can the diversity of carbon compounds be explained and categorised?**
- **Area of Study 2 - What is the chemistry of food?**
- **Area of Study 3 - Practical investigation**

English (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2017-2023)

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

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

- **Area of Study 1 - Reading and creating texts**
- **Area of Study 2 - Analysing argument**
- **Area of Study 3 - (EAL students only) - Listening to texts**

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

- **Area of Study 1 - Reading and comparing texts**
- **Area of Study 2 - Presenting argument**

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**

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 is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

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

Students undertake fieldwork and produce a fieldwork report 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**

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**

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 2018-2023)

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

- **Area of Study 1 - Legal foundations**
- **Area of Study 2 - The presumption of innocence**
- **Area of Study 3 - Civil liability**

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

- **Area of Study 1- Sanctions**
- **Area of Study 2 - Remedies**
- **Area of Study 3 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 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 Victorian legal institutions and bodies available to assist with cases. Students explore matters 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. 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 of Study 2 The Victorian civil justice system**

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and 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 law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

- **Area of Study 1 - The people and the Australian Constitution**
- **Area of Study 2- The people, the parliament and the courts**

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**

Mathematics

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**

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 are able to 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**

Outdoor and Environmental Studies (Accreditation period 2018-2023)

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

- **Area of Study 1 - Motivations for outdoor experiences**
- **Area of Study 2 - Influences on outdoor experiences**

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

- **Area of Study 1 - Investigating outdoor environments**
- **Area of Study 2 - Impacts on outdoor environments**

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

- **Area of Study 1 - Historical relationships with outdoor environments**
- **Area of Study 2 - Relationships with Australian environments since 1990**

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. 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 are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

- **Area of Study 1 - Healthy outdoor environments**
- **Area of Study 2 - Sustainable outdoor environments**

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**

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?**

Physics (Accreditation period Units 1-2: 2023-2027, Units 3-4: 2017-2023)

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 explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories

to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in 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 things move without contact?**
- **Area of Study 2 - How are fields used to move electrical energy?**
- **Area of Study 3 - How fast can things go?**

Unit 4: How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3.

- **Area of Study 1 - How can waves explain the behaviour of light?**
- **Area of Study 2 - How are light and matter similar?**
- **Area of Study 3 - Practical investigation**

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product. In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option. In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

- **Area of Study 1 - Sustainable redevelopment of a product**
- **Area of Study 2 - Producing and evaluating a redeveloped product**

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics. In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement. In Area of Study 2 the finished product is evaluated.

- **Area of Study 1 - Designing within a team**
- **Area of Study 2 - Producing and evaluating within a team**

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and

creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations. In Area of Study 1, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. In Area of Study 2, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models. In Area of Study 3, students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

- **Area of Study 1 Designing for end-user/s**
- **Area of Study 2 - Product development in industry**
- **Area of Study 3 - Designing for others**

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors. In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development. In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

- **Area of Study 1 - Product analysis and comparison**
- **Area of Study 2 - Product manufacture**
- **Area of Study 3 - Product evaluation**

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?**

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. The Safety and wellbeing section on page 6 contains advice for the conduct of primary research.

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

Unit 2: Social norms: breaking the code

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 gender and ethnicity. 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. Students investigate the functionalist, interactionist, social control and positive theories of deviance. Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society. The event is often presented in a stereotypical fashion by the mass media. In Area of Study 2, students investigate crime and punishment. They explore patterns of crime and consider the significance of a range of factors, such as class, gender, age, race and ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

- **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 theory of Ferdinand Tonnies. 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**

Theatre Studies (Accreditation period 2019-2024)

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance. Production roles For Area of Study 2, students must work in at least two production roles. The production roles for Area of Study 2 are: actor, director, designer – any one or more of costume, make-up, props, set, lighting, sound.

- **Area of Study 1 - Exploring pre-modern theatre styles and conventions**
- **Area of Study 2 - Interpreting scripts**
- **Area of Study 3 - Analysing a play in performance**

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre. Production roles For Area of Study 2, students are required to work in at least two production roles. Production roles for Area of Study 2 are: actor, director, designer – any one or more of costume, make-up, props, set, lighting, sound.

- **Area of Study 1 - Exploring modern theatre styles and conventions**
- **Area of Study 2 - Interpreting scripts**
- **Area of Study 3 - Analysing and evaluating a theatre production**

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and

evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website. Production roles For Area of Study 1 students select two production roles from the following list: • actor • director • designer – any one or two of costume, make-up, props, set, lighting, sound. Production team For Area of Study 1 more than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources. Scripts Across Unit 3 students engage with at least three scripts. For Area of Study 1, schools select a script for interpretation in a performance to an audience, and for Area of Study 2 excerpts from a previously unstudied script are selected for analysis. For Area of Study 3, students must read and study the script for the production they attend and then analyse it. The production for Area of Study 3 must be selected from the VCE Theatre Studies Unit 3 Playlist published annually by the VCAA.

- **Area of Study 1 - Staging theatre**
- **Area of Study 2 - Interpreting a script**
- **Area of Study 3 - Analysing and evaluating theatre**

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices. Monologue selection For Areas of Study 1 and 2 students must select a script, scene and monologue from the VCE Theatre Studies Monologue Examination published annually by the VCAA. The list will consist of a set of prescribed scripts, a specified scene from each script and a selected monologue from that scene. Scene In this unit, the term scene refers to the designated segment/s or excerpt/s of a script selected from the VCE Theatre Studies Monologue Examination. Some prescribed scripts may contain more than one scene. Production roles In Unit 4, Areas of Study 1 and 2, the production roles are: actor and director: students must work in both roles OR designer – any two of costume, make-up, props, set, lighting, sound.

- **Area of Study 1 - Researching and presenting theatrical possibilities**
- **Area of Study 2 - Interpreting a monologue**
- **Area of Study 3 - Analysing and evaluating a performance**

Visual Communication and Design (Accreditation period 2018-2023)

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

- **Area of Study 1 - Drawing as a means of communication**
- **Area of Study 2 - Design elements and design principles**
- **Area of Study 3 - Visual communications in context**

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

- **Area of Study 1 - Technical drawing in context**
- **Area of Study 2 Type and imagery in context**
- **Area of Study 3 - Applying the design process**

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design

thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

- **Area of Study 1 - Analysis and practice in context**
- **Area of Study 2 - Design industry practice**
- **Area of Study 3 - Developing a brief and generating ideas**

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

- **Area of Study 1 Development, refinement and evaluation**
- **Area of Study 2 - Final presentations**

VCE VM Subjects

VCE VM Subject Overviews

Literacy

Literacy empowers students to read, write, speak, and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms, and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking, and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purpose and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns, and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences. VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement, and evaluate an active response to community need. The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities, and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge. This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, of a cover letter and resume and through mock interviews. Students also learn about healthy, collaborative, and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

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