



# Senior Subject Handbook 2025

*Unit 1-4 VCE & VCE-VM Offerings*

**Gisborne Secondary College**

*Respect – Achievement – Innovation – Diversity*



**95 Melton Rd,**

**Gisborne VIC 3437**

**Phone: 03 5428 3691**

**Email: [gisborne.sc@education.vic.gov.au](mailto:gisborne.sc@education.vic.gov.au)**

**<https://gisbornesc.vic.edu.au/>**





## Acknowledgement of Country

Gisborne Secondary College acknowledges the Wurundjeri people as the traditional owners of the country upon which we learn and work. We recognise their continuing connection to land, water and community and pay respect to Elders past, present and emerging.

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## A message from our Principal

I'm pleased to present the Course Selection Handbook for the coming year. This handbook has been carefully developed to provide students and their families with key information about transition processes, program options, and subject choices.

We are proud of the breadth of opportunities available to students at Gisborne Secondary College, and develop our programs for the following year based on student interest and choice at each year level. This allows students to tailor their learning to their individual interests, skills and future aspirations.

This handbook is one part of our comprehensive course selection process, which includes our Course Information and Subject Expo evening, and individual Course Advising sessions.

I wish our students and families all the best as you embark on this process, and encourage you to take up all the support offered by the college throughout Course Selection.

**Sarah Rose**

Principal



## Structure of Senior School

### Engagement and Wellbeing

As students progress through their senior secondary years, engagement and wellbeing become increasingly important. Student engagement refers to a student's willingness to actively participate in their education and take ownership of their learning, while wellbeing refers to a student's physical, emotional, and social health.

The Senior School at Gisborne Secondary College is committed to developing and supporting a healthy, engaged and independently successful student. The team of experienced staff ensure the programs, services and systems employed at Senior School are tailored to each year level across 10-12. Success in academia is critical but should not come at the expense of a student's wellbeing.

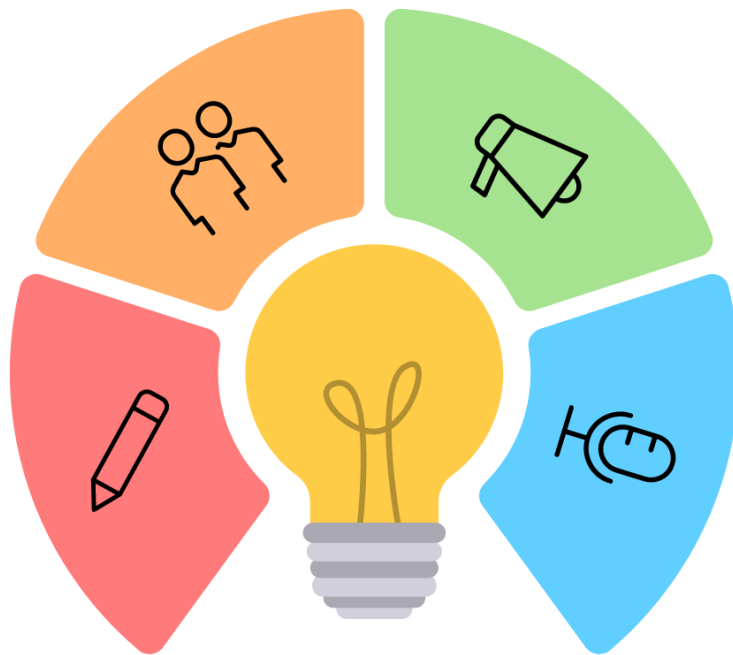
Our model is based on individual needs. Each student requires support when navigating these years of secondary education and the team have refined their practices to offer an array of different approaches to address each student and family's needs.

Senior School staff encourage parents/carers to foster strong communication and relationships with their young people, including open and honest conversations about academic pressures and stress management. Encouraging healthy habits, providing emotional and academic support, and celebrating successes can help students maintain high levels of engagement and well-being throughout their senior secondary years.

It is vital that parents encourage their young people to maintain a healthy balance between academic demands and other aspects of their lives, including social connections, physical activity, and opportunities for creative expression.

As a community, Gisborne Secondary College and the Senior School will continue to strive for what is best for each and every student. Together, with the continued support of the families, guardians and the broader community, we deliver a safe, supportive and rich learning experience for generations of students to come.





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## Junior School



Within Junior School (Year 7, 8 and 9) students have the opportunity to fully engage with all learning areas and capabilities. Learning programs are configured to consolidate key skills and knowledge.

10

## Year 10



At Year 10 students begin to individualise their learning program while integrating key skills and knowledge across set Victorian Curriculum areas. Students can also elect to accelerate Unit 1&2 or VET studies.

11

## Year 11



In Year 11 students commence their VCE or VCE-VM. Students are able to tailor their learning to match interests and pathway requirements. Unit 1&2 learning is designed to prepare students for the rigour of Unit 3&4 in Year 12.

12

## Year 12



At Year 12 students continue their VCE or VCE-VM Studies. They continue to develop and refine their key knowledge and key skills as outlined in study designs. As young adults, students begin to consider post-secondary pathways and plan accordingly.



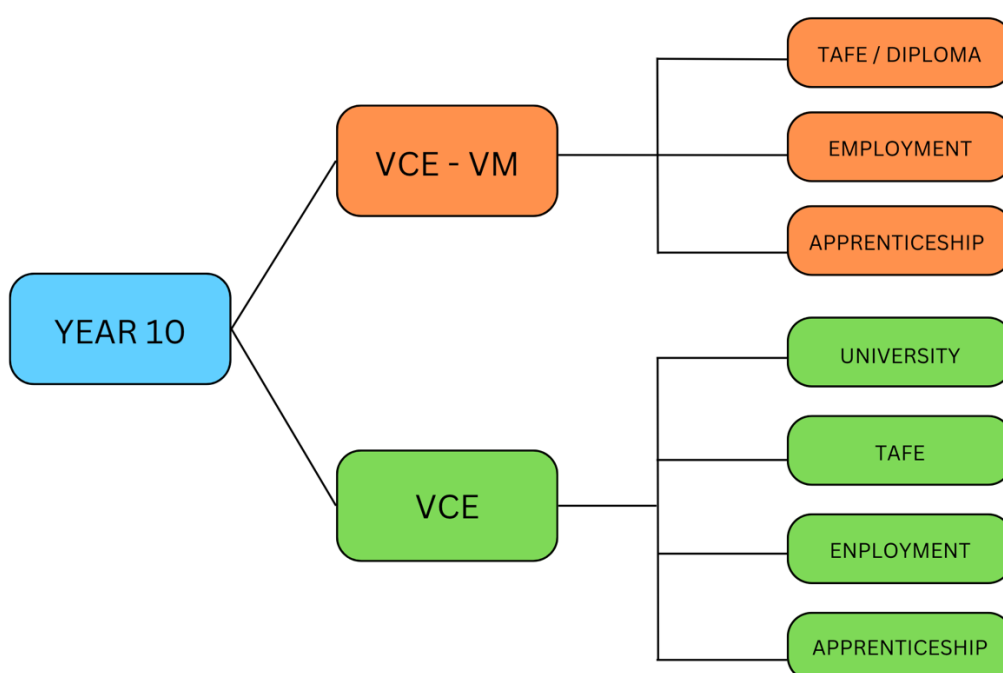
# Senior School Certificates Available at GSC

## An Overview

At Year 11 and Year 12, Gisborne Secondary College offers students the choice between two Senior School Certificates:

- The Victorian Certificate of Education, commonly known as the **VCE**.
- The Victorian Certificate of Education – Vocational Major, commonly known as the **VCE-VM**.

The below diagram outlines the future pathways connected to each certificate. Both certificates are two years programs.



This handbook describes the initial VCE program offerings for 2024. From it, students will complete their 'application for a VCE program'.

These applications will then provide a basis for the final unit offerings and the structure of the college program.

### [Victorian Pathways Certificate](#)

For students who are not yet ready to participate in the VCE or VCE-VM the Victorian Pathways Certificate (**VPC**) may be an appropriate option. This certificate will be offered on an as needs basis to students. The VPC is not a senior school certificate and is designed to assist students in the transition to VCE, the VCE-VM, alternative training or employment.

**Please Note:**

- Classes can only run if there are sufficient numbers. If there are insufficient numbers for a particular subject, students will be asked to select an alternative subject.
- If a subject combination is not possible due to timetable restrictions students will be asked to select an alternative subject.
- Year 11 students may be able to make minor revisions to their programs at mid-year and end of year in consultation with their year level coordinator/careers team.
- All current Year 10 students will be offered course advice (at the course advisors sessions) regarding their choice of program.
- Current Year 11 students looking for course advice should contact their year level coordinator or the careers office.

Senior students make a valuable contribution to Gisborne Secondary College by leading by example. There are high expectations of all students, in relation to their behaviour, attitude, work habits, attendance, and uniform. It is expected that senior students display a fine sense of responsibility, care and initiative in all aspects of their school life.



## Choosing a Senior Program

When choosing a program it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program that is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career
- Both VCE and VCE-VM certificates are two-year certificates.

### Who can assist you in the decision-making process?

- Your teachers, year level co-ordinators, and sub-school leaders – these people know you and your capabilities and are a wealth of information.
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers Team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – on the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you.
- If you are having difficulty sorting out your course selection and need further assistance, they will arrange another interview for you with a member of the Senior School team.

Additional information that can support students with their program selection:

- VTAC fact sheet for students / parents to explore prerequisite:  
<https://www.vtac.edu.au/files/pdf/factsheets/prereq-explorer.pdf>
- Where to now? Guide to the VCE, VCE-VM and Apprenticeships and Traineeships:  
<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>
- VTAC Prerequisites for 2026 (for current year 11)  
<https://vtac.edu.au/files/pdf/publications/prerequisites-for-2026-v2c.pdf>
- VTAC Prerequisites for year 10 students out mid-July 2024  
<https://vtac.edu.au/before/entry-req/meeting-prerequisites.html>
- VTAC year 10 Guide  
<https://vtac.edu.au/before/guides/y10guide>

**Please see the Careers Office for further information about these and other resources.**

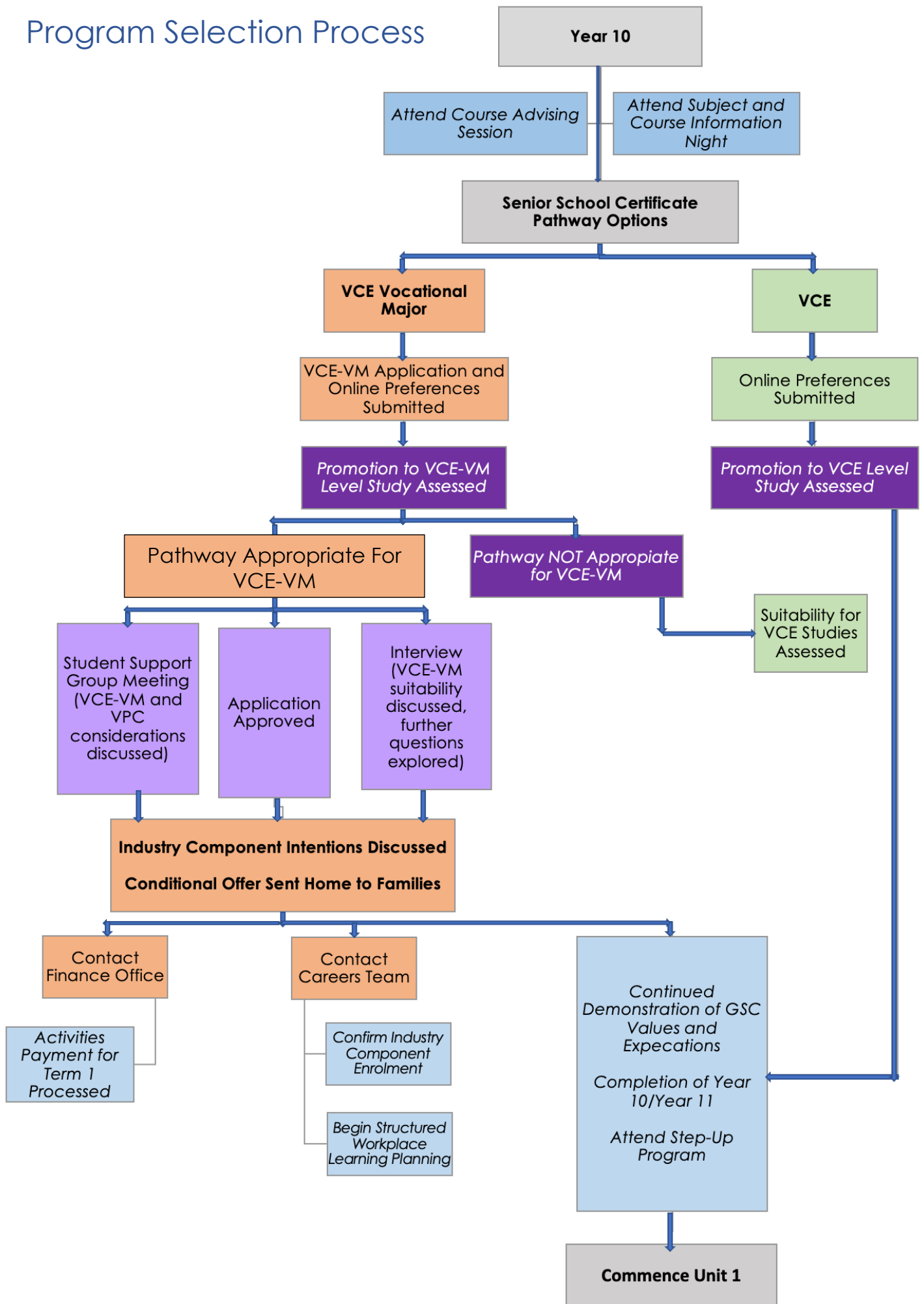


## Course Selection Checklist

<b>1</b>	Research thoroughly the subjects offered.	<input type="checkbox"/>
<b>2</b>	Know what pre-requisite subjects you need for post-secondary studies.	<input type="checkbox"/>
<b>3</b>	Discuss your options with your current teachers/coordinators	<input type="checkbox"/>
<b>4</b>	Discuss your options with your family.	<input type="checkbox"/>
<b>5</b>	Do your subject selections give you a range of pathway options?	<input type="checkbox"/>
<b>6</b>	Attend the GSC Course Information and Subject Expo Evening ( <b>Tuesday 30<sup>th</sup> July</b> ).	<input type="checkbox"/>
<b>7</b>	Book in for a Course Advising interview ( <b>Wednesday 31<sup>th</sup> July</b> for Year 10 into Year 11; <b>Wednesday 7<sup>th</sup> August</b> for Year 9 into Year 10).	<input type="checkbox"/>
<b>8</b>	If you are applying for an accelerated study (VCE, VCE-VM or VET), applying to be in VCE-VM or a VET program, ensure you submit hard copies of your application sheets to the Senior School by <b>Friday 9<sup>th</sup> August</b> .	<input type="checkbox"/>
<b>9</b>	Double check your choices.	<input type="checkbox"/>
<b>10</b>	Ensure you submit your subject preferences online, by the due date <b>Sunday 11<sup>th</sup> August</b> .	<input type="checkbox"/>



# Program Selection Process



# The Senior Programs Gisborne Secondary College Offer

## [The Victorian Certificate of Education \(VCE\)](#)

The Victorian Certificate of Education (VCE) is a two-year certificate based around the successful completion of senior secondary school. The VCE provides pathways to further study at university, TAFE and further training and employment.

Further details about the VCE begin on page 15.

## [Vocational Education & Training \(VET\)](#)

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

VET is a component of both VCE and VCE-VM programs.

Further details about the VET begin on page 18.

## [The Victorian Certificate of Education – Vocational Major \(VCE-VM\)](#)

The Victorian Certificate of Education – Vocational Major (VCE-VM) a two-year certificate which provides students with practical work experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Further details about the VCE-VM begin on page 21.

## [The Victorian Pathways Certificate – \(VPC\)](#)

Victorian Pathways Certificate (VPC) enrolment is not for everyone and will be discussed with eligible students as part of their VCE-VM application process.

Further details about the VPC begin on page 24.



**The**

# **VCE**

**20  
25**

# The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a two-year certificate based around the successful completion of senior secondary school. The VCE provides pathways to further study at university, TAFE and further training and employment.

## What do I need to do to get into VCE?

- Demonstrate a positive attitude towards study, develop reliable work habits and achieve satisfactory results at Year 10.
- Students who do not achieve satisfactory results at Year 10 or 11 may not be granted automatic promotion to the following year. In this instance, students and their families will be required to meet with their year level coordinator, sub-school leader, or Assistant Principal to discuss entry into the following year to ensure a realistic chance of success.

## The VCE Requirements

### Attaining a Pass in VCE

Each VCE unit includes a set of outcomes. Students must demonstrate satisfactory understanding of each outcome to achieve an overall 'S' (a satisfactorily completed unit). Understanding of each outcome can be demonstrated through formal assessment tasks (SAT's and SAC's) as well as ongoing coursework completed during class.

To achieve their VCE, students must satisfy the VCAA requirements for 'satisfactory completion' of the VCE. To do this, students must:

- Satisfactorily complete at least 3 units from the English group, including a Unit 3 and 4 sequence.
- Satisfactorily complete a minimum of 16 units in total across the 2 years of VCE.
- Satisfactorily complete three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group.

### Assessment

#### *Units 1 and 2 (Year 11)*

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the VCAA Study Design. Procedures for the assessment of levels of achievement are determined by the College in accordance with the College's VCE Satisfactory Completion Policy. Assessment of a student's level of achievement is by a combination of coursework, School Assessed Coursework and internal examinations.

#### *Units 3 and 4 (Year 12)*

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the Study Design. A student's level of achievement is by a combination of coursework, School Assessed Coursework, and external examinations.



# The Australian Tertiary Admission Rank (ATAR)

The results that students achieve in their Unit 3 & 4 subjects will contribute to the development of a Study Score for each subject, which in turn contributes to their ATAR score. All of the results do not have to be from the same year. A maximum of six studies can contribute to the ATAR.

## *The ATAR is calculated using:*

- The student's best scaled score in English, English Language, or Literature.
- The scaled scores of a student's next best three studies (makes up the primary four) PLUS
- 10% of the scaled score from a student's 5th and 6th study (if 6 Unit 3 & 4 subjects are studied).

The highest ATAR ranking a student can achieve is 99.95 and the lowest reported ATAR is 30.00, with ATARs below 30.00 being reported as 'less the 30'.

For further information on the ATAR calculation please see the VTAC website:

<http://www.vtac.edu.au/results-offers/atar-explained.html>

## *Restrictions on subjects to be used in ATAR calculation*

In each of the study areas of English, Mathematics, History, Contemporary Australian Studies, Languages and Music:

- Only two subjects from each study area above can contribute to the primary four.
- At most three subjects from each study area above can contribute to the ATAR.

For example if a student wishes to study General Maths, Maths Methods, and Specialist Maths – only 2 of these subject can be counted in the primary four subjects for ATAR calculation.

Please discuss with your course advisor or Senior School if you have further questions about subject restrictions.

You may also find the following website useful for further information:

<http://www.vtac.edu.au/atar-scaling-guide-2022.html#item-4>

The background consists of several overlapping triangles in two shades of blue (a medium blue and a darker navy blue) and a white central area. The white area is a large, irregular shape that frames the text.

**VET**



## Vocational Education & Training (VET)

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

Please Note: A VET certificate starting in Year 10 is considered an accelerated study.

### Features of VET

- VET is usually a two year program combining general VCE studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II Allied Health) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Education – Vocational Major (VCE - VM) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

### Industry Specific Skills Components 2025

Option	Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)
<b>SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)</b>	Headstart (1-2 days a week)	Headstart (2-3 days a week)
<b>VOCATIONAL EDUCATION AND TRAINING (VET)</b> Internally Offered at GSC	Timetabled VET classes Tuesday or Wednesday	Timetabled VET classes Tuesday or Wednesday
<b>VOCATIONAL EDUCATION AND TRAINING (VET)</b> External to GSC	Attends a Registered Training Organisation (RTO) Tuesday or Wednesday	Attends Registered Training Organisation (RTO) Tuesday or Wednesday

**To determine if your VET preference is offered external or internally at GSC please see the separate VET Handbook.**

## How does VET work?

A VET in Schools program is usually made up of Vocational Studies units which are delivered by the students' school or a registered training organisations (RTO), who has qualified teachers with Cert IV Training and Assessment (TAE).

VET can contribute units to both the VCE and the VCE-VM programs.

### Structured Workplace Learning (SWL)

Students undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

## How does VET contribute to Senior Secondary Certificates?

### The VCE

- All VCE VET programs contribute to VCE Units that provide credit towards the VCE in the same way as a VCE study.
- Most VCE VET programs can provide credit for VCE Units 1 to 4.
- VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of your ATAR.
- Scored VCE VET programs give you a study score for the Units 3 and 4 sequence that is achieved through school-assessed coursework and an externally set examination.
- Scored VCE VET programs provide a study score that contributes directly to your ATAR, either as one of your primary four studies or as a fifth or sixth study increment.
- Unscored VCE VET programs do not give you a study score but they can still contribute to your VCE.
- When you receive a Units 3 and 4 sequence towards your VCE from an unscored VET program, they may contribute towards the calculation of your ATAR by Victorian Tertiary Admission Centre (VTAC).

### The VCE-VM

- VET is a key part of the VCE-VM.  
See the VCE-VM section of the handbook for further details.

The

# VCE-VM

## Victorian Certificate of Education – Vocational Major (VCE-VM)

The Victorian Certificate of Education – Vocational Major (VCE-VM) provides students with practical work experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

VCE-VM is a two-year pathways-based certificate. This means that students who are in the Vocational Major stream of the VCE are likely to be interested in going on to do further training at a Technical and Further Education (TAFE) institute, commencing a diploma, starting an apprenticeship, or seeking employment.

The VCE Vocational Major allows students to experience:

- Flexible timetables that allow study at school, TAFE and work
- Opportunities for real-life workplace learning and training
- Subjects that build skills and prepare for life after school
- Greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE.

Please note, VCE-VM studies do not contribute to the ATAR.

### What do I need to do to get into VCE-VM?

- Demonstrate a positive attitude towards study, develop reliable work habits and achieve satisfactory results at Year 10.
- A clear career or vocational pathway. The VCE-VM is not suited to students who are unsure of what direction they wish to go after secondary schooling.
- Students who do not achieve satisfactory results at Year 10 or 11 may not be granted automatic promotion to the following year. In this instance, students and their families will be required to meet with their year level coordinator, sub-school leader, or Assistant Principal to discuss entry into the following year to ensure a realistic chance of success.
- Submit a VCE-VM application to Senior School by Monday 31<sup>st</sup> July.
- Students who have submitted a VCE-VM application will need to attend and interview with Senior School and Careers staff to discuss their future goals and suitability for the VCE-VM.
- Please be aware that often the number of applications exceeds the number of places available in the VCE-VM, please ensure all paperwork is submitted on-time.

**For more information about VCE-VM applications, please contact the Senior School Office.**





# The VCE-VM Requirements

## Attaining a Pass in The VCE-VM

Each VCE-VM unit includes a set of outcomes. Students must demonstrate satisfactory understanding of each outcome to achieve an overall 'S' (a satisfactorily completed unit). Understanding of each outcome can be demonstrated through formal assessment tasks (SAT's and SAC's) as well as ongoing coursework completed during class.

The VCE-VM's flexibility enables learning that suits individual interests and learning needs. To gain their VCE-VM certificate students undertake units from compulsory strands.

## Can I pick my subjects in The VCE-VM?

VCE-Vocational Major and Victorian Pathways Certificate have requirements and regulations about what can and cannot be undertaken as part of a student's program. There are compulsory components to the VCE-VM but it also has a degree of flexibility.

To achieve their VCE-VM, students must satisfy the VCAA requirements for 'satisfactory completion' of the VCE-VM:

- 16 units including:
  - Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
  - Three other unit 3 and 4 sequences in total
  - Two Numeracy or VCE Mathematics units
  - Students may choose from either Foundation Maths or General Maths. Mathematical Methods is also an option but students should be undertaking Maths Methods in Year 10.
  - Two Work Related Skills units
  - Two Personal Development Skills units
  - 180 nominal hours of VET at Certificate II level or above

## In 2024 GSC will offer two pathways for The VCE-VM:

### *Option 1:*

Students will complete VM Literacy, VM Work Related Skills, VM Personal Development and a Math of their choice. These will be undertaken at school on Monday, Thursday and Friday. In addition these students will attend VET one day a week and engage in structured workplace learning one day a week.

### *Option 2:*

Students will complete VM Literacy, VM Work Related Skills, VM Personal Development, a Math of their choice and a VCE subject. In addition, the student must also attend VET one day a week. The VCE subjects available will depend on the Student's VET day and the rest of their timetable. Note when selecting to complete a VCE subject students will not have access to a structured workplace learning one day a week.

## The VCE-VM's Weekly Structure:

### Option 1:

Monday	Tuesday	Wednesday	Thursday	Friday
Timetabled VCE-VM classes at GSC	Option A: Structured Workplace Learning	Option A: VET	Timetabled VCE-VM classes at GSC	Timetabled VCE-VM classes at GSC
	Option B: VET	Option B: Structured Workplace Learning		

### Option 2:

Monday	Tuesday	Wednesday	Thursday	Friday
Timetabled VCE-VM and VCE classes at GSC	Option A: Timetabled VCE-VM and VCE classes at GSC	Option A: VET	Timetabled VCE-VM and VCE classes at GSC	Timetabled VCE-VM and VCE classes at GSC
	Option B: VET	Option B: Timetabled VCE-VM and VCE classes at GSC		

### Please Note:

The above weekly structure depicts the 2024 program timetabling. It is for illustration purposes only. 2025's timetable layout is still being finalised. Further details will be released.

## Assessment

### Units 1 and 2 (Year 11)

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the VCAA Study Design. Procedures for the assessment of levels of achievement are determined by the College in accordance with the College's VCE Satisfactory Completion Policy. Assessment of a student's level of achievement is by a combination of coursework, School Assessed Coursework and internal examinations.

### Units 3 and 4 (Year 12)

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the Study Design. A student's level of achievement is by a combination of coursework, School Assessed Coursework, and external examinations.

## What Do I Get After Successfully Completing The VCE-VM At GSC?

If you successfully complete your VCE-VM program at GSC, you will receive a Victorian Curriculum and Assessment Authority accredited VCE-VM Certificate. The VCE-VM is made up of accredited courses and units, as students complete units and short certificate course these will be recorded on an individual's Statement of Result.

All VCE, VCE-VM or VET studies undertaken as part of a student's senior secondary program are recorded in the Statement of Results.

Students who elect to complete the VCE-VM will not be eligible for the ATAR.

## VCE-VM Camps, Excursions and Activities

At Gisborne Secondary College, our VCE-VM students are encouraged to participate in a range of tasks and activities that reflect different themes. Across the different subject strands, teachers will often integrate themes and ideas that are studied in order to enhance understanding and application.

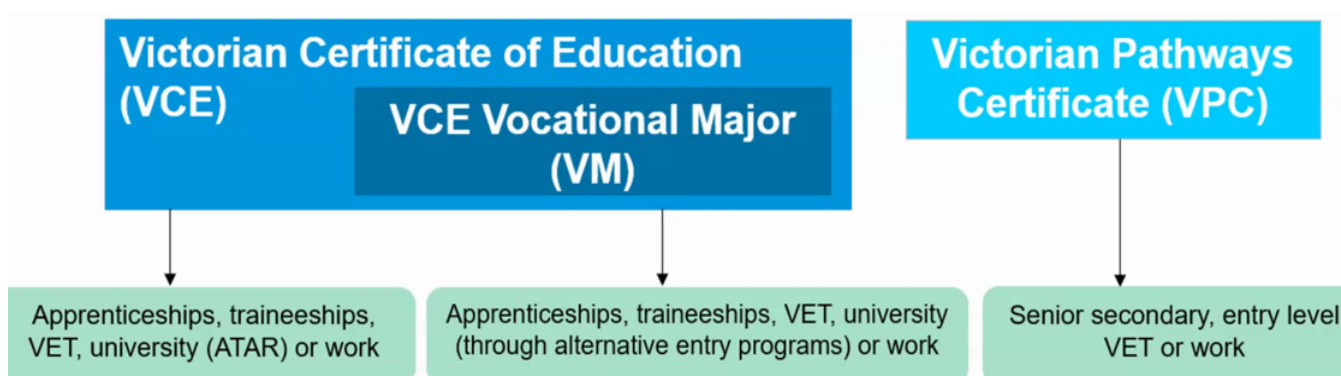
It is expected that all VCE-VM students partake in activities, including camps, excursions and additional training as these are often part of learning outcomes.

### Financial Contribution

To facilitate these activities and excursions, the College requires financial contributions to be made.

Additional information regarding respective Year 11 and Year 12 VCE-VM activities payments will be available early in 2025.

## Senior Secondary Certificate Structure



**For more information about the VPC or VCE-VM applications, please contact the Senior School Office.**

## Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC is designed to develop and extend pathways for young people, while providing flexibility.

### What do I need to do to get into VPC?

VPC enrolment is not for everyone and will be discussed with eligible students as part of their VCE-VM application process.

## VPC Requirements

### Attaining a Pass in VPC

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. Many students will complete their VPC over two years and then may continue onto the VCE-VM if they wish, or complete their schooling with their VPC certificate. VPC units have been designed to align to the VCE-VM units to enable VCE-VM and VPC students to be in the same classroom.

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

- at least two units of VPC Literacy (or units from the VCE English group)
- at least two units of VPC Numeracy (or units from the VCE Maths group)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units

Most students will complete 8 Units of the VPC in their first year of the course, but may obtain additional units in the 12 month period if they are also completing a VET and structured workplace learning. Students can also include units from VCE and VCE-Vocational Major studies, and VET units of competency.

### VET and the VPC

It is not compulsory for students completing the VPC to undertake a VET unit, however, as obtaining VET hours will assist students with future studies (VCE-VM programs) and also assists their own life and vocational skills and experience, it is recommended they do. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition.

### Assessment

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Schools will report a student's result for each module as S (Satisfactory) or N (Not Yet Complete).

There are no external assessments for VPC students. VPC studies do not contribute to the ATAR.

### What Do I Get After Successfully Completing VPC At GSC?

While the VPC is not a senior secondary qualification, it can be a pathway into the VCE or VCE-VM. The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.





# Unit 1-4

## VCE and VCE-VM

# Subject Offerings



## VCE and VCE-VM Subjects Offered 2025

Curriculum Area	At Year 11 (Unit 1&2)	At Year 12 (Unit 3&4)	Page
English	English	English	32
	English Language	English Language	34
	Literature	Literature	36
	VM Literacy	VM Literacy	38
Mathematics	Foundation Mathematics	Foundation Mathematics	42
	General Mathematics	General Mathematics	44
	Mathematical Methods	Mathematical Methods	46
	-----	Specialist Mathematics	48
Cross-Curricula	Connect	Connect	28
Health and Physical Education	Health and Human Development	Health and Human Development	52
	Outdoor and Environment Studies	Outdoor and Environment Studies	54
	Physical Education	Physical Education	56
	VM Personal Development	VM Personal Development	58
Humanities	Business Management	Business Management	62
	Geography	-----	64
	History: Modern	History: Revolutions	66
	Legal Studies	Legal Studies	68
	Sociology	Sociology	70
	VM Work Related Skills	VM Work Related Skills	72
Languages	Indonesian	Indonesian	76
	Japanese	Japanese	78
Science	Biology	Biology	82
	Chemistry	Chemistry	84
	Environmental Science	Environmental Science	86
	Physics	Physics	88
	Psychology	Psychology	90
The Arts	Art Making and Exhibiting	Art Making and Exhibiting	94
	Dance (VET)	Dance (VET)	VET book
	Drama	Drama	96
	Media	Media	98
	Music (VET)	Music (VET)	VET book
	Visual Communication and Design	Visual Communication and Design	100
Technology	-----	Applied Computing	104
	Food Studies	Food Studies	106
	Information Digital Media & Technology (VET)	-----	VET book
	Product and Design: Textiles	-----	108
	Product and Design: Wood	Product and Design: Wood	110
	Systems Engineering	Systems Engineering	112
VET	Various – See VET Separate handbook.		



# At Year 11...

## An Overview

At Year 11 students commence their Senior Secondary Certificate Program. Students undertake an individualised learning program consisting of unit 1 and unit 2 studies across six subjects.

In addition to their timetabled classes Year 11 VCE-VM students may complete several activities including but not limited to:

- Personal Development Camp
- First Aid
- Food Handling
- Responsible Serving of Alcohol
- Self-Defence and Fitness
- Teen Mental Health First Aid
- Cooking Programs
- Local Area Excursions

Yr11 Connect is compulsory for all VCE students.

## Yr11 Connect

*Curriculum Area: Cross-Curricula*



### Subject Description

Students in Year 11 Connect complete a range of tasks that help them to develop a host of skills that will be transferable to their life beyond the college, developing new life skills, skills for the workplace, as well as skills that support students physical and mental wellbeing

Subject Length: Whole Year 2 Periods Per Cycle



### Key Knowledge

- Participate in workshops provided by external service providers
- Engage with careers experts and employers to explore job opportunities and necessary skills
- Engage with speakers of numerous walks of life to engage in work skill building, the development of study skills, and wellbeing opportunities



### Key Skills

- Think critically and creatively to make career enhancing decisions
- Demonstrate and build on the values of respect, achievement, innovation and diversity
- Demonstrate developed study skills and apply these to internal and external assessments



### Key Assessment Tasks

- Study Experience Preparation (S/N)
- Wellbeing Program Engagement (S/N)

## Who do I contact about this subject?

Mr Paul James and Ms Laura O'Meara

# At Year 12...

## An Overview

At Year 12 students commence the second year of their Senior Secondary Certificate Program. Students undertake an individualised learning program consisting of unit 3 and 4 sequence studies across five subjects.

In addition to their timetabled classes, Year 12 VCE-VM students will complete several activities including but not limited to:

- CPR Upgrade
- Personal Development Camp
- Salvation Army in Melbourne
- Amnesty International Interaction
- Community Engagement Activities (organised by students)
- CFA/SES Interactions
- Local Area Excursions

Yr12 Connect is compulsory for all VCE students.

## Yr12 Connect

*Curriculum Area: Cross-Curricula*



### Subject Description

Students in Year 12 Connect complete a range of tasks that help them to develop a host of skills that will be transferable to their life beyond the college, developing new life skills, skills for the workplace, as well as skills that support students physical and mental wellbeing.

Subject Length: Whole Year 2 Periods Per Cycle



### Key Knowledge

- Participate in workshops provided by external service providers
- Engage with careers experts and employers to explore job opportunities and necessary skills
- Engage with speakers of numerous walks of life to engage in work skill building, the development of study skills, and wellbeing opportunities



### Key Skills

- Think critically and creatively to make career enhancing decisions
- Demonstrate and build on the values of respect, achievement, innovation and diversity
- Demonstrate developed study skills and apply these to internal and external assessments



### Key Assessment Tasks

- VTAC Preparation (S/N)
- Wellbeing Program Engagement (S/N)

## Who do I contact about this subject?

Ms Anna Hall

# English



## English

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/english/2023EnglishEALSD.docx>

## English Language

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/2024EnglishLanguageSD.docx>

## Literature

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/literature/2023LiteratureSD.docx>

## VM Literacy

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/vmliteracy/VCEVMLiteracyStudyDesign.docx>

## Subject Description

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



Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

## Units and Area of Study

1

### Unit 1

- Reading and exploring texts
- Crafting texts

2

### Unit 2

- Reading and exploring texts
- Exploring argument

3

### Unit 3

- Reading and responding to texts
- Creating texts

4

### Unit 4

- Reading and responding to texts
- Analysing argument

## Additional Information



### Subject Key Knowledge

- Reading and viewing strategies to draw out meanings in a text
- Ideas, concerns and conflicts in a text
- The historical context, and the social and cultural values in a text
- The features of analytical writing in response to a text, including the use of appropriate metalanguage



### Subject Key Skills

- Apply reading and viewing strategies to a text
- Read and engage with a text for meaning
- Explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning
- Plan, construct and edit analytical writing that:
  - Responds explicitly to set topics
  - Develops and sustains ideas
  - Explores and refines the organisational structures of analytical writing
- Demonstrates knowledge of a text
- Uses key evidence from a text to support ideas and analysis
- Demonstrates understanding of purpose, audience and context



### School Assessed Coursework and Assessments

- Crafting Texts (graded)
- Analytical Response (graded)
- Argument Analysis (graded)
- Oral Presentation (graded)
- End-of-semester and end-of-year examination (graded)

### Possible Occupations Relating to English

- |                |              |                            |
|----------------|--------------|----------------------------|
| - Historian    | - Diplomat   | - Lawyer                   |
| - Translator   | - Teacher    | - Public Relations Officer |
| - Linguist     | - Journalist | - Actor / Writer           |
| - Policy Maker | - Librarian  | - Speech Pathologist       |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Screenwriting
- Diploma of Business (Public Relations)
- Diploma of Marketing
- Diploma of Legal Practice

### Possible further University studies (Bachelor's Degree)

- Arts
- Education
- Communication & Media
- Journalism
- Advertising
- Law
- Creative Writing

### Complementary VCE Subjects:

- All VCE Subjects
- Literature
- History

## Who do I contact about this subject?

Ms Lauren Simpson



# VCE English Language

Curriculum Area: English

## Subject Description

VCE English Language is based on the discipline of linguistics (the scientific study of language). In this subject, students acquire a series of metalinguistic tools that enable them to describe and analyse language use.

Students study transcripts of real spoken and written communication, such as personal conversations, interviews, contracts, advertisements, news reports and social media.

We divide language up into subsystems: phonetics and phonology (the study of speech sounds), morphology (the study of the internal structure of words), lexicology (the study of words in a language), syntax (the study of phrases, clauses and sentences), semantics (the study of meaning in language), and discourse and pragmatics (the study of how language is related to context).

This subject can be quite technical. For instance, students will learn to transcribe English using the International Phonetic Alphabet (IPA) and locate nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and determiners in a sentence. Therefore, this subject appeals to students who are analytically or mathematically minded and enjoy understanding the world on a scientific level.

Benefits of this subject include improving your own communication, including how to adapt it for different audiences, contexts and purposes. We learn how we shape and are shaped by language, to develop deeper understanding of ourselves and others.



## Units and Area of Study

### Unit 1: Language and Communication

- The Nature and Functions of Language
- Language Acquisition

### Unit 2: Language Change

- English Across Time
- Englishes in Contact

### Unit 3: Language Variation and Identity

- Informality
- Formality

### Unit 4: Language Variation and Identity

- Language Variation in Australian Society
- Individual and Group Identities

## Additional Information



### Subject Key Knowledge

- Properties that distinguish human communication as unique
- Subsystems of language: phonetics and phonology, morphology, lexicology, syntax, semantics, and discourse and pragmatics
- Language development in children
- The historical development of English and changes in English across time
- Factors in the development of English as a world language
- Cultural and social effects of language change and loss
- Features of informal and formal language in spoken and written texts
- The use of informal language for intimacy and in-group membership
- The use of formal language for clarifying, manipulating and obfuscating
- Evolution of Australian English accents
- Attitudes to different varieties of Australian English
- The role of language in Australian national identity
- Variation in language according to factors such as age, gender, sexuality and occupation
- The relationship between social attitudes and language choices



### Subject Key Skills

- Use the subsystems of language to describe and analyse texts
- Experience and interpret linguistic field work, including data collection
- Use the International Phonetic Alphabet (IPA) to interpret child language samples
- Identify and describe language change in an objective and a systematic way
- Trace etymologies in appropriate sources, such as databases and etymological dictionaries
- Identify the register, audience, tenor, mode, field, function and purpose of texts
- Analyse the effect of context on language choices
- Analyse the features of formal and informal texts
- Describe and analyse how identity is conveyed and reflected in Australian texts



### School Assessed Coursework and Assessments

- Short-answer questions about a formal or informal text (graded)
- Analytical commentary of a formal or informal text (graded)
- Investigative Report – Linguistic Fieldwork (Graded)
- Essay relating to a sociolinguistic issue (graded)

### Possible Occupations Relating to English Language

- |              |                      |                            |
|--------------|----------------------|----------------------------|
| - Lawyer     | - Teacher            | - Librarian                |
| - Translator | - Speech Pathologist | - Writer                   |
| - Journalist | - Actor              | - Policy Maker             |
| - Diplomat   | - Script Writer      | - Public Relations Officer |
| - Historian  | - Linguist           |                            |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Screenwriting
- Diploma of Business (Public Relations)
- Diploma of Marketing
- Diploma of Legal Practice

### Possible further University studies (Bachelor's Degree)

- Arts
- Education (Primary & Secondary)
- Communication & Media
- Journalism
- Advertising
- Law
- Creative Writing

### Complementary VCE Subjects:

- All VCE Studies

### Who do I contact about this subject?

Ms Simone Moore, Ms Emily Schembri and Ms Lauren Simpson

## Subject Description

In VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts.

These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.



Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

## Units and Area of Study

### Unit 1

- Reading Practices
- Exploration of Literary Movements and Genres

### Unit 2

- Voices of Country
- The text in Context

### Unit 3

- Adaptations and Transformations
- Developing Interpretations

### Unit 4

- Creative Responses to Texts
- Close Analysis of Texts

## Additional Information





## Subject Key Knowledge

- The significance of characters, settings and events featured in the texts in shaping reader response
- The ways the literary forms, features and language of texts can guide readers to meaning in print and non-print texts
- The features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language
- The features of society and the ideas and behaviour that the text appears to endorse and/or critique
- The ways the literary forms, features and language of texts reveal the specific time period and/or culture represented in a text
- The ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society
- Aboriginal and Torres Strait Islander experiences of colonisation and its ongoing consequences, and issues of reconciliation and reclamation as represented in a text(s)



## Subject Key Skills

- Develop and produce close analysis written and/or oral responses to texts
- Discuss how the literary forms, features and language of texts contribute to meaning
- Discuss how their own views, values and contexts influence their readings of texts
- Explore, interpret and reflect on different ideas and values represented in literature
- Apply understanding of other interpretations to their reading of a text(s)
- Reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples



## School Assessed Coursework and Assessments

- A close analysis of one of more selected passages (graded)
- An essay (comparative or analytical) (graded)
- A debate (S/N or graded)
- Reading journal entries (s/n)
- An in-class seminar (s/n)
- A creative response to a text(s) studied (graded)
- An oral or a written review (graded)
- A multimedia response (graded)
- End-of-semester and end-of-year examination

## Possible Occupations Relating to this subject

- Journalist
- Publicity Officer
- Librarian
- Lawyer
- Writer / Novelist
- Editor
- Public Relations
- Teacher
- Film & TV Critic

## Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Screenwriting
- Diploma of Business (Public Relations)
- Diploma of Marketing
- Diploma of Legal Practice

## Possible further University studies (Bachelor's Degree)

- Arts
- Education (Primary & Secondary)
- Communication & Media
- Journalism
- Advertising
- Law
- Creative Writing

## Complementary VCE Subjects:

- All VCE Subjects

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# VM Literacy

Curriculum Area: English

## Subject Description

VCE VM: Literacy concentrates on the development of the knowledge and skills required to be literate in Australia today, with a strong focus on skills for the workplace. Literacy empowers students to read, write, speak and listen in different contexts. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.



As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. By engaging with a wide range of text types and 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.

## Units and Area of Study

### Unit 1

1

- Literacy for Personal Use
- Understanding and Creating Digital Texts

### Unit 2

2

- Understanding Issue and Voices
- Responding to Opinions

### Unit 3

3

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

### Unit 4

4

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

## Additional Information



## Subject Key Knowledge

- Develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.
- Participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts.
- Present ideas in a thoughtful and reasoned manner.



## Subject Key Skills

- Identify appropriate communication techniques for different settings and contexts
- Engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation
- Compare and contrast and critically evaluate texts designed for similar purposes, evaluating their effectiveness in delivering information
- Explain the purpose and intended audience of instructional, procedural and informational texts
- Identify where to seek reliable and accurate sources of information
- Create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose
- Read, understand and infer meaning and context by evaluating promotional and influential material
- Sequence and structure oral content to advocate or present advice
- Listen and contribute to small group and whole class discussion
- Provide evidence to support advice or information presented
- Present related pieces of information within a text, signalling these connections with appropriate semantic clues
- Use body language, eye-contact, gestures, pace and intonation appropriately
- Critically evaluate own work
- Apply the conventions of referencing and acknowledge attribution, where applicable



## School Assessed Coursework and Assessments

- Responding to structured short & long answer questions
- Writing folios
- Reflective journals
- Oral Presentations
- Research tasks
- Case studies
- Video and audio presentations
- Visual presentations, such as a PowerPoint and posters
- End-of-Semester and End-of-Year Examination

## Applied Learning Connections

VCE Vocational Major: Literacy is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences. VM-Literacy focuses on oracy skills in addition to reading and writing. Students explore Literacy through a vocationally influenced perspective where possible to assist with their individual pathway choices.

The applied learning approach of study in Literacy is intended to meet the needs of students with a wide range of abilities and aspirations.

## Who do I contact about this subject?

Ms Hayley Townsend and Ms Lauren Simpson



# Maths

## Foundation Mathematics

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

## General Mathematics

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

## Mathematical Methods

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

## Specialist Mathematics

- Units offered in 2025:
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

# VCE Foundation Mathematics

Curriculum Area: Mathematics

## Subject Description

Foundation Mathematics Units focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts relating to operating a small business with respect to managing finances, tracking data for sales, and measurement skills related to trades.

The areas of study for Units 1, 2, 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 each year, 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 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.

## Units and Area of Study

### Unit 1

- Algebra, number and structure
- Discrete Mathematics
- Space and Measurement;
- Data analysis, probability and statistics

### Unit 2

- Algebra, number and structure
- Discrete Mathematics
- Space and Measurement;
- Data analysis, probability and statistics

### Unit 3

- Algebra, number and structure
- Discrete Mathematics
- Space and Measurement;
- Data analysis, probability and statistics

### Unit 4

- Algebra, number and structure
- Discrete Mathematics
- Space and Measurement;
- Data analysis, probability and statistics

## Additional Information





### Subject Key Knowledge

- Common uses and applications of mathematics in aspects of everyday life.
- Common methods of presenting and communicating mathematics in everyday life, for example charts, graphs, maps, plans, tables, symbolic expressions and diagrams
- Financial systems and related calculations such as personal taxation, G.S.T. and superannuation
- Manipulation of mathematical formulas to find unknown values with and without digital technologies.
- The conventions for the representations of mathematical and statistical information, objects and processes, using different technologies and digital media.



### Subject Key Skills

- Make estimates and carry out relevant calculations using mental and by-hand methods
- Use different technologies effectively for accurate, reliable and efficient calculations
- Represent the mathematical information in a form that is personally useful as an aid to problem-solving, such as a table, summary, chart, numeric or algebraic representation, physical model or sketch
- Specify the process used to develop a solution to a problem using technology and communicate the key stages of mathematical reasoning (formulation, solution, interpretation) used in this process



### School Assessed Coursework and Assessments

- Tests (graded)
- Mathematical investigations (graded)
- End-of-semester and end-of-year examination (graded)

### Possible Occupations Relating to Foundation Mathematics

- |                      |                        |                              |
|----------------------|------------------------|------------------------------|
| - Allied Health      | - Defence Force        | - Teacher                    |
| - Graphic Designer   | - Office Administrator | - Information Technology     |
| - Hospitality Worker | - Horticulturist       | - Sports Coach / Trainer     |
| - Engineer           | - Nurse                | - Apprenticeship/Traineeship |
|                      | - Social Worker        |                              |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Accounting
- Diploma of Graphic Design
- Cert. IV Education Support
- Diploma of Nursing
- Cert. IV Engineering
- Diploma Building & Construction
- Cert. IV Cyber Security

### Possible further University studies (Bachelor's Degree)

- Agriculture
- Aviation
- Environmental Science
- Engineering
- Computer Science
- Commerce / Accounting / Finance
- Design
- Biomedicine
- Business
- Paramedicine / Nursing
- Science
- Education

### Complementary VCE Subjects:

- Engineering
- Business
- Health
- Physical Education
- Food Studies

### Who do I contact about this subject?

Mr Tim Waters



# VCE General Mathematics

Curriculum Area: Mathematics

## Subject Description

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'.

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'.



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 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.

## Units and Area of Study

1

### Unit 1

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs

2

### Unit 2

- Discrete mathematics
- Functions, relations and graphs

3

### Unit 3

- Data analysis: probability and statistics
- Discrete mathematics: Recursion and financial modelling

4

### Unit 4

- Discrete mathematics: Matrices
- Discrete mathematics: Networks and decision mathematics

## Additional Information



## Subject Key Knowledge

- Types of data, including categorical or numerical (discrete and continuous)
- The concept of a data distribution and its display using a statistical plot
- Mean and sample standard deviation
- The concept of an arithmetic or geometric sequence as a function and its recursive specification
- The role of computational thinking in problem-solving and mathematical investigation
- The relation between numerical, graphical and symbolic forms of information about functions, relations and equations, and the corresponding features of those functions, relations and equations
- The similarities and differences between formal mathematical expressions and their representation by technology
- Scatterplots and their use in identifying and describing the association between two numerical variables



## Subject Key Skills

- Construct and interpret graphical displays of data, and describe the distributions of the variables involved and interpret in the context of the data
- Calculate the values of appropriate statistics to represent the centre and spread of the distribution of a numerical variable and interpret in the context of the data
- Construct graphs and/or tables of values for given linear models, formula
- Solve linear equations constructed from word problems, including simultaneous linear equations
- Recall, select and use standard mathematical models to represent practical situations
- Use technology to carry out numerical, graphical and symbolic computation
- Use a scatterplot to describe an observed association between numerical variables



## School Assessed Coursework and Assessments

### Units 1&2

- Univariate Data Test (Graded SAC of 1 hour in duration)
- Linear Graphs and Models Test (Graded SAC of 1 hour in duration)
- Bivariate Data Application Task (Graded SAC of 2 hours in duration)
- Data Transformations Test (Graded SAC of 1 hour in duration)
- Matrices Test (Graded SAC of 1 hour in duration)
- Networks Test (Graded SAC of 1 hour in duration)
- Finance and Recursion Application Task (Graded SAC of 2 hours in duration)
- End-of-semester and end-of-year examination.

### Units 3&4

- Data Analysis Application Task (Graded SAC of 4 - 6 hours in duration)
- Finance and Recursion Application Task (Graded SAC of 2 hours in duration)
- Matrices Application Task (Graded SAC of 2 hours in duration)
- Networks and Decision Mathematics Application Task (Graded SAC 1 - 2 hours in duration)

## Possible Occupations Relating to General Mathematics

- |                      |                        |                              |
|----------------------|------------------------|------------------------------|
| - Allied Health      | - Defence Force        | - Teacher                    |
| - Graphic Designer   | - Office Administrator | - Information Technology     |
| - Hospitality Worker | - Horticulturist       | - Sports Coach / Trainer     |
| - Engineer           | - Nurse                | - Apprenticeship/Traineeship |
|                      | - Social Worker        |                              |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Accounting
- Diploma of Graphic Design
- Cert. IV Education Support
- Diploma of Nursing
- Cert. IV Engineering
- Diploma Building & Construction
- Cert. IV Cyber Security

### Possible further University studies (Bachelor's Degree)

- Agriculture
- Aviation
- Environmental Science
- Engineering
- Computer Science
- Commerce / Accounting / Finance / Business
- Design
- Biomedicine
- Paramedicine / Nursing
- Science
- Education

### Complementary VCE Subjects:

- All VCE studies

## Who do I contact about this subject?

Ms Ash Bishop, Mr Paul James, Ms Kelly Hall, Mr Matt Schott and Mr Tim Waters

# VCE Mathematical Methods

Curriculum Area: Mathematics

## Subject Description

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.

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.

In undertaking this study, 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.



## Units and Area of Study

### Unit 1

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Mathematical Investigation

### Unit 2

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Mathematical Investigation

### Unit 3

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Mathematical Investigation

### Unit 4

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Mathematical Investigation

## Additional Information



### Subject Key Knowledge

- The key features and properties of power and polynomial functions and their graphs, including any vertical or horizontal asymptotes
- The effect of transformations of the plane, dilation, reflection in axes, translation and simple combinations of these transformations, on the graphs of functions
- The relation between the graph of a one-to-one function, its inverse function and reflection in the line  $y=x$  representations of points and transformations
- Factorisation patterns, the quadratic formula and discriminant, the remainder, factor and rational root theorems and the null factor law
- The exponent laws
- Forms of representation of sample spaces and events
- The properties that probabilities for a given sample space are non-negative and the sum of these probabilities is one counting techniques and their application to probability



### Subject Key Skills

- Substitute integer, simple rational and irrational numbers in exact form into expressions, including rules of functions and relations, and evaluate these by hand
- Re-arrange and solve simple algebraic equations and inequalities by hand expand and factorise linear and simple quadratic expressions with integer coefficients
- Express a cubic polynomial, with integer coefficients, in the form  $p(x)=(x-a)q(x)+r$  and determine, by hand
- Use algebraic, graphical and numerical approaches, including the factor theorem and the bisection method algorithm, to determine and verify solutions to equations
- Set up and solve systems of simultaneous linear equations involving up to four unknowns, including by hand for a system of two equations in two unknowns
- Sketch by hand graphs of linear, quadratic and cubic polynomial functions, and quartic polynomial functions in factored form
- Describe the effect of transformations on the graphs of relations and functions
- Use graphical, numerical and algebraic approaches to find an approximate value or the exact value (as appropriate) for the gradient of a secant or tangent to a curve
- Set up probability simulations, and describe the notions of randomness and variability, and their relation to events



### School Assessed Coursework and Assessments

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Application task: A function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Mathematical Methods

- |                        |                          |              |
|------------------------|--------------------------|--------------|
| - Industrial Designer  | - Engineer               | - Biochemist |
| - Marine Biologist     | - Air Traffic Controller | - Dentist    |
| - Medical Practitioner | - Computer Scientist     | - Pharmacist |
| - Radiologist          | - Architect              |              |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Applied Science
- Diploma of Civil Engineering
- Diploma of Electrical Engineering
- Diploma of Engineering Mechanical & Technological

### Possible further University studies (Bachelor's Degree)

- |  |                   |
|--|-------------------|
| - Engineering (Aerospace/Biomedical/Chemical/Electrical) | - Science         |
| - Surveying  | - Medical Imaging |
| - Biomedicine  | - Optometry       |
| - Commerce   | - Pharmacy        |
| - Computer Science                                       | - Education       |

### Complementary VCE Subjects:

- |             |                         |                       |
|-------------|-------------------------|-----------------------|
| - Chemistry | - Environmental Science | - Systems Engineering |
|-------------|-------------------------|-----------------------|

### Who do I contact about this subject?

Mr Tim Waters



# VCE Specialist Mathematics

Curriculum Area: Mathematics

## Subject Description

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.



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.

## Units and Area of Study

### Unit 3

3

- Discrete mathematics (Logic & Proof)
- Functions, relations and graphs
- Algebra, number and structure
- Complex Numbers
- Calculus
- Space and measurement
- Data analysis, probability and statistics

### Unit 4

4

- Discrete mathematics (Logic & Proof)
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and measurement
- Data analysis, probability and statistics

## Additional Information





### Subject Key Knowledge

- Principles of logical proofs and deductive mathematical reasoning techniques
- Complex numbers, Cartesian and polar forms, and their representation in the complex plane
- Graphical techniques for polynomials and low power functions such as hyperbolas
- Differential equations using various rates and their relationship to each other
- Calculation of vectors in a 3D space
- Identification of relevant mathematical techniques to a problem-solving task
- Application of technology to statistics and probability calculations



### Subject Key Skills

- Sketching polynomials and low power functions
- Applying and analysing algorithms such as Newton's method
- Evaluating definite integrals and their relationship to the area under a curve
- Interpretation of results in relation to the situation that is being modelled
- Applying restraints and conditions to algorithms or functions to better model a problem



### School Assessed Coursework and Assessments

Suitable tasks for assessment in this subject may include the following:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- A mathematical investigation of a practical or theoretical context involving content from two or more areas of study
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Specialist Mathematics

- |                          |                       |                        |
|--------------------------|-----------------------|------------------------|
| - Engineer               | - Dentist             | - Medical Practitioner |
| - Air Traffic Controller | - Industrial Designer | - Pharmacist           |
| - Architect Biochemist   | - Marine Biologist    | - Radiologist          |
|                          | - Computer Scientist  |                        |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Applied Science
- Diploma of Civil Engineering
- Diploma of Electrical Engineering
- Diploma of Engineering Mechanical & Technological

### Possible further University studies (Bachelor's Degree)

- Engineering (Aerospace / Biomedical / Chemical/ Electrical)
- Surveying
- Biomedicine
- Commerce
- Computer Science
- Science
- Medical Imaging
- Optometry
- Pharmacy
- Education

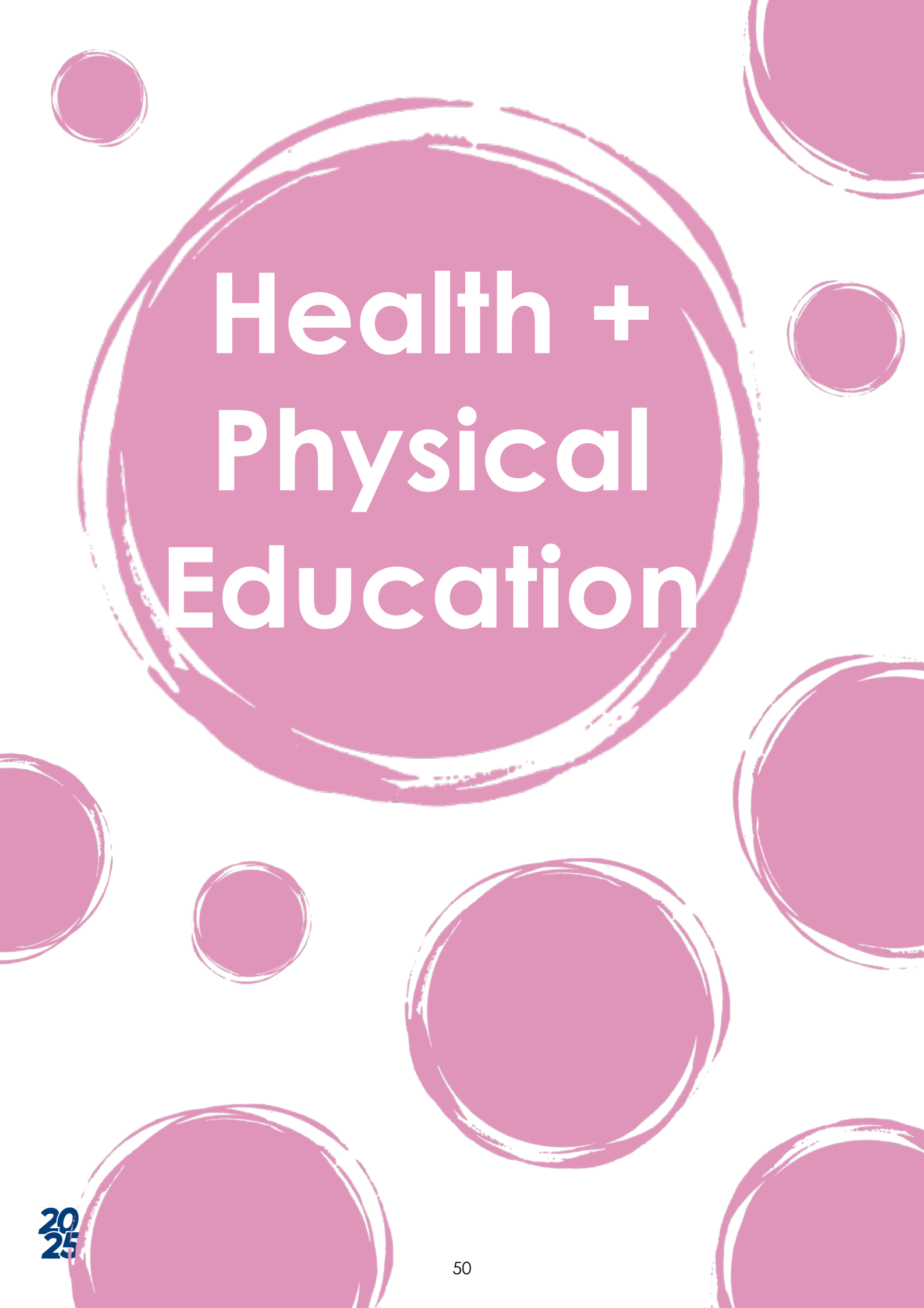
### Complementary VCE Subjects:

- |                       |             |                         |
|-----------------------|-------------|-------------------------|
| - Systems Engineering | - Chemistry | - Environmental Science |
|-----------------------|-------------|-------------------------|

### Who do I contact about this subject?

Mr Tim Waters





# Health + Physical Education

## Health and Human Development

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2025HealthHumanDevelopmentSD.docx>

## Outdoor and Environmental Studies

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2024OutdoorEnviroSD.docx>

## Physical Education

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

## VM Personal Development

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/vmpds/VCEVMPersonalDevelopmentSkillsStudyDesign.docx>

# VCE Health & Human Development

Curriculum Area: Health and Physical Education

## Subject Description

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it.

The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.



VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Units and Area of Study

1

### Unit 1 - Understanding health and wellbeing

- Concepts of Health
- Youth Health and Wellbeing
- Health and Nutrition

2

### Unit 2 - Managing health and development

- Developmental Transitions
- Youth Health Literacy

3

### Unit 3 - Australia's health in a globalised world

- Understanding Health and Wellbeing
- Promoting Health and Wellbeing

4

### Unit 4 - Health and human development in a global context

- Global Health and Human development
- Health and the Sustainable Development Goals

## Additional Information



### Subject Key Knowledge

- Various definitions of health and wellbeing: physical, social, emotional, mental and spiritual dimensions
- Overview of the human lifespan.
- Characteristics of development, including physical, social, emotional and intellectual
- Youth and Aboriginal and Torres Strait Islander perspectives on health and wellbeing
- Developmental transitions from youth to adulthood
- The role of parents, carers and the family environment in determining the optimal development of children
- Key aspects of Australia's health system used by youth, such as general practitioners (GPs), allied health services, alternative health services, Medicare, the Pharmaceutical Benefits Scheme (PBS) and the National Disability Insurance Scheme (NDIS)
- The function and food sources of major nutrients important for health outcomes
- biological, sociocultural and environmental factors that contribute to variations in health status between population groups
- Initiatives to promote healthy eating in Australia, including the Australian Dietary Guidelines, the Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating
- Reasons for improvements in Australia's health status since 1900



### Subject Key Skills

- Students will develop a deeper understanding of the dimensions of health and wellbeing
- Students will develop a deeper understanding of the stages of the lifespan and development
- Students will develop a deeper understanding of vital nutrients and their impact on health and wellbeing
- Students will develop a deeper understanding of youth health issues and the impact these issues have on youth health and wellbeing.
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others



### School Assessed Coursework and Assessments

- Multi-media presentations
- Research project - including Youth health and wellbeing area for action (graded)
- Oral presentation
- Involvement and participation in class activities
- Written reports
- Case study analysis
- Structured questions & Topic Tests: Understanding Health and Wellbeing (graded)
- Data analysis
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Health and Human Development

- |                         |                            |                    |
|-------------------------|----------------------------|--------------------|
| - Kindergarten          | - Medical Practitioner     | - Teacher          |
| - Maternal Health Nurse | - Health Promotion Officer | - Paramedic        |
| - Dietician             | - Nurse                    | - Beauty Therapist |
| - Nutritionist          | - Social Worker            | - Childcare Worker |
| - OHS Officer           | - Aged Care                | - Youth Worker     |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Nursing
- Diploma of Dental Technology
- Diploma of Remedial Massage
- Diploma of Health Coaching
- Cert. IV Disability Care
- Cert. IV Aged Care
- Cert. IV Hair & Beauty

### Possible further University studies (Bachelor's Degree)

- |                     |                        |
|---------------------|------------------------|
| - Health Sciences   | - Food Technology      |
| - Remedial Massage  | - Occupational Therapy |
| - Nursing           | - Physiotherapy        |
| - Midwifery         | - Paramedicine         |
| - Nutrition Science | - Education            |

### Complementary VCE Subjects:

- |                      |              |                |
|----------------------|--------------|----------------|
| - Physical Education | - Psychology | - Food Studies |
|----------------------|--------------|----------------|

## Who do I contact about this subject?

Ms Laura O'Meara and Mr Nathan Mills



# VCE Outdoor and Environmental Studies

Curriculum Area: Health and Physical Education

## Subject Description

Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

In this subject students explore the range of motivations for experiencing outdoor environments and responses to outdoor environments. They assess factors that affect access to experiencing outdoor environments, relevant technologies and their influences on outdoor experiences, equipment required to safely explore outdoor environments, risk management of outdoor experiences, and safe and sustainable interactions with outdoor environments

A variety of understandings of outdoor environments, including scientific, Indigenous and vocational are explored. Local, national and international solutions and mitigation strategies to combat climate change across a range of environments

Outdoor and Environmental Studies features the study of Australian outdoor environments before humans arrived. Students also investigate Indigenous peoples' custodianship of outdoor environments and Indigenous peoples' and non-Indigenous peoples' ways of knowing outdoor environments.



## Units and Area of Study

### Unit 1: Connections with outdoor environments

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

1

### Unit 2: Discovering outdoor environments

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

2

### Unit 3: Relationships with outdoor environments

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

3

### Unit 4 Sustainable outdoor environments

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

4

## Additional Information

A requirement of completing Outdoor and Environmental Studies at VCE level is to complete a number of outdoor experiences. These include some multi day trips and camps throughout units 1-4 of the course. Please be advised a camps and excursion fee exists for this subject.

Part of Outdoor and Environmental Studies is training in basic first aid skills.





### Subject Key Knowledge

- Indigenous peoples' and non-Indigenous peoples' ways of knowing environments
- Impacts of conservation, economic and recreational activities on a range of outdoor environments
- Relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation and historical relationships of non-Indigenous peoples with specific outdoor environments
- An environmental issue in Australia and related policy from two federal political parties or representatives
- The pillars of sustainability, the interdependence between these pillars and related critiques of sustainability
- How to conduct safe and sustainable peer-led outdoor activities, plan and adapt outdoor experiences due to weather, and monitor observations of own and other groups' impacts on the outdoor environment during an outdoor experience
- Methods used by individuals and groups to influence decisions about two conflicts over the use of outdoor environments, and the processes followed by land managers to resolve said conflicts
- Observable characteristics to assess the health of outdoor environments, the importance of healthy outdoor environments for individual physical and emotional wellbeing, and for society now and into the future, and managing and sustaining healthy outdoor environments



### Subject Key Skills

- Describe the meaning and use of terms including Kinship, nature, Country, outdoor environments, private land, wilderness, managed parks, urban environments, built environments and outdoor experiences
- Analyse motivations for experiencing outdoor environments and responses to experiencing outdoor environments
- Plan for and participate in a range of sustainable outdoor experiences, and evaluate strategies for safe and sustainable participation within outdoor environments
- Demonstrate and apply basic first aid knowledge and skills analyse understandings of the interdependence of the pillars of sustainability and related critiques of sustainability
- Evaluate the health of outdoor environments and create possible solutions to improve environmental health
- Analyse threats to society and outdoor environments
- Justify the importance of healthy outdoor environments for individuals and society
- Analyse possible solutions and mitigation strategies for combatting climate change



### School Assessed Coursework and Assessments

#### Unit 1-2

- Written report (S/N)
- Case studies (Graded)
- Structured questions (graded)
- Visual presentation (Graded)
- Written response (Graded)

#### Unit 3-4

- Case study (Graded)
- Media analysis (Graded)
- Structured questions (Graded)
- Written report (Graded)
- Visual presentation (Graded)

### Possible Occupations Relating to Outdoor & Environmental Studies

- |                      |                         |                  |
|----------------------|-------------------------|------------------|
| - Recreation Officer | - Tour Guide            | - Fire Fighter   |
| - Park Ranger        | - Forest Officer        | - OES/PE Teacher |
|                      | - Sports Administration |                  |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Sport Management
- Cert. IV in Fitness

### Possible further University studies (Bachelor's Degree)

- Outdoor Leadership
- Exercise Science
- Sport Management & Development
- Outdoor Recreation Management
- Physiotherapy
- Education

### Complementary VCE Subjects:

- |                      |          |                         |
|----------------------|----------|-------------------------|
| - Physical Education | - Health | - Environmental Science |
|----------------------|----------|-------------------------|

### Who do I contact about this subject?

Mr John Woodlock, Mr Aiden Hogg and Mr Nathan Mills



# VCE Physical Education

Curriculum Area: Health and Physical Education

## Subject Description

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

In VCE Physical Education students will explore key knowledge including physical activity and sedentary behaviour guidelines. Students will investigate training program principles including frequency, intensity, time and type of activity (FITT), and key concepts associated with participation in physical activity and/or sport. Students will investigate local, national and/or global perspectives of issues relating to health and physical activity. Students will explore the energy systems of the body and will gain knowledge on the fitness components required for highly successful athletes.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.



## Units and Area of Study

### Unit 1

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

### Unit 2

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

### Unit 3

- How are movement skills improved?
- How does the body produce energy?

### Unit 4

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?
- Integrated movement experiences

## Additional Information



### Subject Key Knowledge

- The concepts of physical activity, sport and exercise
- Social, cultural and environmental enablers and barriers to movement
- The structure and function of the skeletal system and muscular actions
- Causes of potential acute and chronic injuries and illness
- The interrelationship of the cardiovascular and respiratory systems to transport oxygen
- Biomechanical principles for analysis of human movement
- Fuels (both chemical and food) required for resynthesis of ATP at rest and during physical activity
- Fitness components and Fitness Assessments and Components
- Nutritional and rehydration recovery strategies
- Chronic adaptations of the cardiovascular, respiratory and muscular systems



### Subject Key Skills

- Define and participate in a range of physical activities, sports and exercise
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise for a number of given contexts
- Perform a qualitative analysis of a movement skill using video and systematic observation
- Perform, observe, analyse and report on laboratory exercises (regarding energy systems and fatigue/recovery)
- Determine an appropriate fitness testing regime & design a training program
- Explain and apply relevant nutrition and rehydration strategies to enhance recovery
- Explain how the cardiovascular, respiratory and muscular systems' chronic adaptations to training lead to improved performance



### School Assessed Coursework and Assessments

- Fitness testing (S/N)
- Training program (Graded SAC)
- Self-assessments (S/N) and Peer assessments (S/N)
- Informal observation (S/N)
- Written Reports (Graded SAC)
- Structured questions (Graded SAC)
- Laboratory Report (Graded SAC)
- A reflective folio of participation in a minimum of five different training sessions (Graded SAC)
- An extended response question drawing on personal experience from physical activity (Graded SAC)
- End-of-semester and end-of-year examination (Graded Exam)

### Possible Occupations Relating to Outdoor & Environmental Studies

- |                        |                 |   |
|------------------------|-----------------|---|
| - Medical Practitioner | - Naturopath    | - Health Promotion Officer                          |
| - Physiotherapist      | - Allied Health | - Sports Coach/Trainer                              |
| - Chiropractor         | - Youth Worker  | - Physical Education Teacher (Secondary or Primary) |
| - Massage Therapist    |                 |   |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Remedial Massage
- Diploma of Sport Management
- Cert. IV in Fitness

### Possible further University studies (Bachelor's Degree)

- Health Sciences
- Exercise Science
- Sport Management & Development
- Outdoor Leadership
- Remedial Massage
- Physiotherapy
- Paramedicine
- Education

### Complementary VCE Subjects:

- Health

- Outdoor & Environmental Studies

### Who do I contact about this subject?

Mr John Haywood, Ms Ash Bishop and Mr Nathan Mills



# VM Personal Development

Curriculum Area: Health and Physical Education

## Subject Description

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. VM Personal Development Skills focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?



## Units and Area of Study

### Unit 1

- Personal Identity and Emotional Intelligence
- Community Health and Wellbeing
- Promoting a Healthy Life

### Unit 2

- What is Community?
- Community Cohesion
- Engaging and Supporting Community

### Unit 3

- Social Awareness and Interpersonal Skills
- Effective Leadership
- Effective Teamwork

### Unit 4

- Planning a Community Project
- Implementing a Community Project
- Evaluating a Community Project

## Additional Information



### Subject Key Knowledge

- Understanding and developing a sense of identity and self-worth
- Understand and apply concepts that support individual health and wellbeing
- Access, critique, synthesise and communicate reliable information
- Explain the role of community and the importance of social connectedness
- Practise the rights and responsibilities of belonging to a community
- Recognise and describe the attributes of effective leaders and teams
- Set and work towards the achievement of goals
- Work independently and as part of a team to understand and respond to community need
- Evaluate and respond to issues that have an impact on society
- Developing capacities to participate in society as active, engaged and informed citizens



### Subject Key Skills

- Students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.
- Students should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
- Communication
- Planning and Organising
- Teamwork
- Problem-Solving
- Self-Management
- Initiative and Enterprise
- Technology Use



### School Assessed Coursework and Assessments

- Reflective journals and records
- Oral presentations
- Written report or PowerPoint presentation
- Digital presentations, such as a website, video, podcast, or vlog
- Performance
- Participation in practical tasks
- Participation in discussion or debate
- Case studies
- Project plans
- Research tasks
- Written Response to structured questions
- Visual presentations, such as a graphic organiser, concept/mind map or annotated poster/photograph
- A test or series of short tests
- Presentation of Portfolio

### Applied Learning Connection

VM Personal Development Skills acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

### Who do I contact about this subject?

Mr Nathan Mills



# Humanities



## **Business Management**

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/2023BusinessManagementSD.docx>

## **Geography**

- Units offered in 2025:
  - o 1 and 2
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/geography/2022GeographySD.docx>

## **History**

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/history/2022HistorySD.docx>

## **Legal Studies**

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/2024LegalStudiesSD.docx>

## **Sociology**

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/sociology/2024SociologySD.docx>

## **VM Work Related Skills**

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/vmwrs/VCEVMWorkRelatedSkillsStudyDesign.docx>

# VCE Business Management

Curriculum Area: Humanities

## Subject Description

VCE Business Management examines the ways businesses manage resources to achieve objectives.

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

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

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.



## Units and Area of Study

### Unit 1: Planning a Business

- The business idea
- Internal business environment and planning
- External business environment and planning

### Unit 2: Establishing a Business

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

### Unit 3: Managing a Business

- Business foundations
- Human resource management
- Operations management

### Unit 4: Transforming a Business

- Reviewing performance – the need for change
- Implementing change

## Additional Information

Students studying Business Management Units 1-4 will have the opportunity to undertake local area excursions. Units 3 and 4 students may have the opportunity to go on an excursion as part of investigating the differences between a Manufacturing and Service Business.



### Subject Key Knowledge

- The relationship between the internal environment and the external environment of a business
- An overview of the factors within the external (macro and operating) environment that affect business planning
- An overview of key legal requirements for establishing a business
- The relationship between the performance of staff and achieving business objectives
- The relationship between human resource management and business objectives
- The relationship between operations management and business objectives
- The concept of business change



### Subject Key Skills

- Identify, define, describe and apply business management concepts and terms
- Interpret, discuss, compare and evaluate business information and ideas
- Analyse case studies and contemporary examples of business management
- Apply business management knowledge to practical and/or simulated business situations
- Propose, justify and evaluate management strategies to improve business performance



### School Assessed Coursework and Assessments

- A case study analysis (graded)
- Short-answer and extended-answer structured questions (graded)
- A business research report (graded)
- Development of a business plan and/or feasibility study (graded)
- An interview with and a report on a chosen business (graded)
- A school-based, short-term business activity (graded)
- A business simulation exercise (graded)
- A business survey and analysis (graded)
- A media analysis (graded)
- End-of-semester and end-of-year examinations

### Possible Occupations Relating to Business Management

- |                           |                     |                     |
|---------------------------|---------------------|---------------------|
| - Business Owner          | - Training Officer  | - Real Estate Agent |
| - Teacher (Secondary)     | - Events Management | - Travel Consultant |
| - Business Administration | - Supply Officer    | - Retail Buyer      |
| - Human Resources         | - Marketing Officer | - Insurance Agent   |
| - Hotel Manager           | - Entrepreneur      | - Sports Management |

#### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Accounting
- Cert. IV Human Resources
- Diploma of Leadership & Management
- Diploma of Business Management
- Diploma of Legal Services
- Diploma of Marketing
- Diploma of Travel and Tourism
- Diploma of Event Management

#### Possible further University studies (Bachelor's Degree)

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| - Business                       | - Tourism Management              |
| - Accounting                     | - Sports Management               |
| - Commerce                       | - Finance and Property Management |
| - Commerce/Law                   | - International Business          |
| - Economics                      | - Business Information Systems    |
| - Advertising/Marketing          |                                   |
| - Event Management               |                                   |
| - Human Resource Management (HR) |                                   |

### Complementary VCE Subjects:

- All VCE Studies

### Who do I contact about this subject?

Mr Lachlan Lean and Ms Angela Robinson



# VCE Geography

Curriculum Area: Humanities

## Subject Description

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information.

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability.



Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Geography is the study of people, places and our environments. Geographers explore social, historic and political aspects of issues and challenges alongside economic, environmental and technological implications.

## Units and Area of Study

1

### Unit 1: Hazards and Disasters

- Characteristics of hazards
- Response to hazards and disasters

2

### Unit 2 : Tourism

- Characteristics of tourism
- Impact of tourism: issues and challenges

3

### Unit 3: Changing the Land

- Land cover change
- Land use change

4

### Unit 4: Human Population Trends and Issues

- Population dynamics
- Population issues and challenges

## Additional Information

Students undertake field investigations in the local and extended areas to gather, collate, analyse and evaluate data relating to natural and urban environment. Fieldwork occurs in Units 1, 2 and 3.



### Subject Key Knowledge

- Understanding maps, patterns, geomorphology of local and regional areas
- Recognising natural environment, global atmospheric circulation, weather patterns
- Australian and international comparisons relating to resources and management
- The location and distribution of different types of geographic features and events
- Issues and challenges related to environmental change and management.
- Human wellbeing and population dynamics
- Tourism and ethical verses economic implications to environments



### Subject Key Skills

- Making connections between facts, observations and patterns
- Develop and apply appropriate criteria to evaluate the effectiveness of strategies developed in response to specific issues
- Interpret and analyse maps, data and other geographic information
- Collect, sort, process and represent data and other information
- Knowledge of the global, physical, social and political matters



### School Assessed Coursework and Assessments

- Mapping exercises and written interpretation (graded)
- Research Tasks and Presentations (S/N, graded)
- Data Analysis and Case Studies (S/N, graded)
- Written responses to questions (graded)
- Fieldwork Report (S/N)
- Fieldwork Essay (graded)
- End-of-semester and end-of-year examinations

### Possible Occupations Relating to Geography:

- |                            |                     |                          |
|----------------------------|---------------------|--------------------------|
| - Environmental management | - Park Ranger       | - Teacher/Lecturer       |
| - Conservationist          | - Cartographer      | - Landscape architecture |
| - Surveyor                 | - International aid | - Defence Officer        |
|                            | - Town planner      |                          |

### Possible further TAFE studies (Diplomas & Certificates)

- Arts
- Environmental & Conservation
- Environmental Science
- Animal Science
- Landscape Architecture
- Conservation & Land Management
- Agriculture

### Possible further University studies (Bachelor's Degree)

- Diploma of Conservation and Land Management
- Diploma of Surveying
- Bachelor of Arts
- Bachelor of Science

### Complementary VCE Subjects:

- Environmental Science
- Outdoor and Environmental Studies
- Biology
- Sociology

## Who do I contact about this subject?

Ms Stephanie Cust and Ms Angela Robinson



## Subject Description

### Year 11- Modern World History

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.

In Unit 1, students investigate the period 1918-1939, focussing on major political events in the interwar years such as the consequences of the Treaty of Versailles, new ideologies, the rise of Hitler and the causes of WWII. Socio-cultural changes in Germany and the USA are also explored, such as the Roaring Twenties, Cabaret and Prohibition. The unit examines a range of key events, ideas, individuals and movements and evaluates their historical significance.

In Unit 2, students investigate the nature and impact of the Cold War. Students study the origins of the Cold War including the competing ideologies of democracy and communism, the Cuban Missile Crisis, Vietnam War and the collapse of the USSR. Students will also investigate challenges and changes to the established social, political and economic order in the USA and South Africa.

### Year 12- Revolutions

In 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. A Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural & economic change and transformation based on the regime's ideology.

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 regimes.



## Units and Area of Study

1

### Unit 1: Change & Conflict

- Ideology and conflict
- Social and cultural change

3

### Unit 3: American Revolution

- Causes of Revolution
- Consequences of Revolution

2

### Unit 2: The Changing World Order

- Causes, course and consequences of the Cold War
- Challenge and change

4

### Unit 4: The French Revolution

- Causes of Revolution
- Consequences of Revolution





### Subject Key Knowledge

- Overview of the significant events of the late 19th century and the first half of the 20th century
- Consequences and causes of Significant Ideologies, WWII and WWI
- Continuity and changes to political structures and systems of nation states
- The role of significant individuals that influenced and changed society and in challenging or maintaining the power of the existing order
- The events and conditions that contributed to the outbreak of revolution
- The ideas that played a significant role in challenging the existing order
- The contribution of popular movements in mobilising society and challenging the existing order
- The challenges the new regime faced in attempting to consolidate its power
- The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals
- The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life
- The extent of continuity and change in society



### Subject Key Skills

- Ask and use a range of historical questions to explore the causes and consequences of historical events
- Analyse and evaluate sources for use as evidence
- Identify the perspectives of people and how perspectives changed over time
- Identify different historical interpretations about political and economic change (including revolution) and construct arguments using evidence
- Analyse the consequences and causes of World War One & World War Two
- Analyse the causes and consequences of the revolution
- Explain how political and economic conditions changed and/or stayed the same
- Evaluate the historical significance of events, ideas, individuals and popular movements that contributed to the outbreak of i) war and ii) revolution and the significance of consequences of the revolution
- Evaluate historical interpretations about the causes and consequences of the revolution
- Evaluate the extent of continuity and change in ideas, individuals and popular movements in the development of the revolution and in post-revolutionary society and construct arguments about the causes and consequences of the revolution using sources as evidence



### School Assessed Coursework and Assessments

- Evaluation of historical sources (graded)
- Historical Inquiry (graded)
- Evaluation of sources & Extended Responses (graded)
- Essay (graded)
- End-of-semester and end-of-year examinations

### Possible Occupations Relating to History

- Historian
- Film & TV Producer
- Writer
- Teacher
- Journalist
- Museum Curator
- Anthropologist

### Possible further TAFE studies (Diplomas & Certificates)

### Possible further University studies (Bachelor's Degree)

- Arts
- Education
- Global Studies
- Archaeology
- Art History
- Social Sciences

### Complementary VCE Subjects:

- Literature
- Sociology
- Legal Studies

### Who do I contact about this subject?

Ms Angela Robinson



# VCE Legal Studies

Curriculum Area: Humanities

## Subject Description

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. Students will explore the different sources of law along with an in-depth study of both criminal and civil law.



Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

In VCE Legal Studies students will synthesise and apply legal information to actual and/or hypothetical scenarios.

## Units and Area of Study

1

### Unit 1

- Legal Foundations
- Proving Guilt
- Sanctions

3

### Unit 3

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

2

### Unit 2

- Civil Liability
- Remedies
- Human Rights

4

### Unit 4

- The People and the Law-Makers
- The People and Reform

## Additional Information



### Subject Key Knowledge

- Understand and apply legal terminology, principles and concepts
- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes
- Examine the ability of features of the criminal and civil justice systems to achieve the principles of justice



### Subject Key Skills

- Define key legal terminology
- Research and analyse relevant information about legal cases
- Explain the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- Justify the existence of the Victorian court hierarchy
- Discuss the principles of justice
- Evaluate the effectiveness of laws
- Discuss the ability of sanctions and remedies to achieve their purposes
- Explain the meaning and development of human rights
- Analyse the impact of a case study on the human rights of individuals and on the legal system
- Evaluate the ways in which rights are protected in Australia
- Evaluate the ability of parliament and the courts to respond to the need for law reform



### School Assessed Coursework and Assessments

- Legal Foundations Media Research Task (graded)
- Proving Guilt: Short Answer Test and Case Study Analysis (graded)
- Sanctions: Short Answer and Case Study Analysis (graded)
- Civil Liability SAC: Short Answer Test & Case Study Analysis (graded)
- Remedies SAC: Short Answer & Case Study Analysis (graded)
- Human Rights Research SAC (graded)
- The Victorian Criminal Justice System (graded out of 50 marks)
- The Victorian Civil Justice System (graded out of 50 marks)
- The People and The Law-Makers (graded out of 60 marks)
- The People and Reform (graded out of 40 marks)
- End of Semester Internal and External Examination

### Possible Occupations Relating to Legal Studies

- |                  |                                  |                                |
|------------------|----------------------------------|--------------------------------|
| - Lawyer         | - Social Worker                  | - Industrial-Relations-Officer |
| - Police Officer | - Legal Services (Aid/Secretary) | - Law Clerk                    |
| - Journalist     | - Teacher                        | - Human Resources Manager      |
| - Politician     | - Court Registrar                | - Customs / Border Protection  |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Legal Practice
- Diploma of Conveyancing
- Diploma of Legal Services / Disputes

### Possible further University studies (Bachelor's Degree)

- |                                |  |
|--------------------------------|--|
| - Law                          | - International Relations / Global Studies |
| - Criminal Justice             | - Commerce                                 |
| - Criminology                  | - Cyber Security                           |
| - Legal Administration         | - Forensic Science                         |
| - Human Rights; Youth Justice; | - Youth Studies                            |
| International Law              |  |

### Complementary VCE Subjects:

- |            |           |              |             |
|------------|-----------|--------------|-------------|
| - Business | - History | - Psychology | - Sociology |
|------------|-----------|--------------|-------------|

### Who do I contact about this subject?

Ms Miranda Brown and Ms Angela Robinson



# VCE Sociology

Curriculum Area: Humanities

## Subject Description

The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change.

VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective. This study broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at a tertiary level or in vocational education and training settings.

The study of VCE Sociology can lead to tertiary pathways related to work with social groups and social processes, such as in culture resource management and community development, or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care. The study of VCE Sociology helps develop skills involved in social research, including: developing surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of the information collected.



## Units and Area of Study

### Unit 1: Youth and Family

- Category and Experience of Youth
- The Family

### Unit 2: Deviance and Crime

- Deviance
- Crime

### Unit 3: Culture and Ethnicity

- Australian Indigenous Culture
- Ethnicity

### Unit 4: Social Movements and Social Change

- Community
- Social Movements and Social Change

## Additional Information



### Subject Key Knowledge

- Concept of sociological imagination
- Cultural, social, economic and technological factors leading to differences in the experience of being young
- The concept of family, as a social institution and how it has changed over time, including the concept of Youth and how it has changed over time
- Misconceptions about Australian Indigenous culture
- Australian Indigenous Cultures and the impact of colonisation on Australian Indigenous Culture
- The interaction between Australian Indigenous Cultures and Government Policies
- The sociological concepts of race, ethnicity and the process of othering
- The concept of multiculturalism
- The concept of Community and how this changed over time
- The relationship between economic, social and political factors, geographical characteristics and ICT on the experience and sense of community
- The concepts of social movement and social change
- A case study of a social movement
- The purpose and process of ethnical methodology



### Subject Key Skills

- Explain and apply sociological concepts
- Analyse the nature and purpose of a variety of social institutions
- Analyse the factors that impact individuals and social institutions
- Evaluate the influence of the media, the government, and other factors on individuals and social institutions
- Gather and use a variety of relevant source materials to support observations and analysis
- Evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- Apply ethical methodology to research
- Synthesise evidence to draw conclusions.



### School Assessed Coursework and Assessments

Suitable tasks for assessment may include the following:

- Short and extended questions test (graded)
- Case study (graded)
- Representation analysis (graded)
- Essay (graded)
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Sociology

- Social Worker
- Journalist
- Nursing/Health
- Human Rights Advocacy
- Anthropologist
- Hospitality
- Police
- Human Resources
- Teacher
- Childcare Worker

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Youth Work
- Diploma of Legal Services / Disputes
- Diploma of Community Development / Services
- Diploma of Child Care

### Possible further University studies (Bachelor's Degree)

- Law
- Criminal Justice
- Criminology
- Human Rights; Youth Justice; Gender Studies
- International Relations / Global Studies
- Youth Studies
- Community Development

### Complementary VCE Subjects:

- Psychology
- Legal Studies
- Geography
- History

### Who do I contact about this subject?

Ms Kate Smith and Ms Angela Robinson



# VM Work Related Skills

Curriculum Area: Humanities

## Subject Description

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.



Work Related Skills enables students to understand and apply concepts and terminology related to the workplace. Students will investigate the complex and rapidly changing world of work and workplace environments and the impact on the individual.

Students will research the relationship between skills, knowledge, capabilities and the achievement of pathway goals. Throughout the course students will develop effective communication skills to enable self-reflection and self-promotion, and will apply skills and knowledge in a practical setting.

## Units and Area of Study

### Unit 1: Careers and Learning for the Future

- Future Careers
- Presentation of Career and Education Goals

1

### Unit 3: Industrial Relation, Workplace Environment and Practice

- Workplace Wellbeing and Personal Accountability
- Workplace Responsibilities and Rights
- Communication and Collaboration

3

### Unit 2: Workplace Skills and Capabilities

- Skills and Capabilities for Employment and Further Education
- Transferable Skills and Capabilities

2

### Unit 4: Portfolio Preparations and Presentations

- Portfolio Development
- Portfolio Presentation

4

## Additional Information





### Subject Key Knowledge

- Students will research and source reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies
- Investigate labour market information relating to a range of occupations, including skills shortage areas, geographic location, industry growth areas, emerging industries, green industries, and local, national and global trends
- Develop strategies to analyse information relating to employment including research, summarising information, interpreting graphs, seeking multiple sources of information and applying logic
- Students will explore the changing nature of work, looking at the difference between specific occupations and broad skill and interests
- Create strategies to improve future career prospects and outcomes including employability skills including communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology, and commitment to continuous learning



### Subject Key Skills

- Students will identify and explain key ideas and concepts relating to sources of information about employment
- Individually and in groups, students will research, compare and evaluate concepts and strategies relating to sources of information about employment, they will propose and justify strategies to improve future career prospects through the development, promotion and application of skills
- Students will discuss, compare, analyse and evaluate concepts and strategies relating to the development of tangible and intangible skills
- They will propose and justify strategies to improve future career prospects through the development, promotion and application of skills
- Students will be asked to collect evidence and artefacts relating to transferable skills and then apply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews



### School Assessed Coursework and Assessments

- Future Careers Presentation (graded)
- Career Action Plan (graded)
- Industry Research Comparing Gisborne and Melbourne CBD (graded)
- Developing a Resume and Applying for a job (graded)
- Skills and Characteristics (graded)
- Portfolio preparation and presentation (graded)

### Applied Learning Connection

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future. Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

### Who do I contact about this subject?

Mr Jason De Araugo, Mr Nick Maxwell, Mr David Butler,  
Ms Angela Robinson and Ms Miranda Brown



# Languages

## Indonesian

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/2019IndonesianSLSD.pdf>

## Japanese

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/japanese2nd/2019JapaneseSLSD.pdf>

# VCE Indonesian

Curriculum Area: Languages

## Subject Description

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Indonesian is the national language of Indonesia. It is a standardised language that is the official language of government, education, business and the media. The Indonesian language is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei. Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form. It has been, and continues to be, shaped by other languages, most significantly Javanese, Dutch, Arabic and English. In addition to speaking Indonesian, many Indonesians will also use a local or regional language. Standard Indonesian can be different from the language people use everyday in informal situations.

The study of Indonesian provides students with the ability to understand and use a language that is spoken in a country that is one of Australia's closest neighbours and is one of the most populous countries in the world.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours, including business, tourism and education.



## Units and Area of Study

1

### Unit 1

- Interpersonal communication
- Interpretive communication
- Presentational communication

2

### Unit 2

- Interpersonal communication
- Interpretive communication
- Presentational communication

3

### Unit 3

- Interpersonal communication
- Interpretive communication
- Presentational communication

4

### Unit 4

- Interpersonal communication
- Interpretive communication
- Presentational communication

## Additional Information



### Subject Key Knowledge

- Ideas and concepts related to the selected subtopic
- Vocabulary and grammar suitable for exchanging information on the selected subtopic
- Oral language for participating in an informal, personal, spoken interaction in Indonesian, including idioms
- Language and behaviours required to effectively initiate, maintain and close a spoken exchange
- A range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.



### Subject Key Skills

- Discuss the selected subtopic
- Link and sequence ideas and information
- Recognise and respond to cues for turn-taking
- Use a range of question and answer forms
- Research the subtopic and possible issues
- Sequence ideas logically to support an evaluative or persuasive argument
- Create original writing in Indonesian
- Self-correct language use as appropriate
- Use appropriate spelling, grammar, layout and punctuation
- Use suitable written Indonesian for the audience, purpose and text type



### School Assessed Coursework and Assessments

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions
- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.
- All Summative Assessment types are graded. SAC comprise of:
  - Written Essay
  - Viewing and interpreting
  - Listening and responding
  - Speaking
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Indonesian

- |                   |                         |                      |
|-------------------|-------------------------|----------------------|
| - Allied Health   | - Nurse                 | - Social Worker      |
| - Customs Officer | - Immigration Officer   | - Hospitality Worker |
| - Journalist      | - Interpreter           | - Teacher            |
| - Diplomat        | - Office Administration | - Travel Consultant  |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Youth Work
- Diploma of Legal Services / Disputes
- Diploma of Community Development / Services

### Possible further University studies (Bachelor's Degree)

- Arts
- International Relations
- Global Studies
- Community Development
- Public Health

### Complementary VCE Subjects:

- Business Management
- Legal Studies
- Health

### Who do I contact about this subject?

Ms Kristeen Quarrier



## Subject Description

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.



The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between the elements and patterns in Japanese and English, such as word order. Japanese cultural values are expressed in the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and rules about respect and status.

The study of Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

## Units and Area of Study

1

### Unit 1

- Interpersonal communication
- Interpretive communication
- Presentational communication

2

### Unit 2

- Interpersonal communication
- Interpretive communication
- Presentational communication

3

### Unit 3

- Interpersonal communication
- Interpretive communication
- Presentational communication

4

### Unit 4

- Interpersonal communication
- Interpretive communication
- Presentational communication

## Additional Information



### Subject Key Knowledge

- Ideas and concepts related to the selected subtopic
- Vocabulary and grammar suitable for exchanging information on the selected subtopic
- Oral language for participating in an informal, personal, spoken interaction in Japanese, including idioms
- Language and behaviours required to effectively initiate, maintain and close a spoken exchange
- A range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.



### Subject Key Skills

- Discuss the selected subtopic
- Link and sequence ideas and information
- Recognise and respond to cues for turn-taking
- Use a range of question and answer forms
- Research the subtopic and possible issues
- Sequence ideas logically to support an evaluative or persuasive argument
- Create original writing in Japanese
- Self-correct language use as appropriate
- Use appropriate spelling, grammar, layout and punctuation
- Use suitable written Japanese for the audience, purpose and text type



### School Assessed Coursework and Assessments

Suitable tasks for assessment in this subject may include the following:

- Writing (informative/persuasive writing)
- Listening, reading and responding
- Speaking (interview)
- Speaking (presentation)

A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.

- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic
- An approximately 450-ji personal, informative or imaginative piece of writing
- A three- to four-minute interview providing information and responding to questions about a cultural product or practice
- An approximately 450-ji written response for a specific audience and purpose, incorporating information from three or more texts
- An approximately 500-ji evaluative or persuasive piece of writing
- End-of-semester and end-of-year examination (unit 1 and 2)
- End-of-year examination written and oral (unit 3 and 4)

### Possible Occupations Relating to Japanese

- |                   |                         |                      |
|-------------------|-------------------------|----------------------|
| - Allied Health   | - Nurse                 | - Social Worker      |
| - Customs Officer | - Immigration Officer   | - Hospitality Worker |
| - Journalist      | - Interpreter           | - Teacher            |
| - Diplomat        | - Office Administration | - Travel Consultant  |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Youth Work
- Diploma of Legal Services / Disputes
- Diploma of Community Development / Services

### Possible further University studies (Bachelor's Degree)

- Arts
- International Relations
- Global Studies
- Community Development
- Public Health

### Complementary VCE Subjects:

- Business Management
- Legal Studies
- Health

## Who do I contact about this subject?

Ms Kristeen Quarrier







# Science

## Biology

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/biology/2022BiologySD.docx>

## Chemistry

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2023ChemistrySD.docx>

## Environmental Science

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/envscience/2022EnvironmentalScienceSD.docx>

## Physics

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/physics/2023PhysicsSD.docx>

## Psychology

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/psychology/2023PsychologySD.docx>

## Subject Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.



## Units and Area of Study

### Unit 1

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

1

### Unit 3

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

3

### Unit 2

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

2

### Unit 2

- How do organisms respond to pathogens?
- How are species related over-time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

4



## Subject Key Knowledge

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation
- Functioning systems
- Regulation of systems
- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance
- Reproductive strategies
- Adaptations and diversity
- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications
- Regulation of biochemical pathways in photosynthesis and cellular respiration
- Photosynthesis as an example of biochemical pathways
- Cellular respiration as an example of biochemical pathways
- Biotechnological applications of biochemical pathway
- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies
- Genetic changes in a population over time
- Changes in species over time
- Determining the relatedness of species
- Human change over time



## Subject Key Skills

- Develop aims and questions, formulate hypotheses and make predictions.
- Plan and conduct investigations.
- Comply with safety and ethical guidelines.
- Generate, collate and record data.
- Analyse and evaluate data and investigation methods.
- Construct evidence-based arguments and draw conclusions.
- Analyse, evaluate and communicate scientific ideas.



## School Assessed Coursework and Assessments

- A data analysis of generated primary and/or collated secondary data (graded)
- Reflective annotations of a logbook of practical activities (s/n)
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster (graded)
- Analysis and evaluation of a selected biological case study (graded)
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities (graded)
- Analysis and evaluation of a contemporary bioethical issue. (graded)
- End-of-semester and end-of-year examination (graded)

## Possible Occupations Relating to Biology

- |                   |                   |                      |
|-------------------|-------------------|----------------------|
| - Pharmacist      | - Scientist       | - Speech Pathologist |
| - Nurse           | - Physiotherapist | - Park Ranger        |
| - Osteopath       | - Dentist         | - Midwifery          |
| - Science Teacher | - Biochemist      | - Ecologist          |

## Possible further TAFE studies (Diplomas & Certificates)

- Allied Health
- Nursing
- Animal Care

## Possible further University studies (Bachelor's Degree)

- Medicine,
- Bio medical Sciences,
- Environmental Science,
- Food Science,
- Marine Science

## Complementary VCE Subjects:

- |                         |          |             |
|-------------------------|----------|-------------|
| - Environmental Science | - Health | - Chemistry |
|-------------------------|----------|-------------|

## Who do I contact about this subject?

Ms Andy Flouris and Ms Samantha Norris

## Subject Description

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Students engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.



## Units and Area of Study

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

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

1

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

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

2

Unit 3: How can design and innovation help to optimise chemical processes?

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

3

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

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

4

## Additional Information



### Subject Key Knowledge

- Develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems to explain the properties, structures, reactions and related applications of materials in society
- Develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product
- Develop an understanding of the cooperative, cumulative and interdisciplinary nature of science including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- Analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- Develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- Communicate clearly and accurately an understanding of the discipline, using appropriate terminology, conventions and formats



### Subject Key Skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guideline
- Generate, collate and record data
- Analyse and evaluate data and investigation methods
- Construct evidence-based arguments and draw conclusions
- Analyse, evaluate and communicate scientific ideas

### School Assessed Coursework and Assessments

- A report of laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- A summary report of selected practical investigations
- Analysis and evaluation of generated primary and/or collated secondary data
- A modelling or simulation activity
- A media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- A report of an application of chemical concepts to a real-life context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- An infographic / a scientific poster
- A response to a question involving the production or use of a selected material, including reference to sustainability.



### Possible Occupations Relating to Chemistry

- |                        |                  |                     |                     |
|------------------------|------------------|---------------------|---------------------|
| - Medical Practitioner | - Veterinarian   | - Food Technologist | - Optometrist       |
| - Pharmacist           | - Biochemist     | - Physicist         | - Radiologist       |
| - Science Teacher      | - Dietician      | - Dentist           | - Forensics         |
|                        | - Horticulturist | - Scientist         | - Chemical Engineer |

### Possible further TAFE studies (Diplomas & Certificates)

- Laboratory Techniques
- Pathology
- Engineering

### Possible further University studies (Bachelor's Degree)

- Biomedicine
- Environmental Science
- Pharmacy & Pharmaceutical Science
- Agricultural Sciences

### Complementary VCE Subjects:

- |                         |           |               |           |
|-------------------------|-----------|---------------|-----------|
| - Environmental Science | - Biology | - Mathematics | - Physics |
|-------------------------|-----------|---------------|-----------|

### Who do I contact about this subject?

Ms Tracey Eagle, Mr Stephen Coleman and Ms Samantha Norris





# VCE Environmental Science

Curriculum Area: Science

## Subject Description

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.



## Units and Area of Study

### Unit 1

- How are Earth's systems organized and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

### Unit 3

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

### Unit 2

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavors contribute to minimizing human impacts on Earth's systems?

### Unit 4

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

## Additional Information

In this subject, students undertake field work activities on excursions and camps at each year level. The Year 11s have a 3-day Camp to Queenscliff where they undertake workshops on sustainable farming, marine biology, water monitoring and go snorkelling with Australian Fur Seals. At Year 12, students undertake a 5 day Camp to the Whitsundays (QLD) where they complete various educational activities that link to biodiversity, sustainable development and climate change.





## Subject Key Knowledge

- Investigation of local ecosystems
- Earth systems thinking and Earth's dynamic systems
- Data and modelling
- Managing environmental challenges
- Student designed investigation Earth changes
- Managing pollution and its effects on Earth's systems
- Sustainable food systems
- Managing food and water security
- Importance of and threats to biodiversity
- Biodiversity changes over time and assessing changes in species diversity
- Protection and restoration of biodiversity
- Sustainability Principles
- Environmental decision making and management
- Major factors affecting Earth's climate, understanding climate change
- Managing climate change
- Comparison of different energy sources
- Managing the impacts of human energy use



## Subject Key Skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guidelines
- Generate, collate and record data
- Analyse and evaluate data and investigation methods
- Construct evidence-based arguments and draw conclusions
- Analyse, evaluate and communicate scientific ideas



## School Assessed Coursework and Assessments

- A laboratory or fieldwork activity involving presented as a report or scientific poster (graded, S/N)
- Reflective annotations from a logbook of practical activities (graded, S/N)
- A response to an issue or media article (graded, S/N)
- Presentation of recommendations using evidence-based decision-making, including analysis and evaluation of primary data (graded, S/N)
- Designed or practical response to a real or theoretical environmental issue or challenge (graded, S/N)
- Analysis and evaluation of a case study (graded, S/N)
- Response to environmental scenario, case study, issue or challenge (graded S/N)
- Scientific Poster (graded, S/N)
- End-of-semester and end-of-year examination (graded, S/N)

## Possible Occupations Relating to Environmental Science

- |                       |                   |                                 |
|-----------------------|-------------------|---------------------------------|
| - Geographer          | - Science Teacher | - Environmental Scientist       |
| - Landscape Architect | - Fire Fighter    | - Agricultural Scientist        |
| - Park Ranger         | - Ecologist       | - Environmental Impact Assessor |
| - Tourism Officer     |                   |                                 |

## Possible further TAFE studies (Diplomas & Certificates)

- Animal Studies
- Horticulture
- Agriculture
- Conservation & Ecosystem Management

## Possible further University studies (Bachelor's Degree)

- Environmental Science
- Marine Biology
- Wildlife & Conservation
- Veterinary Nursing
- Management & Sustainability
- Conservation & Land Management

## Complementary VCE Subjects:

- Biology
- Chemistry
- Outdoor education
- Geography

## Who do I contact about this subject?

Mr, Nicholas Barclay, Ms Marnie Sparrow and Ms Samantha Norris

# VCE Physics

Curriculum Area: Science

## Subject Description

In VCE Physics students use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics.

While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation.



In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

## Units and Area of Study

Unit 1: How is energy useful to society?

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Unit 2: How does physics help us to understand the world?

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

Unit 3: How do fields explain motion and electricity?

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

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

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

## Additional Information

There are no pre-requisites to study Physics Units 1, 2 & 3. Students entering Unit 3 without Units 1 and 2 may be required to undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 & 4 as a sequence.



## Subject Key Knowledge

- Understanding thermal energy, electromagnetic radiation, radiation from the nucleus, and nuclear energy.
- Investigating electricity, electrical circuits, electrical safety and electrical power generation and distribution systems.
- Modelling and investigating the energy and motion of objects, and analysing how gravitational, electric and magnetic fields are used in motors, satellite orbits and particle accelerators.
- Analysing and applying models that explain the nature of light and matter, and understanding special relativity to explain objects moving at close to the speed of light.
- Explore the physics related to a contemporary societal issue or application



## Subject Key Skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guidelines
- Generate, collate and record data
- Analyse and evaluate data and investigation methods
- Construct evidence-based arguments and draw conclusions
- Analyse, evaluate and communicate scientific ideas



## School Assessed Coursework and Assessments

Unit 1 & 2 (six outcomes selected from):

- Annotations of practical activities from a logbook (graded)
- Analyse (graph) and evaluate primary and/or secondary data (graded)
- Explanation of a selected physics device, design or innovation (graded)
- Infographic (graded)
- Media analysis / response (graded)
- Physics-referenced response to an issue (graded)
- Problem-solving involving physics concepts and/or skills (graded)
- Scientific Poster on findings from student-designed investigation (graded)

Unit 3 & 4

- Explain a model, theory, device, design or innovation (graded)
- Analyse (graph) and evaluate primary and/or secondary data (graded)
- Apply physics concepts to real-world contexts (problem solving) (graded)
- Compare two solutions, explanations, practical experiment methods and/or findings (graded)
- Scientific Poster on findings from student-designed investigation (graded)

Across Unit 1-4:

- Coursework (S/N)
- End-of-semester and end-of-year examination

## Possible Occupations Relating to Physics

- |                   |                    |                          |
|-------------------|--------------------|--------------------------|
| - Engineer        | - Nuclear Medicine | - Electronics Technician |
| - Radiographer    | - Technologist     | - Telecommunications     |
| - Science Teacher | - Architect        | - Technician             |
|                   | - Pilot            | - Medical Practitioner   |

## Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Applied Science
- Diploma of Civil Engineering
- Diploma of Electrical Engineering
- Diploma of Engineering Mechanical & Technological

## Possible further University studies (Bachelor's Degree)

- Aviation
- Engineering
- Biomedicine,
- Environmental Science
- Science
- Medical Imaging

## Complementary VCE Subjects:

- Maths Methods
- Specialist Maths
- Chemistry
- Systems Engineering

## Who do I contact about this subject?

Mr Finn Sparrow, Ms Karissa Sexton, Ms Tracey Eagle and Ms Samantha Norris

# VCE Psychology

Curriculum Area: Science

## Subject Description

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings.



## Units and Area of Study

### Unit 1

1

- Psychological development
- The brain
- Research investigation

3

### Unit 3

- Nervous system and stress
- Learning and memory

2

### Unit 2

- Social psychology
- Perception
- Practical investigation

4

### Unit 4

- Sleep
- Mental wellbeing and specific phobia
- Practical investigation

## Additional Information



### Subject Key Knowledge

- The complexity of psychological development
- The brain, including brain plasticity and brain injury
- Social cognition and factors that influence individual and group behaviour
- Perception and distortions of perception
- Nervous system functioning and stress
- Theories of learning and the process of memory
- Sleep and sleep deprivation
- Mental wellbeing and specific phobia



### Subject Key Skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guidelines
- Generate, collate and record data
- Analyse and evaluate data and investigation methods
- Construct evidence-based arguments and drawn conclusions
- Analyse, evaluate and communicate scientific ideas



### School Assessed Coursework and Assessments

- Multiple-choice and short-answer tests (S/N)
- Analysis and evaluation of generated primary data (graded)
- Analysis and evaluation of a case study (graded)
- Analysis and comparison of media texts (graded)
- Comparison and evaluation of student practical activities (graded)
- Report of a student-designed scientific investigation (graded)
- End-of-semester and end-of-year examination (graded, S/N)

### Possible Occupations Relating to Psychology

- |                  |                  |                           |
|------------------|------------------|---------------------------|
| - Psychologist   | - Police Officer | - Marketing Manager       |
| - Health Officer | - Teacher        | - Human Resources Manager |
| - Social Worker  | - Nurse          |                           |

### Possible further TAFE studies (Diplomas & Certificates)

- Community Development
- Aged Care
- Child Care
- Legal Services

### Possible further University studies (Bachelor's Degree)

- Arts
- Criminology
- Business
- Human Resource Management
- Health Sciences
- Psychology
- Education
- Youth / Social Work
- Science

### Complementary VCE Subjects:

- Biology
- Health

## Who do I contact about this subject?

Ms Emily Schembri, Ms Jane Walters and Ms Samantha Norris





# The Arts

## Art Making and Exhibiting

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx>

## Drama

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/drama/2025DramaStudyDesign.docx>

## Media

- Units offered in 2025:
  - o 1 and 2
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/media/2024MediaSD.docx>

## Visual Communication and Design

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/visualcommunication/2024VisualCommunicationDesignSD.docx>

## VET Music

- Offered in 2025, see VET handbook.

## VET Dance

- Offered in 2025, see VET handbook.



# VCE Art Making and Exhibiting

Curriculum Area: The Arts

## Subject Description

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.



By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

## Units and Area of Study

1

### Unit 1

- Explore
- Expand
- Investigate

2

### Unit 2

- Understand
- Develop
- Resolve

3

### Unit 3

- Collect
- Extend
- Connect

4

### Unit 4

- Consolidate
- Present
- Conserve

## Additional Information

This is a folio based subject. Work is recorded, documented and reflected on with annotation in a visual journal throughout each outcome.



### Subject Key Knowledge

- Use of materials, techniques and processes in the historical development of art forms
- The inherent characteristics and properties of materials
- Use of materials, techniques and processes used to make artworks in specific art forms
- Characteristics and properties of materials in finished artworks in specific art forms
- The influence of context on the practices of Australian artists and their artworks
- Characteristics and properties of materials used by artists to make artworks
- Background information about artists and artworks
- The ways artworks in an exhibition have been selected for display
- Art elements, art principles and aesthetic qualities used in artworks
- Characteristics and properties of materials, and the techniques and processes used to make experimental artworks
- Processes used to make finished artworks in specific art forms
- Variety of materials and techniques used to make finished artworks in specific art forms
- Methods used to extend and resolve subject matter and ideas in artworks
- Methods used to display finished artworks



### Subject Key Skills

- Investigate the use of materials, techniques and processes in the historical development of specific art forms
- Investigate characteristics & properties of materials in art making in specific art forms
- Explore and evaluate the materials, techniques and processes used to make at least one finished artwork in a specific art form
- Explore the application of a variety of techniques to represent ideas in at least one finished artwork in a specific art form
- Explore and discuss the contexts of a range of Australian artists and their artworks
- Use a range of resources to research how artists have used materials, techniques and processes in the making of their artworks
- Use a range of resources to investigate information about artists and artworks
- Justify the selection of artworks for a thematic exhibition
- Describe how art elements, art principles and aesthetic qualities are used in artworks
- Evaluate the characteristics and properties of materials, and the techniques and processes used to make experimental artworks
- Demonstrate a variety of processes to make finished artwork in specific art forms
- Demonstrate a variety of materials and techniques to make at least one finished artwork in specific art forms
- Research and discuss the characteristics of exhibitions and exhibition spaces
- Refine the use of materials, techniques and processes explored in unit 3 to make at least one finished artwork in a specific art form



### School Assessed Coursework and Assessments

- Art journal of development work (graded)
- Folio of finished artworks (graded)
- Research SAC presentations (graded)
- End-of-semester and end-of-year examination (graded, S/N)

### Possible Occupations Relating to Art Making and Exhibiting

- |                            |                         |                          |
|----------------------------|-------------------------|--------------------------|
| - Illustrator / Cartoonist | - Artist                | - Fashion Photographer   |
| - Photo Lab Assistant      | - Art Teacher           | - Interior Designer      |
| - Fashion Designer         | - Forensic Photographer | - Botanical Artist       |
| - Textiles Designer        | - Web Designer          | - Newspaper Photographer |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Photography / Photo Imaging
- Diploma of Visual Arts

### Possible further University studies (Bachelor's Degree)

- Visual Arts
- Creative Arts
- Design
- Fine Art
- Interior Design
- Education (Primary and/or Secondary)

### Complementary VCE Subjects:

- Media
- Visual Communication and Design

### Who do I contact about this subject?

Ms Tracey Phillips



# VCE Drama

Curriculum Area: The Arts

## Subject Description

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds. The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.



## Units and Area of Study

### Unit 1

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

1

### Unit 2

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

2

### Unit 3

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

3

### Unit 4

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

4

## Additional Information



### Subject Key Knowledge

- Playmaking techniques
- Creating and sustaining characters
- Performance styles
- Conventions
- Dramatic elements
- Expressive skills
- Production areas
- Play making techniques



### Subject Key Skills

- Devise ensemble/solo performances
- Use Drama terminology
- Analyse and evaluate the use of performance skills, expressive skills, production areas, performance styles and dramatic elements in performance
- Document playmaking process



### School Assessed Coursework and Assessments

- Ensemble performance (graded)
- Written responses to questions (graded)
- Solo performance (graded)
- Written folios (graded)
- End-of-semester and end-of-year examination (graded, S/N)

### Possible Occupations Relating to Drama

- |                                 |                       |   |
|---------------------------------|-----------------------|---|
| - Performers: Stage and screen. | - Musical director    | - Design; sound, set, costumes, make up, etc. |
| - Director                      | - Producer            | - Stage manager                               |
| - Screen writer.                | - Composer            | - Education.                                  |
| - Choreographer                 | - Lighting technician |   |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Performing Arts
- Diploma of Theatre Arts
- Diploma Stage & Screen
- Advanced Diploma of Acting
- Diploma of Education (Drama)

### Possible further University studies (Bachelor's Degree)

- Creative Arts
- Performing Arts
- Circus Arts
- Fine Arts (Acting / Drama / Theatre)
- Arts (Drama)
- Education (Early Childhood / Primary / Secondary)

### Complementary VCE Subjects:

- |              |                 |
|--------------|-----------------|
| - Literature | - VET Dance     |
| - VET Music  | - Media Studies |

## Who do I contact about this subject?

Ms Hayley Townsend and Ms Nadine Clarke

# VCE Media

Curriculum Area: The Arts

## Subject Description

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

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

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.



## Units and Area of Study

### Unit 1

1

- Media representations
- Media forms in production
- Australian stories

### Unit 2

2

- Narrative, style and genre
- Narratives in production
- Media and change

### Unit 3

3

- Narrative and ideology
- Media production development
- Media production design

### Unit 4

4

- Media production
- Agency and control in and of the media

## Additional Information



### Subject Key Knowledge

- The nature of media representations within and across media products and forms from different periods of time, locations and contexts
- Media codes and conventions used to construct media products and meanings in different media forms
- Stages in the media production process, including pre-production, production and post-production
- Media production language appropriate to the design, production and evaluation of media representations in a range of media forms
- The structure of Australian fictional and non-fictional media stories arising from cultural histories and institutions
- How audience engagement and reception of narratives is affected by their expectation, consumption & prior reading of a range of fictional & non-fictional forms
- Identify the nature and forms of new media technologies
- How media is used by globalised media institutions, governments and individuals
- Arguments, evidence and ideas to explain contemporary media influence and audience agency
- The regulation of the media and audiences in Australia



### Subject Key Skills

- Analyse media codes & conventions used to construct media products & meanings in different media forms from different periods of time, locations & contexts
- Discuss how audiences engage with and consume, read and produce representations in media products and forms
- Research and apply media design and production techniques to represent ideas and achieve particular effects
- Apply media codes and conventions to construct meaning in media products
- Analyse structures in Australian fictional and non-fictional media stories arising from cultural histories and institutions
- Analyse the impact of Aboriginal and or Torres Strait Islander voices and perspectives on our national identity and story
- Describe the distinctive style (narratives) of media creators and producers
- Undertake roles and responsibilities within the media production process
- Explain the ways audiences interact and engage with the media as a result of the growth of technologies across media forms
- Analyse contemporary evidence, arguments and ideas to explain the influence of media and agency of audiences



### School Assessed Coursework and Assessments

- Written production tasks (graded)
- Practical production tasks; including essays, production plans, short film and photography techniques (graded)
- School -assessed coursework and School-assessed task (graded, S/N)
- End-of-semester and end-of-year examination (graded, S/N)

### Possible Occupations Relating to Media

- |  |                    |                            |
|--|--------------------|----------------------------|
| - Journalism   | - Screen Writing   | - Event Management         |
| - Advertising  | - Photography      | - Social Media Consultancy |
| - Film-Making & Industry Roles<br>(Camera Operator, Etc) | - Animation        | - Teaching                 |
| - Editing  | - Gaming Industry  | - Graphic / Web Designer   |
|  | - Public Relations |                            |

### Possible further TAFE studies (Diplomas & Certificates)

- Cert. IV / Diploma – Screen & Media
- Diploma – Digital Media
- Diploma – Professional Writing & Editing
- Diploma – Live Production

### Possible further University studies (Bachelor's Degree)

- |                       |                            |
|-----------------------|----------------------------|
| - Advertising         | - Fine Arts (Film & TV)    |
| - Communication       | - Screen Media             |
| - Digital Media       | - Video Game<br>Production |
| - Journalism & Sports | - Media Analysis           |
| - Public Relations    | - Business                 |
| - Education           |                            |

### Complementary VCE Subjects:

- Literature
- Visual Communication and Design

### Who do I contact about this subject?

Mr Nic Mortensen and Ms Tracey Philips



# VCE Visual Communication and Design

Curriculum Area: The Arts



## Subject Description

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed and critical approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices.

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphics, product and fashion design, architecture and media.

## Units and Area of Study

### Unit 1

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

1

### Unit 2

- Analysing and understanding the connections between design, place and time and how designers can be influenced by these
- Cultural ownership and design Designing interactive experiences

2

### Unit 3

- Professional design practice
- Design analysis
- Design process: defining problems and developing idea

3

### Unit 4

- Design process: refining and resolving design concepts
- Presenting design solutions

4

## Additional Information

This is a folio based subject. The coursework and outcomes are documented progressively in an A3 folio.





### Subject Key Knowledge

- The role of the brief when defining a design problem
- The stages of the double diamond design process
- The role of creative, critical and reflective design thinking strategies
- Legal and ethical obligations
- The relationship between design, place and time
- Key features of the different design fields – messages, objects, environments, and interactive experiences
- Understanding of Good Design
- Gestalt principles of visual perception
- Design elements and principles



### Subject Key Skills

- Outline the purpose, context, audience and design constraints within the brief
- Collaborate with others to explore and reframe design problems using human-centred and ethical research methods
- Select and apply a range of manual and digital methods, media and materials to develop and deliver design solutions
- Create visualisation sketches to communicate ideas
- Application of divergent and convergent thinking strategies
- Apply technical drawing conventions to design solutions
- Presentation of final design solutions



### School Assessed Coursework and Assessments

#### Unit 1

- Design Brief; Branding Design folio; Sustainable object design folio (graded and S/N)

#### Unit 2

- Environmental design folio; Theory work and design exercises related to Indigenous knowledge; Digital interface (graded and S/N)

#### Unit 3

- Written report and practical design exercises; Report comparing existing designs (graded)

#### Unit 3/4

- Large folio of work for individual design project (graded)
- End of semester and end of year examination (graded)

### Possible Occupations Relating to Visual Communication and Design

- Graphic Designer
- Landscape Designer
- Architect
- Fashion Designer
- Visual Merchandiser
- Brand/Visual Identity Designer
- Set Design
- Interior Designer

#### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Graphic Design
- Diploma of Product Design
- Diploma of Interior Design

#### Possible further University studies (Bachelor's Degree)

- Communication design
- Games Design
- Environmental design
- Industrial design
- Education

#### Complementary VCE Subjects:

- Art Making and Exhibiting
- Media

### Who do I contact about this subject?

Ms Tracey Philips



# Technology

## Applied Computing

- Units offered in 2025:
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/computing/2020AppliedComputingSD.docx>

## VET Information Digital Media & Technology

- Units offered in 2025, see VET handbook.

## Food Studies

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/2023FoodStudiesSD.docx>

## Product Design and Technology - Textiles

- Units offered in 2025:
  - o 1 and 2
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/2024ProductDesignTechnologiesSD.docx>

## Product Design and Technology - Wood

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/2024ProductDesignTechnologiesSD.docx>

## Systems Engineering

- Units offered in 2025:
  - o 1 and 2
  - o 3 and 4
- Study Design:
  - o <https://www.vcaa.vic.edu.au/Documents/vce/systemeng/2019SystemsEngineeringSD.pdf>

# VCE Applied Computing

Curriculum Area: Technology

## Subject Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and global level.



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

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

## Units and Area of Study

1

### Unit 1

- Data analysis
- Programming

2

### Unit 2

- Innovative solutions
- Network security

3

### Unit 3

- Software development: programming
- Software development: analysis and design

4

### Unit 4

- Software development: development and evaluation
- Cybersecurity: software security

## Additional Information

Please note Applied Computing is not offered as a Unit 1 and 2 option in 2025. See the VET handbook for VET Information Digital Media & Technology.



### Subject Key Knowledge

Activities you will engage in include:

- creating data visualisations
- simple PHP programming
- designing networks
- innovations project to research an aspect of computing or digital technologies



### Subject Key Skills

- Data visualisation tells the story of the data. Using software, you will use found datasets to build information graphics to present the meaning behind the data. Excel will be used to prepare the data into information
- Programming theory will be in pseudocode, which can be adapted to any programming language.
- Innovations will be open-ended and negotiated. Your choice will determine where this project will go
- Networks will explore the fundamentals of every computing system. The protocols behind the internet, Wi-Fi, Bluetooth and the NBN will be examined



### School Assessed Coursework and Assessments

Suitable tasks for assessment in this subject may include the following:

- A folio of exercises or software solutions and a written report
- A presentation (oral, multimedia, visual) to present findings or software solutions.
- An annotated visual report
- A case study with structured questions
- The design of a wireless network or a working model of a wireless network.
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Applied Computing

- |                    |                               |                                   |
|--------------------|-------------------------------|-----------------------------------|
| - Project Manager  | - Database Administrator      | - Data Analyst                    |
| - Web Designer     | - Marketing Manager           | - Robotics Designer and Developer |
| - Programmer       | - Teacher                     | - Software Programmer             |
| - Game Developer   | - Network Administrator       | - Software Engineer               |
| - Graphic Designer | - Digital Content Designer    | - Medical IT Specialist           |
| - Systems Analyst  | - Cyber Security professional |                                   |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Information Technology
- Cert. IV Cyber Security
- Cert. IV Computer Systems Technology

### Possible further University studies (Bachelor's Degree)

- Animation / Gaming
- Computer Science
- Cybersecurity
- Data Science
- Information Technology
- Digital Media
- Medical Imaging
- Telecommunications Engineering
- Space Science

### Complementary VCE Subjects:

- Systems Engineering

## Who do I contact about this subject?

Mr James Mifsud and Mr Nick Maxwell



# VCE Food Studies

Curriculum Area: Technology



## Subject Description

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship.

Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

## Units and Area of Study

1

### Unit 1

- Food around the world
- Food in Australia

3

### Unit 3

- The science of food
- Food choices, health and wellbeing

2

### Unit 2

- Australia's food systems
- Food in the home

4

### Unit 4

- Navigating food information
- Environment and ethics

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes when working in the kitchen for compliance with work safe regulations.



### Subject Key Knowledge

- The factors influencing the emergence of different food systems, patterns in the global spread of food production
- The effect of industrialisation, technologies and globalisation on food availability, production and consumption and the implications for health, the characteristics of food production and consumption among Victoria's first peoples, the factors influencing the development of food production, processing and manufacturing industries across Australia, patterns of migration to Australia, trends in food practices and food subcultures in contemporary Australia
- The components and activities that comprise Australian food systems
- Current environmental and economic sustainability and social trends, the key elements of primary production, the roles of the food service sector, major food retailers and food marketers in Australia, the influence of consumer demand on the food supply, including the role of media, activism, health professionals, consumer rights organisations, food sovereignty and food citizenship,
- The steps in the process of developing new food products, qualitative and quantitative measures used to evaluate foods, an overview of the governance



### Subject Key Skills

- Explain factors that have influenced the emergence of distinctive food culture
- Research and analyse the development of food production and food customs in one selected region other than Australia, examine attributes and challenges of hunter-gatherer
- Describe Australian food systems, leading industries in primary food production, processing, manufacturing and marketing,
- Use design briefs and other practical activities to explain and apply the process of developing new food products that maximise their nutritional profile, explain the reasons for Australia's governance and regulation of food standards and food safety, undertake practical activities to analyse commercial food production in Australia.
- Analyse opportunities in the Australian food service, analyse the influence of consumers on food industries and discuss their influence on food sovereignty and food citizenship



### School Assessed Coursework and Assessments

Suitable tasks for assessment in this subject may include the following:

- A range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures
- An oral presentation: face-to-face or recorded as a video or podcast
- A practical demonstration: face-to-face or recorded as a video or podcast
- A short written report: research inquiry or historical timeline
- A range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration
- An oral/practical presentation: face-to-face or recorded as a video or podcast
- A short written report: research inquiry or historical timeline
- End-of-semester and end-of-year examination

### Possible Occupations Relating to Food Studies

#### Possible further TAFE studies (Diplomas & Certificates)

- Cert. IV Commercial Cookery
- Diploma of Hospitality Management

#### Possible further University studies (Bachelor's Degree)

- Business Management
- Health Science
- Nutrition
- Food Technology
- Education

#### Complementary VCE Subjects:

- Textiles
- Health
- Sciences
- Physical Education

### Who do I contact about this subject?

Ms Carol Borg and Mr Nick Maxwell





# VCE Product Design and Technology - Textiles

Curriculum Area: Technology

## Subject Description

In VCE Product Design and Technology students are designer-makers who design solutions that are innovative and ethical. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.



## Units and Area of Study

### Unit 1: Design practices

1

- Developing and conceptualising designs
- Generating, designing and producing

### Unit 2: Positive impacts for end users

2

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

3

### Unit 3: Ethical product design and development

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

4

### Unit 4 Production and evaluation of ethical designs

- Managing production for ethical designs
- Evaluation and speculative design

## Additional Information

Hard shoes are required in the subject Equipment and materials are provided, optional choice if students would like to provide their own fabric



### Subject Key Knowledge

- Factors that influence product and fashion design
- Sustainability in Design
- Communication of design research
- Developing and conceptualising products
- Health, Safety and ethical considerations
- Appropriate selection of fabrics, techniques and construction methods relevant to the design brief
- Fabric construction methods
- Textiles techniques methods
- Manufacturing methods and cost analysis



### Subject Key Skills

- Hand, machine and digital sewing
- Advanced surface pattern techniques
- Commercial patterns, making alterations and modifications
- Pattern construction techniques
- Communicating design ideas
- Analysis and Evaluation
- Planning and project management
- Employability Skills



### School Assessed Coursework and Assessments

- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product (S/N)
- A finished product and records of production and modifications. (graded)
- Coursework (S/N)
- End-of-semester and end-of-year examination (graded)

### Possible Occupations Relating to Product Design Technology - Textiles

- Fashion Designer
- Costume Designer
- Retail Buyer
- Interior Designer
- Wardrobe Supervisor
- Visual Merchandiser
- Dress Maker
- Textile Designer

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Visual Merchandising
- Diploma of Fashion Styling

### Possible further University studies (Bachelor's Degree)

- Business
- Fashion
- Fashion Design
- Fashion Enterprise

### Complementary VCE Subjects:

- Visual communication & Design
- Business

## Who do I contact about this subject?

Ms Adriana Tavares-Green and Mr Nick Maxwell

# VCE Product Design and Technology - Wood

Curriculum Area: Technology

## Subject Description

In VCE Product Design and Technology students are designer-makers who design solutions that are innovative and ethical. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation. Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.



Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

## Units and Area of Study

### Unit 1: Design practices

1

- Developing and conceptualising designs
- Generating, designing and producing

### Unit 2: Positive impacts for end users

2

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

### Unit 3: Ethical product design and development

3

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

### Unit 4 Production and evaluation of ethical designs

4

- Managing production for ethical designs
- Evaluation and speculative design



### Subject Key Knowledge

- Factors that influence product design
- Sustainability in Design
- Developing and conceptualising products
- Health, safety and ethical research considerations
- Evaluating



### Subject Key Skills

- Managing a project
- Identifying hazards
- Communicating design ideas
- Using tools & equipment
- Employability skills
- Evaluating a finished product
- Problem Solving



### School Assessed Coursework and Assessments

- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product (S/N)
- A finished product and records of production and modifications (graded)
- Coursework (S/N)
- End-of-semester and end-of-year examination (graded)

### Possible Occupations Relating to Product Design & Technology - Wood

- |                       |                     |                            |
|-----------------------|---------------------|----------------------------|
| - Cabinet Maker       | - Material Engineer | - Draft Person             |
| - Builder             | - Architect         | - Musical Instrument Maker |
| - Industrial Designer | - Interior Designer | - Construction Engineer    |
| - Building Consultant |                     |                            |

### Possible further TAFE studies (Diplomas & Certificates)

- Diploma of Building Design
- Diploma of Building & Construction
- Diploma of Civil Construction

### Possible further University studies (Bachelor's Degree)

- Architecture
- Construction Management
- Surveying
- Design
- Interior Architecture
- Civil Engineering

### Complementary VCE Subjects:

- Visual Communication and Design
- Business Management

## Who do I contact about this subject?

Mr Chris Wilson and Mr Nick Maxwell

# VCE Systems Engineering

Curriculum Area: Technology

## Subject Description

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.



VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

## Units and Area of Study

### Unit 1

1

- Mechanical system design
- Producing and evaluating mechanical systems

### Unit 2

2

- Electrotechnological systems design
- Producing and evaluating electro-technological systems

### Unit 3

3

- Integrated and controlled systems design
- Clean energy technologies

### Unit 4

4

- Producing and evaluating integrated and controlled systems
- New and emerging technologies

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.



### Subject Key Knowledge

- The function and operation of mechanical, electrical and electronic system components
- Input-process-output (IPO) diagrams to represent mechanical, electronic and integrated systems and the operation of open and closed loop systems
- Stages of the systems engineering process
- Use of tools, equipment, machines and components compliant with OH&S requirements
- Measuring and testing equipment and methods, and fault finding in systems, subsystems and components



### Subject Key Skills

- Explaining, using appropriate engineering terms, how mechanical, electrical and integrated systems function
- Performing basic calculations on mechanical and electronic systems
- Identifying and selecting appropriate subsystems and components that will form operational systems
- Safe production skills
- Applying the systems engineering process to design, research, plan, produce, test, diagnose, evaluate systems



### School Assessed Coursework and Assessments

The following assessments will need to be completed for mechanical systems, and electrotechnology, and integrated controlled systems:

- Systems design folios - incorporating design brief, research, designs and production plans (graded)
- System production work (graded)
- System test design, results and evaluation report (graded)
- Research reports (graded)
- Systems multiple choice and short answer examination (graded)

### Possible Occupations Relating to Systems Engineering

- |                                |                              |                                 |
|--------------------------------|------------------------------|---------------------------------|
| - Motor Mechanic               | - Mechatronics               | - Robotics                      |
| - Automotive Parts Interpreter | - Auto Electrician           | - Electrical Engineer           |
| - Electrician                  | - Computer Repair Technician | - Electrical Appliance Repairer |

### Possible further TAFE studies (Diplomas & Certificates)

- Engineering Studies
- Engineering Drafting
- Electrotechnology

### Possible further University studies (Bachelor's Degree)

- Electrical Engineering
- Environmental Engineering
- Mechanical Engineering
- Civil Engineering
- Biomedical Engineering
- Aerospace
- Mechatronics
- Electrical Engineering

### Complementary VCE Subjects:

- |                               |                               |
|-------------------------------|-------------------------------|
| - Mathematical Methods        | - Product Design & Technology |
| - General/Further Mathematics | - Physics                     |

## Who do I contact about this subject?

Mr Dominic Tyley-Miller and Mr Nick Maxwell



# Appendices

## Appendix 1. Recommended Subjects Program

Students need to identify the program that best meets their career pathway and then select from the relevant list of recommended subjects. Students are responsible for checking the prerequisites for specific courses.

### **ARTISTIC & CREATIVE**

Suits someone who likes to design and create functional and artistic objects or who appreciates concepts, beauty and has a feeling for art, literature, music, drama, writing, architecture or media. Suits someone who may be creative or someone who is interested in jobs closely related to the arts, such as those in administration, marketing or promotion.

### **CLERICAL & ADMINISTRATIVE**

Suits someone interested in writing reports and letters or organising, checking and recording information accurately. At higher levels, they might plan, organise and supervise office activities, company programs and other workers. Clerical workers do not necessarily sit at a desk all day and from time to time work away from the office. They may also deal regularly with clients and staff.

### **FIGURES & COMPUTATIONAL**

Suits someone who likes to work with numbers, formulae and statistics or make calculations, estimations and costing. Many people in this area have analytical minds. They may use databases, sample surveys and computers to collect, investigate and summarise information. They may also use data to make predictions on trends in, for example, the economy, population or society.

### **HELPING & COMMUNITY SERVICES**

Suits the kind of person who is interested in helping or teaching people. They could be involved in community welfare, education, health care, protective or information services.

### **PERSONAL CONTACT**

Suits the kind of person who likes meeting and interacting with people, sometimes debating with and persuading others. They understand problems and points of view. They should have good reasoning and listening skills and be able to make a good impression. They are not always outgoing, but can be quietly effective in their field due to their understanding of how to interact with and work well with others.

### **SUGGESTED SUBJECTS**

- Art Making & Exhibiting
- Product Design and Technology
- Performing Arts – Dance / Drama
- Food Studies
- Literature
- Languages
- Media and VET Multimedia
- Music and VET Music
- Visual Communication and Design

- Business Management
- Information Technology
- Legal Studies
- Mathematics

- Business Management
- Geography
- Information Technology
- Mathematics
- Physics

- Health and Human Development
- Environmental Science
- Languages
- Performing Arts
- Physical Education
- Outdoor & Environmental Studies
- Sociology
- Art Making & Exhibiting

- Business Management
- Performing Arts – Dance / Drama
- Legal Studies
- Geography
- History
- Languages
- Media
- Outdoor & Environmental Studies
- Physical Education
- Psychology
- Sociology



## **LITERARY**

Suits someone who likes to work with words and ideas. This may involve creating original work or editing and reviewing other people's work. They may also enjoy expressing thoughts and opinions in writing and discussion. This area often involves a lot of research.

- History
- Languages
- Literature
- Media
- Performing Arts
- Art Making & Exhibiting

## **MEDICAL/HEALTH SCIENCES**

Suits someone who likes to work with people in preventing, relieving or curing physical and mental injuries and other medical conditions. They may work directly with patients. Some people feel they don't have an interest in this area because they are afraid of blood or operations but there are other jobs that don't involve contact with these things.

- Biology
- Chemistry
- Food Studies
- Health and Human Development
- Physical Education
- Physics
- Psychology
- Mathematics

## **OUTDOOR**

Suits someone who likes to work out in the open and move about, often working from and reporting to a central location such as a depot, office or station. Some of the industries offering outdoor work are building and construction, agriculture, mining and transport. Many so-called indoor jobs may also involve some outdoor work; for example, community health nurse, architect, biological scientist or real estate sales person.

- Biology
- Chemistry
- Environmental Science
- Product Design and Technology
- Geography
- Health and Human Development
- Outdoor & Environmental Studies
- Physical Education
- Physics
- VET Sport & Recreation

## **PRACTICAL & MANUAL**

Suits someone who enjoys the kind of work that involves using their hands or operating tools to prepare, make or repair things. They may prefer more practical tasks where precision and accuracy are often important.

- Product Design and Technology
- Food Studies
- Art Making & Exhibiting
- Visual Communication and Design
- Systems Engineering

## **SCIENTIFIC**

Suits someone who likes to observe, investigate and enquire into scientific or technical processes. This often involves research and experimentation. Patience and persistence, particularly for long-term or complicated experiments and observation, is often needed.

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology
- Mathematics
- Product Design & Technology
- Systems Engineering

## **TECHNICAL**

Suits someone who likes to work with tools, equipment or machines, in their design, construction, maintenance or use. They could be working with technical manuals, blueprints, manufacturing or monitoring. They should have a curious nature, wanting to know how and why things work.

- Information Technology
- Physics
- Art Making & Exhibiting
- Visual Communication and Design



# HeadStart

## What is HeadStart?

Head Start is a program that supports students in years 10-12 to participate in a school-based apprenticeship and traineeship (SBAT) program to develop skills, capabilities and confidence that employers in growth industries need. '

SBAT students receive paid on-the-job training that may contribute to their VCE, VCE -Vocational Major or VPC and leads to a qualification.

The program is undertaken under a Training Contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA).

The training must lead to a nationally recognised qualification. Students can join the Head Start program by talking to their school's career practitioner, who will connect them with their Head Start team. The team will carefully match the student with an employer.

## HeadStart Aim

This study enables students to:

- Start their apprenticeship or traineeship whilst working toward a Year 12 completion
- Have an individualised school program
- Receive a qualification from a quality Registered Training Organisation (RTO)

## Types of Assessment for this Industry Component

Suitable tasks for assessment in this may include the following:

- Attend school and work as per Head Start Pathway Plan
- Complete Units of Competency (UOC) in your chosen certificate to gain credits toward VCE-VM or VCE

## Transfer Credit Rules

Where applicable, credit can be accrued across multiple certificates (for example, previous VET studies) up to 180 hours at the Unit 1-2 level. Students can get Unit 3-4 sequences when:

- 360 hours of a certificate III program is completed
- Students who complete 180 nominal hours in a certificate II, then move into another certificate III or above in the same industry will also accrue credit
- Students who complete 180 nominal hours in a certificate II and then enrol in an approved apprenticeship or traineeship will gain VCE-VM credit at unit 3-4 level

This applies to:

- All SBATS in certificate III or above
- Certificate II traineeships that are in the same industry as VCE VET programs drawn from certificate II qualifications that provide VCE Units 1-4 credit (typically trade pathways or pre-apprenticeship qualifications)

For further information about Transfer Credit Rules, please contact the HeadStart Co-Ordinator, Careers or your year level leader.

## Employability Skills

Employability skills accessible through the completion of an SBAT HeadStart Program include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Communication</li> <li>• Planning and Organising</li> <li>• Teamwork</li> <li>• Problem-Solving</li> </ul> | <ul style="list-style-type: none"> <li>• Self-Management</li> <li>• Initiative and Enterprise</li> <li>• Technology Use</li> <li>• Skills Learnt Related to Chosen Career</li> </ul> |
|---|--|

## Who do I contact about this?

HeadStart Co-Ordinator

# Structured Workplace Learning

## What is Structured Workplace Learning?

Structured Workplace Learning (SWL) is designed to help students apply the skills and knowledge they learn in their VET or SBAT program in an industry environment.

## Structured Workplace Learning Aim

This study enables students to relate theory to a real-world work environment while developing their skills. The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs and therefore is key feature of the VCE-VM. Structured Workplace Learning involves on-the-job training in which students are required to master a designated set of skills and competencies related to industry specific skills programs.

## What is Structured Workplace Learning Recognition?

Structured Workplace Learning Recognition (SWLR) provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace, with nationally recognised VET undertaken as part of their VCE Vocational Major.

VCE Vocational Major students will complete Structured Workplace Learning on a set day or days, depending on their VET enrolment.

The workplace reflections recorded as part of Structured Workplace Learning Recognition, are completed alongside VM-Work Related Skills.

## Structured Workplace Learning Recognition Aim

This study enables students to relate theory to a real-world work environment while developing their skills. The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs and therefore is key feature of the VCE-VM. Structured Workplace Learning involves on-the-job training in which students are required to master a designated set of skills and competencies related to industry specific skills programs.

Structured Workplace Learning Recognition is available to students undertaking SBATs and SWL as part of their VET studies.

## Types of Assessment for this Industry Component

Structured Workplace Learning complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency/modules, as determined by the RTO
- Increased employment opportunities.

The Structured Workplace Learning Recognition assessment process requires:

1. The student to gather evidence of their workplace learning in their Workplace Learning Record (WLR).
2. Students to complete the three sections from the Workplace Learning Record booklet to achieve credit.

## Applied Learning

The VCAA mandates SWL under the following situations:

- Where a period of work placement is mandated for the award of the qualification
- Where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace

## Employability Skills

Employability skills accessible through Structured Workplace Learning Recognition include:

- |                           |                             |
|---------------------------|-----------------------------|
| • Communication           | • Self-Management           |
| • Planning and Organising | • Initiative and Enterprise |
| • Teamwork                | • Technology Use            |
| • Problem-Solving         |                             |

## Who do I contact about this?

Careers Office