



2024

Year 10-12 Course Selection Handbook

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Year 10 Overview

Year 10 is the beginning stages of senior years of schooling where students begin to prepare for life after Secondary School. We aim to develop confident and informed young adults who are socially responsible and prepared for further learning and the workplace.

The Year 10 learning program is developed to prepare students for further studies into VCE or VCE Vocational Major. *When choosing electives, students should remember to choose a balanced course taking into account their planned VCE or VCE Vocational Major programs in Year 11 and 12.*

Year 10 Learning Program:

Student programs will be made up of the following compulsory and elective subjects;

Compulsory subjects:

- 2 units of *English*
- 2 units of *Mathematics*
- 1 unit of *Community & Me* and a *Community & Me* Elective

Elective Units:

- A *Science* Elective
- A *Humanities* Elective
- Other elective subjects will fill the remainder of the program

Program structure:

The diagram below shows the options for Year 10 students;

	Year 10		Year 11		Year 12	
Option 1	Year 10 Victorian Curriculum	Accelerated VCE Unit 1 & 2 Subject	VCE Unit 1 & 2 Subjects	Accelerated VCE Unit 1 & 2 Subject	VCE Unit 3 & 4 Subjects	
Option 2	Year 10 Victorian Curriculum	Accelerated VET Certificate II or above	VCE Unit 1 & 2 Subjects	Accelerated VET Certificate II or above	VCE Unit 3 & 4 Subjects	
Option 3	Year 10 Victorian Curriculum		VCE Unit 1 & 2 Subjects	VET Certificate II or above	VCE Unit 3 & 4 Subjects	VET Certificate II or above
Option 4	Year 10 Victorian Curriculum		VCE Unit 1 & 2 Subjects		VCE Unit 3 & 4 Subjects	
			VCE VOCATIONAL MAJOR (VM) Literacy or VCE English, Numeracy or VCE Mathematics Personal Development, Work related skills, Industry specific skills (VET Certificate II or above)		(optional) VCE Unit 1 - 4 Subject	

VCE Acceleration:

Year 10 students can take the opportunity to undertake an accelerated VCE pathway. Undertaking a VCE subject in Year 10 provides students with the opportunity to experience the requirements of VCE.

Please note that when choosing to accelerate a VCE subject, it will take up 2 units.

Making a decision:

It is important to ensure you are making informed decisions when selecting your course. There are many different sources of information and people who know you well who can help. Some useful resources:

1. **Your parents:** know you well and will be honest with you. Have discussions with your parents about your thoughts.
2. **Your LSG teacher:** can provide you with advice about possible subjects to choose.
3. **Lorelle Pearse:** book an appointment with our Careers & Pathways Co-ordinator to discuss your career options.
4. **Subject handbook:** Make sure you look at this document to ensure you are making informed choices.
5. **Your classroom teachers:** ask questions about the subjects you are thinking of studying.

Decisions to be made:

- Which *English* will I study?
- Which *Mathematics* will I study?
- Which *Science* will I study?
- Which *Humanities* will I study?
- What *electives* am I interested in studying?
- Do I want to accelerate a *Unit 1 & 2 VCE* subject?
- Do I want to complete a *VET* subject?

Apprenticeships – School Based & Headstart

ASBA (AUSTRALIAN SCHOOL BASED APPRENTICESHIP)

Some students know what they would like to do in the way of a career after leaving school. A student can apply for an Australian School Based Apprenticeship program as part of their subject selection in Years 10, 11 & 12.

A School Based Apprenticeship or Traineeship offers students the opportunity to combine part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and RTO which is formally registered with Skills Victoria and leads to a nationally recognised qualification at Certificate II, III or IV level.

HEAD START School-based apprenticeships

Head Start is a new model of apprenticeships and traineeships that was first implemented in Victorian state schools in 2019. Head Start aims to allow students to spend increased amounts of time in the workplace whilst still gaining their Year 12 completion through either a VCE or VCAL program.

Depending on the requirements of the employer it is suggested that Head Start students undertake:

- 1 day per week paid employment in Year 10
- 2 days per week paid employment in Year 11

All students who are signed up to a Head Start pathway will be enrolled in a Certificate III level qualification. There are currently 32 qualifications available through the program.

As well as helping students to develop a diverse range of skills and experience that employers value, Head Start also provides:

- Strong supports for both students and employers throughout the apprenticeship or traineeship
- Quality assured training through TAFEs and Skills First contracted providers
- A tailored pathway for students into careers in priority industries
- An opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- Payment of a fair training wage
- VCE or VCAL completion
- Significant progress towards, or completion of, a trade qualification.
- The opportunity for students to move into a full-time apprenticeship with their employer upon their completion of year 1

(VCE) Victorian Certificate of Education

Curriculum Overview

The Victorian Curriculum and Assessment Authority (VCAA) administers The Victorian Certificate of Education (VCE), which is completed over a minimum of 2 years. Students at Echuca College generally study *12 units* in Year 11 (6 units per semester) and *10 units* in Year 12 (5 units per semester). Some students choose to 'fast track' a VCE subject as part of their Year 10 program.

Details of the rules and procedures are available in a range of documents and can be obtained from the VCAA's website www.vcaa.vic.edu.au.

VCE Graduation Requirements

To satisfactorily complete the VCE, a student must have a satisfactory result (S) for a *minimum of 16 units*. This must include:

- at least *three units* from the English Group, two of which must be a Unit 3–4 sequence
- an additional *three Unit 3–4 sequences* of studies other than English, which may include any number of English sequences once the English requirement has been met.

Tertiary Entrance Requirements

To satisfy Victorian Tertiary Admissions Centre (VTAC) requirements the following must be completed:

- A minimum of *16 units* must be satisfactorily completed, including a sequence of Unit 3 & 4 from the English group.
- A sequence of VCE/VET Units 3 & 4 in three studies apart from the English requirement.
- Prerequisite requirements set by each Tertiary Institute.

Learning Outcomes

Each VCE unit has a set of two to four outcomes, these outcomes must be achieved for the satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designed for the unit.

A student may be granted satisfactory completion of a unit if:

- The work meets the required standard.
- College deadlines have been met (extensions may be applied for in certain circumstances).
- The work can be authenticated.
- Rules have been adhered to, including attendance rules.

A Year 10 student moving into Year 11;

- Must choose an *English* to study
- Must choose a *Mathematics* to study
- Must choose *four* other VCE Units 1 & 2 to study
- If a student has accelerated a VCE Unit 1 & 2 subject in Year 10, the decision can be made to continue this study in Year 11 and the student must choose the appropriate 3 & 4 units.
- If a student is currently completing a VET subject, the decision can be made to continue this study into Year 11. Students can begin studying a VET subject in Year 11.
- Students can make the choice complete a School Based Apprenticeship or HEADstart.

A Year 11 student moving into Year 12;

- Must choose an *English* to study
- It is recommended to choose a *Mathematics* to study
- Must choose *three* other VCE Units 3 & 4 to study

NOTE: Students will typically continue 5 of the 6 Unit 1 & 2 subjects into Units 3 & 4.

Assessment

Failure to meet deadlines set by the school may result in an 'N' (Not Satisfactory) for the unit regardless of whether the outcomes have been satisfactorily met. Satisfactory completion of each unit is based on a decision that the student has demonstrated achievement of a set of outcomes specified for the unit.

Unit 1 & 2 School-Assessed Coursework (SACs)

A SAC is a specific piece of work, which is to be graded and is used for reporting purposes. This may be a test, model, writing folio, research project, presentation etc. Assessment tasks are set to determine achievement of outcomes and levels of performance at Unit 1 & 2 level.

Unit 3 & 4 School-Assessed Coursework (SACs)

School-assessed coursework consists up of a number of assessment tasks that are specified in the relevant study design. These assessment tasks are used to assess the learning outcomes. To ensure that school's assessments of coursework in each study are comparable throughout the state, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study. VCAA issue final grades for all coursework assessments in December each year.

Unit 3 & 4 School-Assessed Tasks (SATs)

A small number of studies will have school-assessed tasks. These will be used in studies where products and models are assessed. Art, Design and Technology, Food and Technology, Media Studies, Studio Art, Systems Engineering and Visual Communication and Design have SATs. These generally take a number of weeks to complete.

Examinations

Examinations are held in November. Oral and Performance examinations are during October.

All students studying a Unit 3 & 4 sequence are also required to sit the General Achievement Test (GAT). The GAT scores are used by the VCAA to check that grades given by teachers for school assessed coursework and tasks are in the expected range.

Study Scores

A student's overall achievement for each study will be calculated and reported as a study score (Relative Position) on a scale of 1-50. In order to achieve a study score a student must achieve an S for both Units 3 & 4.

Australian Tertiary Admission Rank (ATAR)

An ATAR is used by most tertiary institutions to determine who will be made an offer to study with them. The ATAR is composed of the marks gained in units 3 and 4. An ATAR generally includes the top score in from the English group (where more than one English is taken), plus the **next best 3 studies**, plus 10% of the 5th and 10% of the 6th study. This calculation includes both VCE and VET courses.

Victorian Curriculum and Assessment Authority (VCAA) Reporting

At the completion of the VCE, which usually takes two years, the VCAA issues each student the following reports:

A VCE Certificate, indicating that VCE requirements have been met

A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted

A study score (relative position) for each subject

A statement of results from the General Achievement Test (GAT)

Mathematics Pathways

Unit 3 and 4 Mathematics Subjects	Foundation Maths	General Mathematics	Mathematical Methods	Specialist Mathematics
What is it?	This is a practical subject about understanding the mathematics that occurs around you and being able to use critical skills in everyday life.	This is a practical subject that uses mainly computer-based technology in the form of a CAS calculator to demonstrate and analyse data and financial relationships.	This is a more theoretical subject that uses scientific techniques to investigate applications of mathematics. It requires 1-2 hours a week of homework to pass.	Specialist Mathematics requires abstract application of mathematics to solve contextual problems. To be successful students are required to spend approximately 2-3 hours on homework each week.
Prerequisites	Year 11 Foundation or General is recommended	Year 11 General or Methods is recommended	Year 11 Mathematical Methods Year 11 Specialist or year 10 LEAP is recommended	Year 11 Mathematical Methods and Year 11 Specialist Mathematics
Materials needed	Foundation maths requires a scientific calculator, a textbook and 2 exercise books with a minimum of 128 pages. Adequate stationary such as rulers, grey leads pencils etc. The end of year exam allows one bound reference and one scientific calculator.		General, Methods and Specialist VCE mathematics subjects require a CAS calculator, a textbook and 2 exercise books with a minimum of 128 pages. Methods and Specialist are assessed both with and without technology and a bound reference. General Mathematics always allows a CAS and a bound reference during assessment.	
Content	Space and Measurement, Data Analysis, Number and algebra, linear relationships	Data Analysis, Recursion and financial maths Matrices, Networks	Calculus, Graphs and Functions , Probability and Statistics, Number and Algebra	All methods elements as well as Complex numbers, Vector Calculus and Kinematics
Where can you go with this subject? <i>Note: these are recommendations please check course requirements carefully.</i>	Any university course that accepts "any maths".	Any university course that accepts "any maths" or specifies General.	University courses such as engineering, medicine and some science.	

(VCE VM) Vocational Major

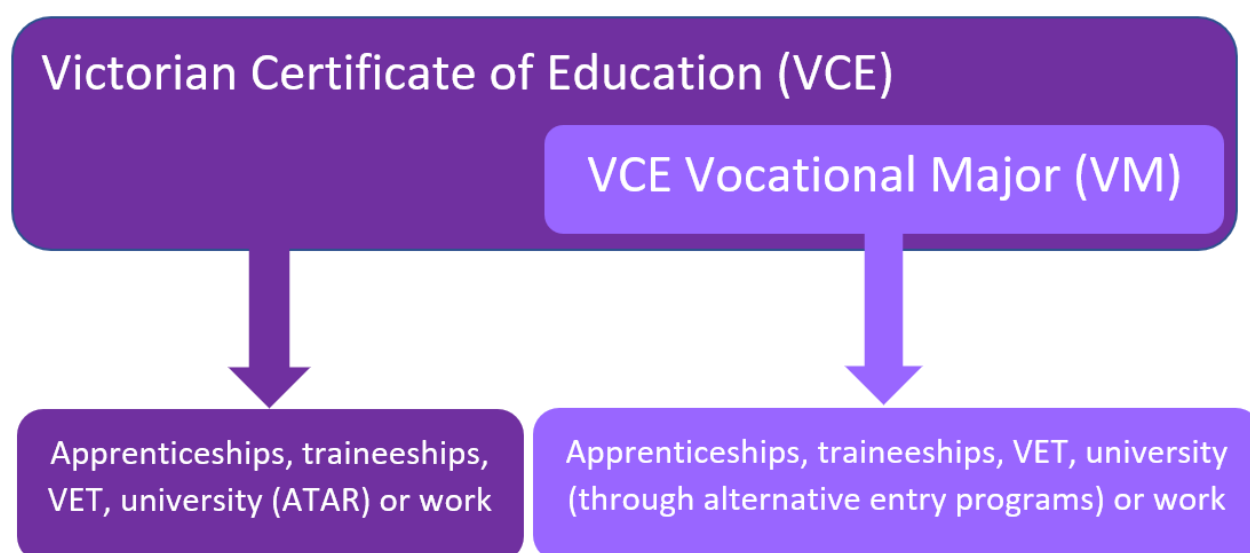
Curriculum Overview

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

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

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



Applied Learning – the heart of VCE Vocational Major

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Unit Requirements

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Most students will undertake between 16-20 units over the two years.

Assessment of VCE Vocational Major studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VCE Vocational Major (VM) Q & A

Q. What subjects do I complete in the VCE (VM)?

A. Students will study; Literacy, Numeracy, Personal Development Skills (PDS) and Work Related Skills (WRS). Students enrolled in the VCE (VM) must also be enrolled and attending a VET subject of interest.

Q. Is VET a requirement for students entering the VCE (VM)?

A. Yes, students who are enrolled in the VCE (VM) must include a VET subject.

Q. What strengths are displayed by a VCE (VM) student?

A. Leadership, teamwork, being able to work in a team, problem solving, being able to organise and run a fundraiser, public speaking, promotion and advertisement of fundraisers/projects.

Q. If I repeat a subject, will I be penalised?

A. No, however, the same unit cannot count twice towards the VCE (VM) requirements.

Q. Is there special provision due to physical ability or serious illness?

A. Students can apply for special consideration.

Q. What pathway options are available for students post Year 12?

A. TAFE, full time employment, traineeship, apprenticeship or University courses (with no ATAR).

VET in Schools Overview

Vocational Education and Training (VET) refers to enhanced senior school studies, which enables Year 10-12 students to combine their VCE or VM studies with vocational training.

Combining VET with your chosen senior pathway increases your future opportunities.

Features of VET

- It is an accredited vocational education and training program (most programs run over two years).
- Can contribute to the students ATAR or provide credit points.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

VET qualifications and skills

- Upon successful completion of the program, students may be awarded with a nationally recognised VET certificate, or contribution toward this certificate.
- VET qualifications may articulate directly into further higher education and training at TAFE through documented pathway agreements.
- VET provides access to a range of different technologies related to the type and place of work.

VET increases students' pathways and broadens options

- Develops students' capacities to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult setting.
- Fosters positive feedback by enabling students to demonstrate specific skills and competencies.
- Matches students' interests and career directions through the provision of strong pathways.

VET prepares students for the workforce

- Provides the opportunity to trial a career and helps students explore possible areas of interest which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers.
- Improves employment prospects.
- Helps students gain knowledge of employers' expectations and real working conditions.
- Assists in transition from school to work.

VET SUBJECT OFFERINGS IN 2024

VCE Scored VET Subjects (receive a study score to contribute to ATAR)

Cookery Certificate II

Course Code: SIT20421

Units: 1, 2, 3 and 4

Information Technology Certificate III

Course Code: ICT30120

Units: 1, 2, 3 and 4

Community Services Certificate II (Yr 1)

Course Code: CHC22015

Units: 1 and 2

Music (Performance) Certificate III

Course Code: CUA30920

Units: 1, 2, 3 and 4

Cert III Community Services (Yr 2) partial completion

Course Code: CHC22015

Units: 3 and 4

Sport and Recreation Certificate III

Course Code: SIS30115

Units: 1, 2, 3 and 4

Engineering Certificate II

Course Code: 22470VIC

Units: 1, 2, 3 and 4

VET Subjects (receive 10% to contribute to your ATAR)

Non scored VCE VET programs provide credit at Units 1-4, the ATAR contribution is as a 10% of the 5th or 6th study increment.

Automotive Vocational Preparation Certificate II

Course Code: AUR20720

Units: 1, 2, 3 and 4

Retail Cosmetics Certificate II

Course Code: SHB20121

Units: 1 and 2

**Building and Construction Pre-apprenticeship
Certificate II**

Course Code: 22338VIC

Units: 1, 2, 3 and 4

Salon Assistance Certificate II

Course Code: SHB20216

Units 1 and 2

Early Childhood Education and Care Certificate III

Course Code: CHC30121

Units: 1, 2, 3 and 4

Visual Arts Certificate III

Course Code: CUA31120

Units: 1, 2, 3 and 4

Year 10 Subjects

Year 10 English

In Year 10 students will study more specific ways language varies according to its audience and purpose. They will construct a range of written and spoken texts with this purpose in mind. They will also be asked to respond analytically to a range of more challenging texts.

Students will continue to consolidate and extend what they have learned from previous years. They also extend their understanding of how language works and learn to transfer this knowledge to different contexts.

To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and are given opportunities to engage with the technical aspects of texts.

Reading and Viewing

Reading and viewing involves understanding, interpreting, reflecting upon, and enjoying written and visual print and non-print texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created.

Writing

Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information.

Speaking and Listening

Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice.

It is expected that through the above activities, students will develop the skills to meet the demands of the workplace, VCAL, and those required to complete their VCE level studies.

Assessment

- Reflective writing
- Argument Analysis
- Analytical response to text
- Creative response to texts
- Comparative text response

Resources/camps/excursions

You are expected to purchase the novels being studied, as listed on the booklist

Pathways

- Literature
- English Language
- VCAL Literacy

Complimentary Subjects

The skills and ideas learned in English are applicable to all subjects studied.

Year 10 General Mathematics

This Mathematics unit is appropriate for most students in Year 10. It is expected that the majority of students studying this unit will progress to VCE General Maths in Year 11 and then Further Maths in Year 12. Extension work will be provided for students who can complete it satisfactorily.

This course covers the core mathematical knowledge and content, including general numeracy skills needed in everyday life. Students will learn how to apply mathematical ideas to different situations. A range of information and communication technologies will be used throughout the year for both learning tasks and assessment.

Semester 1 Topics:

- Measurement
- Consumer Maths (financial)
- Statistics
- Trigonometry and Pythagoras Theorem

Semester 2 Topics:

- Algebra
- Straight Line Graphs
- Equations
- Statistics

It is strongly recommended that students complete the highest level of mathematics at which they are capable to maximise their opportunities in the future. Please don't hesitate to contact your Maths teacher if you need further guidance with possible pathways.

Assessment

- Common Assessment Tasks
- Topic tests
- Assignments
- Workbook
- End of Semester Examinations

Resources/camps/excursions

- Year 10 Maths textbook
- Scientific Calculator

Pathways

- VCE General Maths Unit 1&2
- VCE Further Maths Unit 3&4
- VCE Foundation Maths
- TAFE course
- Employment

Complimentary Subjects

- Economics- Business and enterprise
- Information Technology
- Year 10 Biology
- Year 10 Psychology
- Year 10 Agriculture
- VET subjects (various)

Be Respectful

Be Inclusive

Be Resilient

Year 10 Math Methods

This subject is designed for students with a real passion for mathematics. This subject aims to develop a much deeper and applied understanding of the concepts than Year 10 General Mathematics and is a pre-requisite for students wanting to complete VCE Mathematical Methods or VCE Specialist Mathematics. Students who take this pathway are prepared for all levels of Mathematics in further VCE Mathematical studies.

Semester 1:

- Topic 1: Real Number System
- Topic 2: Indices
- Topic 3: Linear Equations / Linear Graphs
- Topic 4: Simultaneous Equations / Inequations

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Semester 2:

- Topic 5: Trigonometry / Advanced Trigonometry
- Topic 6: Quadratics
- Topic 7: Probability
- Topic 8: Geometry
- Topic 9: Financial Maths
- Topic 10: Data Analysis

It is strongly recommended that students complete the highest level of mathematics at which they are capable to maximise their opportunities in the future. Please don't hesitate to contact your Maths teacher if you need further guidance with possible pathways.

Assessment

- Common assessment tasks
- Essential assessment digital program
- Semester Exams

Resources/camps/excursions

- Year 10 maths textbook
- Workbook
- Calculator (CAS TI-n-spire recommended)

Pathways

- Unit 1 & 2 General Maths
- Unit 1 & 2 Maths Methods
- Unit 1 & 2 Specialist maths

Complimentary Subjects

- Year 10 Physics
- Year 10 Chemistry
- Economics- Business and enterprise
- Information Technology
- Year 10 Biology
- Year 10 Psychology
- Year 10 Agriculture
- VET subjects (various)

Be Respectful

Be Inclusive

Be Resilient

Year 10 Community & Me

Community & Me is a compulsory semester long subject for all Year 10 students. Students will participate in learning to enhance understanding of current youth health issues, such as mental health, sexual health, respectful relationships, party safe and how to stay safe online.

Students will:

- Discuss statistics related to mental health
- Explore avenues of support for mental health concerns
- Explore resilience
- Discuss the culture of sexualisation
- Investigate sexual imagery and its use in advertising
- Learn the skills to develop respectful relationships
- Learn to make informed and safe decisions surrounding alcohol, drugs and partying.

In addition to this, students will explore life skills to enable them to move into life beyond school equipped with the tools to be successful. Students will participate in an iVET taster course, completing 3 units.

1. HLTAID003 – Provide First Aid
2. BSBWOR301 – Organise personal work priorities and development
3. BSBDIV301 – Work effectively with diversity

Students will develop their own personal skills and discover ways to contribute positively to the communities they belong to.

Students will:

- Learn basic First Aid skills
- Learn how to set SMART goals
- Explore barriers to achieving goals and how to overcome these
- Explore how to use and act on feedback receive
- Explore what causes stress at school and in the workplace and how to manage stress
- How to recognise individual differences at school and in the workplace and learn how to work effectively with individual differences
- Explore why it is important to value diversity

Assessment

- iVET assessments
- Research Tasks
- Development of posters
- Contribution to class activities and discussions

Resources/camps/excursions

Pathways

- VET Community Services
- VET Sport & Recreation
- Year 11 Health & Human Development

Complimentary Subjects

- English
- Maths
- Science based subjects
- Humanities based subjects

Year 10 Biology

This subject is designed for students with a passion for biology or science. This subject will also be a great gateway to Year 11 and Year 12 Biology as some of the topics covered here will serve as an introduction to these subjects.

Area of Study 1: Microscopy

In this area of study, students will:

- Learn how to use simple dissection microscopes to look at large objects.
- Learn how to use compound microscopes to view small objects like cells.
- Learn how to prepare slides for microscope viewing.
- Learn about electron microscope.

Area of Study 2: Cells and Organelles

In this area of study, students will:

- Learn about the structure and function of plant and animal cells.
- Learn about the structure and functions of the organelles within these cells.

Area of Study 3: DNA and Genetics

In this area of study, students will:

- Learn about the structure of DNA and the components that make it up.
- Learn how DNA is responsible for how organisms are made using genes and making proteins.
- Learn what happens when DNA “goes wrong” and they will research various genetic problems and conditions.

Area of Study 4: Hominid Evolution and Natural Selection

In this area of study, students will:

- Learn how we use fossils and other prehistoric tools to identify the change in a species over time.
- Learn how organisms will change over time due to environmental factors.
- Learn the relationships between the different humanoid species.
- Learn about the migrations of humanoids from Africa to the rest of the world.

Assessment

- Tests
- Posters
- Research Tasks
- Models
- Semester Exam

Resources/camps/excursions

- GTAC Incursion

Pathways

- Bachelor Science
- Bachelor Biology
- Bachelor Biochemistry
- Bachelor Biosciences
- Diploma Lab Technician
- Diploma Allied Health
- Diploma Nursing
- Park Ranger

Complimentary Subjects

- Chemistry
- Physical Education
- Health and Human Development
- Food Technology

Year 10 Chemistry

Assessment

- Quizzes
- Structured Questions
- Experiments
- Student designed experiment
- Experiment reports
- CATs

Resources/camps/excursions

- Exercise book

Pathways

- Unit 1 & 2 Chemistry
- Unit 3 & 4 Chemistry
- Bachelor of Science
- Bachelor of Biomedicine
- Bachelor of Engineering
- Bachelor of Pharmacy
- Bachelor of Forensic Science
- Certificate in Animal Health
- Certificate in Chemical Use on Farms
- Bachelor in Ag Science

Complimentary Subjects

- Biology
- Physics
- Maths Methods
- Psychology

Area of Study 1: Atomic Structure

In this area of study, students will:

- Learn to use the Periodic Table to determine the structure of an atom of the various elements.
- Learn, through participation in practical activities, how different types of substances behave differently
- Explore factors that enable atoms to be identified by symbol, atomic number and name
- Explore names and formula of elements and compounds

Area of Study 2: Types of chemical reactions

In this area of study, students will:

- Learn about what makes a process a chemical reaction rather than a physical change
- Participate in practical activities to learn how there are many types of chemical reactions.
- Explore how a balanced chemical reaction can be used to describe a process
- Explore how the rate of reaction can be effected by temperature, concentration and surface area.

Area of Study 3: Independent investigation

In this area of study, students will:

- Choose a chemical reaction they want to Investigate
- Develop an experimental design that is safe, valid, accurate, reliable and precise
- Perform the experiment
- Write up the experiment and share the information with peers

Area of Study 4: Organic chemistry

In this area of study, students will:

- Learn about the importance of organic chemistry in the world
- Investigate the various families of hydrocarbons
- Identify an organic molecule by structure
- Investigate reactions of organic compounds

Year 10 Environmental Science

This is a semester length subject.

Students will require a device for research and work presentation

Students will be required to complete practical investigations that may involve outside activities.

Area of Study 1 : Global Systems

- Learn about the 4 major global spheres
- Understand the carbon cycle

Area of Study 2 : Climate Change

- Examine climate change and it's relevance to the environment, our economy, businesses and society
- Understand the Greenhouse Effect
- Incubate eggs and raise chickens
- Use 'poultry farming' as a case study to examine the effects of climate change on an agricultural industry

Area of Study 3 : Pollution

- Types of pollution
- Environmental impacts of pollutants
- Water quality
- Controlling and treating pollution

Area of Study 4 : Sustainable food systems

- Where do we get our food from – imports/exports
- Ecology and the food chain/web
- Understanding habitats
- How animals have adapted to the changing environment

Assessment

- Exam style tests
- Practical reports
- Power point presentation
- Course work logbook
- Scientific Investigations

Resources/camps/excursions

- Possible 'food and fibres' event at Dookie
- Possible excursion to Kyabram Zoo
- Will require a device (a mobile will **not** be sufficient) to complete word, power points and research

Pathways

- Bachelor of Environmental Science
- Careers in AgHort Industries
- Parks and Gardens
- VCE AgHort, Biology and Environmental Science
- Lab technician
- Cert IV Lab technician

Complimentary Subjects

- Yr 10 Biology
- Yr 10 Agriculture and Horticulture
- VCE Sciences
- Yr 10 Geography

Be Respectful

Be Inclusive

Be Resilient

Year 10 Agriculture & Horticulture

The Year 10 Agriculture & Horticulture course is a semester subject that is a gateway to studying Year 11 & 12 Agriculture & Horticulture. Topics taught include:

Area of Study 1: Climate

- Climate, including climate change and its effect on the Agriculture and Horticulture Industries
- The Greenhouse Effect
- Plant production in light of climate change impacts

Area of Study 2: Plants

- Plant structure including work in the vegetable garden
- Weeds and how this impacts on Agricultural & Horticultural industries
- Soil and complete practical work relating to soil and pasture management

Area of Study 3: Animals

- Innovative technology and research into the latest developments in Agriculture & Horticulture industry management
- Conduct 'calf rearing' and or 'chicken incubation'
- Plagues
- Occupation Health & Safety

Assessment

- Practical Reports
- Practical Tasks in the vegetable garden
- Agricultural/Horticultural Industry report
- Weed booklet
- Calf rearing booklet
- Innovative technology research report
- Exam

Resources/camps/excursions

- Excursions to local industries
- Expo Excursions (if applicable)
- Laptop
- Notebooks and stationary

Pathways

- VCE Ag/Hort Units 1 – 4
- Ag/Hort courses at Tafe
- Degree of Ag/Hort University (Melb Uni Dookie has extensive degrees)
- Employment with Dept Primary Industries

Complimentary Subjects

- Biology
- Chemistry
- All technology subjects
- Mathematics
- Business Management

Year 10 Physics

This Year 10 Physics course is a one semester long unit of study involving the selection of three from four topics:

Area of Study 1: Motion

In this area of study, students will learn:

- The concepts of scalars and vectors
- Distance and displacement
- Speed and velocity
- Acceleration (including acceleration due to gravity)
- The graphing of [straight line] motion against time
- The equations of motion for constant acceleration in a straight line

Area of Study 2: Work and Energy

In this area of study, students will learn:

- The relation between work and energy
- Kinetic energy [the energy possessed by an object due to its motion]
- Potential energy [stored energy] including:
 - Gravitational energy
 - Elastic energy
 - Mass energy
- Conservation of energy and conversion between forms of energy

Area of Study 3: The Universe

In this area of study, students will learn:

- The units used to measure distance in space
- How the position of objects in space are specified
- The formation of stars and planetary systems
- The colour, magnitude and life-cycle of stars
- The origin and evolution of the Universe
- The topic will also involve some astronomical observations

Area of Study 4: Electricity

In this area of study, students will learn:

- Static electricity
- Electric current and voltage
- The energy transformed by an electric circuit
- The power dissipated in an electric circuit
- Resistance
- Resistors in series and parallel
- Basic circuit analysis

Assessment

- Common Assessment Tasks
- Practical investigations
- Research

Resources/camps/excursions

- All resources are provided

Pathways

- Unit 1 & 2 Physics
- Unit 3 & 4 Physics
- Bachelor of Science
- Bachelor of Engineering
- Aviation
- Electrician
- Certificates in Engineering and Physical Science

Complimentary Subjects

- Chemistry
- Year 10 Mathematical Methods

Year 10 Psychology

Assessment

- Multiple choice and short answer tests
- Research poster
- Case study

Resources/camps/excursions

- Textbook

Pathways

- Unit 1 & 2 Psychology
- Unit 3 & 4 Psychology

Complimentary Subjects

- Psychology
- Biology
- Health and Human Development

Area of Study 1: What is Psychology?

In this area of study, students will learn:

- What is psychology?
- Psychology as a science.

Area of Study 2: Sport Psychology

In this area of study, students will learn:

- What is sport psychology?
- Motivation
- Goal setting
- Self-confidence and sporting performance
- Arousal and sporting performance
- Mental skills for peak sporting performance

Area of Study 3: Clinical Psychology

In this area of study, students will learn:

- What is clinical psychology?
- Psychological assessment
- Diagnosis and treatment of mental disorders

Area of Study 4: Forensic Psychology

In this area of study, students will learn:

- What is forensic psychology?
- Stalkers and stalking
- Criminal profiling
- The forensic psychologist in the courtroom
- Dangerousness
- The psychology of eyewitness memory

Area of Study 5: Educational and Developmental Psychology

In this area of study, students will learn:

- What is educational and developmental psychology?
- Early childhood: the development of play
- Adolescence: the development of interpersonal relationships
- Disorders first diagnosed in infancy, childhood and adolescence

Year 10 Economics

This subject is designed for students with a passion for economics or commerce. This subject will also be a great gateway to Year 11 and Year 12 Economics as some of the topics covered here will serve as an introduction to these subjects.

This unit will explore the contribution of Australian entrepreneurs to the Economy. Students will study what is involved in managing a business, focussing on ownership structures, marketing and financial management. They will analyse the Australian economy, exploring concepts such as the market mechanism, economic issues and the role of government. The Global Economy will also be explored through the study of International trade, foreign exchange and globalisation.

Area of Study 1: The Australian Economy

In this area of study, students will learn about:

- Economic Performance
- Macro and micro economics
- Living Standards
- Market mechanisms
- Economics issues
- The role of the government in the economy
- Workforce

Area of Study 2: The Global Economy

In this area of study, students will learn about:

- International trade
- Foreign exchange
- Fair trade
- Distribution of income

Area of Study 3: Business and ownership structures

In this area of study, students will learn about:

- The ways businesses organise themselves to improve productivity
- Ways that businesses respond to improved economic conditions

Area of Study 4: Marketing and Financial Management

In this area of study, students will learn about:

- Factors that influence major consumer and financial decisions
- price, availability and cost of finance,
- marketing of products,
- consumers, convenience, ethical and environmental considerations)
- short-term and long-term consequences of these decisions

Area of Study 5: Entrepreneurship

In this area of study, students will learn about:

- What makes an entrepreneur?
- Identifying enterprising behaviours

Assessment

- Tests
- Research Tasks
- Financial modelling
- Budgetary analysis

Resources/camps/excursions

- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Agronomist
- Economist
- Ba. Commerce
- Ba. Finance
- Diploma in Business

Complimentary Subjects

- Year 10 Law

Year 10 Geography

In this unit students explore their interconnectedness with the environment, place and space, as well as with the broader concept of their own place with the rest of the world. Throughout the semester students will focus on Global Wellbeing (the unequal world, spatial variations in place and population, how we map human wellbeing), Environmental Change and Management (climate change, environmental change, ecosystems, wildlife survival, invasive species).

In this unit, students will:

- Use geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and to find out how geography contributes to the understanding and management of these challenges.
- Study the nature of wellbeing around the world and how it can be measured.

Topics covered include:

- Environmental Change and Management
 - Understanding changes to land, atmosphere, water
 - Soil degradation, erosion, ecosystems
 - Challenges to sustainability
- Global wellbeing and wellbeing in Australia
 - The effects of war and conflict on wellbeing
- Geographies of Human Wellbeing
 - The unequal world
 - Global poverty
 - Indigenous wellbeing
 - The roles of government and non-government aid agencies

Assessment

- Field Work
- Investigation
- Report
- Research questions

Resources/camps/excursions

- Geography Alive 10 Text
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- VCE Geography
- VCE Outdoor Education
- VCE Science

Complimentary Subjects

- History
- Science
- Mathematics
- Outdoor Education

Year 10 History

Year 10 History sets out to explore Australia and its relationship with the world during the second half of the 20th Century. This subject will help students understand the world we live in and the impact of important events throughout from WWII to the end of the century.

Area of Study 1: WWII

In this area of study, students will:

- Learn the long, short and trigger cause of WWII
- Examine how Australia responded to WWII
- Explore important moments in WWII
- Learn about the Holocaust in Germany and the treatment of POWs
- Learn about the 'Battle for Australia' and the Kokoda Track.
- Explore the ending of the war and the beginning of the Atomic Age.

Area of Study 2: Establishment of the U.N. and the Cold War

In this area of study, students will:

- Learn about the establishment of the United Nations and the Declaration of Human Rights
- Learn about the structure and functions of the different U.N. bodies.
- Explore the relationship of the USSR and the USA during the post war years

Area of Study 3: Civil Rights Movements

In this area of study, students will:

- Learn about the growth of the Civil Rights movement in the USA.
- Explore the role of important players in the struggle for civil right including: Martin Luther King Jnr, Malcolm X and Rosa Parks.
- Analyse how the Civil Rights movement influenced Civil rights movements in Australia.
- Analyse Aboriginal push for land rights and recognition through this period.

Area of Study 4: The Globalising World

In this area of study, students will:

- Investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century.
Choose at least one of the following:
 - Popular culture
 - The Environment movement
 - Migration experiences
 - Political Crisis

Assessment

- Source analysis
- Research Tasks
- Essay
- Test
- Semester Exam

Resources/camps/excursions

- Fieldwork at the Echuca War Memorial
- Texts supplied by teacher
- A workbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor Arts
- Journalism
- Archaeology
- Museum Curator

Complimentary Subjects

- English
- Literature
- Law

Year 10 Humanism & Politics

In Year 10 Humanism and Politics students will develop an understanding of the Australian political landscape, philosophy, social diversity and identity in contemporary society. Students will also study the diverse nature of Australian secular society. Students will gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Both major topic areas will run across two terms.

Topics that will be covered in Humanism:

- General philosophical thinking / ethical thinking / hypotheticals
- The sociology / phenomenology of religion, faith and belief
- Buddhism
- Hinduism / Sikhism
- Islam
- Christianity
- Judaism
- Scientology / Paganism / Atheism

Topics that will be covered in Politics:

- The Westminster System
- The Australian Political System
- History of the Liberal Party / Labour Party / Nationals
- The role of the Australian government (federal)
- The Prime Ministers and what they did
 - The mystery of Harold Holt
 - John Howard and gun control
- Key political events
 - Port Arthur and the changes to Australia after this event
 - The Dismissal
 - Referendums – the Republican debate

Assessment

- Research reports
- Quizzes
- Essays
- Projects
- Source analysis

Resources/camps/excursions

- A device is required in this class
- A workbook and a plastic pocket folder for handouts

Pathways

- Bachelor of Arts
- Community work
- Government role
- Cultural focus areas

Complimentary Subjects

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Year 10 Law & You

Students explore the different types of law, identifying the difference between criminal and civil law.

During the semester long unit, students will study the following:

- What are Laws?
- Why we have laws?
- History of the law in Australia and other countries
- The Australian Political System including elections and political parties.
- Laws made through the Parliament.
- Laws made through the Courts.
- Criminal Law:
 - The arrest process
 - Court Personnel
 - Court Hierarchy
 - Sanctions
 - The Police and their role
- Civil Law:
 - Torts
 - Negligence
 - Defamation
 - Nuisance
 - Trespass
- Contract law

Assessment

- Case Studies
- Case Analysis
- Structured questions
- Report –Court Visit
- Case folio

Resources/camps/excursions

- Excursion to Magistrates Court
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Legal Studies 1, 2 ,3, 4
- Bachelor of Laws
- Para legal professions
- Police Officer
- PA - legal office

Complimentary Subjects

- English
- Business Management

Year 10 Food Studies

During the semester long course, students will participate in a range of practical classes and theory lessons.

During the course, students will;

- Learn how to use the Design Process to create 'solutions' in different contexts, including food specialisations and food production.
- Explore each stage of the design process; investigate ideas, generate and refine ideas, plan, manage, produce and evaluate the product against established detailed criteria for success
- Select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
- Design and create healthy food solutions that can be used in the home.
- Learn about the importance of good nutrition and diet related disease awareness and management (obesity, diabetes, cardiovascular diseases and more)
- Explore sustainability issues; seasonal foods and how using them can make a difference
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- Students undertake a food presentation task to learn about food styling and photography and the sensory appreciation of food

Assessment

- CAT 1 – Wellness Bowl Design Brief
- CAT 2 – Healthy Takeaway Modification Meal Design Brief
- CAT 3 – Practical Activities and Evaluations
- CAT 4 – Media Analysis

Resources/camps/excursions

- All class materials are provided
- A4 Clear Display Envelope
- A laptop is recommended
- Container
- Enclosed leather shoes (OHS requirement)

Pathways

- Hospitality/retail industry
- Apprentice Chef
- Commercial Cookery Certificates
- Bachelor in health Science. Food Studies, Science, Home Economics

Complimentary Subjects

- Unit 1-4 Food Studies
- Unit 1-4 Health and Human Development
- Unit 1-4 PE
- Unit 1-4 Biology

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Year 10 Health & Human Development

In Health & Human Development (HHD), students will gain exposure to concepts and themes within the VCE Units 1-4 Health & Human Development course.

Using the key terminology across VCE HHD, students analyse Australia's health, specifically concerns linking to Australia's youth. Using a range of data from a range of media sources, we discuss how concerns such as drug use, social media and mental health impact one's physical, mental and social health.

Students investigate gambling and how it impacts both the gambler and their family. Students compare gaming to gambling and the links to health.

Through discussion and debate the class explores sex, consent and power, and how educational, social and systemic changes must occur to address the far-reaching consequences of sexual violence. The discussion aims to empower young people to develop and maintain safe and respectful relationships by exploring consent, unpacking language and gender stereotypes, and highlighting safe online practices.

Students commence looking at health as a global concept, comparing Australia's health to a range of developing nations. Students investigate how poverty, education, sanitation and conflict impact the health and development of children. Using a range of media stimulus, students investigate asylum seekers and refugees in Australia.

Assessment

- CATS
 - Media Analysis
 - Data Analysis
 - Research Task
 - Exam

Resources/camps/excursions

- Nil

Pathways

- Nursing
- Counselling
- Psychology
- Humanitarian work
- Teaching
- Early childhood worker

Complimentary Subjects

- VCE Health & Human Development
- VCE Physical Education
- VET Community Services
- VET Sport & Recreation
- VCE Psychology

Year 10 Indonesian

This subject runs for the entire year and is designed to build on language skills acquired in Year 9. Indonesian is recommended for students who enjoy language learning and would like to broaden their opportunities for employment, further study and travel.

During this course, students will:

- Use Indonesian to communicate about personal interests through spoken and written communication
- Study Indonesian film and understand its cultural significance
- Compare opportunities for study, travel and employment between Indonesia and Australia
- Explore the history of the close relationship between Indonesia and Australia, as well as the current and future prospects
- Apply the grammatical structures of Indonesian prefixes and suffixes, as well as the object focus construction.
- Build on vocabulary acquired in Year 9 and continue to expand language use
- Recognise informal and formal vocabulary and use it in the correct context
- Consider their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, as well as considering how they may also be perceived by others

Assessment

- Spoken exchanges through conversation and role-play
- Use written and spoken texts to identify key information
- Produce a variety of text types in written form
- Mid Semester exam
- End of Year exam

Resources/camps/excursions

- Course materials provided

Pathways

- Units 1-4 Indonesian
- Unit 1-4 English Language
- Bachelor of Arts
- Diploma of Languages
- Defence Force
- Border Patrol
- Tourism
- Law

Complimentary Subjects

- Unit 1 & 2 English Language

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Year 10 Information Technology

Area of Study 1: Digital Systems

In this area of study, students will:

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems

Area of Study 2: Data and information

In this area of study, students will:

- Look at how data is compressed and encoded and the difference between JPEG and PNG images
- Develop techniques for acquiring, storing and validating data from a range of sources, considering privacy and security requirements
- Analyse and visualise data to create information and address complex problems, and model processes using visualisation software tools to identify patterns and relationships between sets of data and information, and support abstract reasoning
- Create an interactive web-based project that complies with accessibility requirements, for example using fragments of a web language to create dynamic content that supports interactivity

Area of Study 3: Creating Digital Solutions

In this area of study, students will:

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics using story boards and mock-ups
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language for example coding separate modules that perform discrete functions but collectively meet the needs of the solution
- Investigate actions, devices and events that are potential risks to information systems, for example losing portable storage devices containing important files, deliberately infecting systems through malware, and power surge

Assessment

- Tests
- Case studies
- Assignments

Resources/camps/excursions

- Laptop

Pathways

- VET Information Technology
- VCE Information Technology
- Bachelor of Technology information and communication
- Certificate IV Software Development

Complimentary Subjects

- Maths
- Economics
- Science

Year 10 Metal, Design and Production

Throughout this semester long subject, students will participate in a range of practical classes and theory lessons.

They will develop skills in:

- Examining the uses of selected materials; the processes, tools, equipment and machines related to the materials.
- Criteria used for the selection of a material.
- Undertake production tasks that develop knowledge of materials use of tools, machines and equipment associated.
- Students learn skills in a range of construction and production techniques.
- They plan and conduct workshop material testing procedures.
- Students can evaluate results and make recommendations about material selection; broaden their knowledge of issues arising from materials and technology.
- Students make a teacher negotiated project incorporating basic skills and processes.
- They complete theory and calculation exercises as well as an investigation project.
- Students learn how to cut materials using hand processes and then form them into appropriate shapes.
- They understand how to select appropriate welding processes for particular applications.
- Students complete practical welding skills.

Assessment

- Completion of design folio
- Completed practical production
- Workshop practices
- Written examination

Resources/camps/excursions

- Materials supplied
- All tools and machinery supplied by school
- Laptop recommended

Pathways

- Unit 1-4 Product design and technology
- Certificates II, III, IV in cabinet making and building studies.
- Product design
- Industrial design
- Architecture

Complimentary Subjects

- VET Building and Construction
- Wood, Product Design

Year 10 Outdoor & Environmental Studies

This subject offers an enriching experience in understanding and appreciating the natural world while equipping students with valuable life skills. OES provides a holistic and comprehensive pathway from Year 9 Outdoor Ed to Year 11 OES, offering a mix of classroom learning and outdoor experiences that foster personal growth and environmental awareness.

Area of Study 1: Outdoor Living and Travel Skills (OLATS)

OLATS focuses on equipping students with practical skills for outdoor living and travel. This area covers a range of exciting topics, including mapping and navigation, outdoor cooking, bike riding, and water safety.

Area of Study 2: Environmental Management

Environmental Management delves into the critical aspect of preserving and conserving our natural resources. Students will learn about waste management, water management, and land management strategies. By understanding the impact of human activities on the environment, students will develop a sense of responsibility and learn how to contribute to sustainable practices.

Class Structure and Requirements:

This is a semester-length subject that blends classroom learning and outdoor activities. To support research and work presentation, students will need access to a device. Practical investigations, which may involve outdoor activities, will be a vital part of the learning process.

Year 11 and Beyond:

Upon completing Year 10 OES, students can continue their journey in VCE Outdoor and Environmental Studies, building upon the foundational knowledge and skills acquired in Year 10. This subject presents an excellent opportunity for those passionate about environmental conservation, outdoor exploration, and making a positive impact on the world around them.

Assessment

CATS

- Mapping and Navigation
- Water management
- Waste Management

Resources/camps/excursions

- Students will have the opportunity to participate in outdoor activities.

Pathways

- Environmental Sciences
- Conservation
- Adventure and Eco-Tourism
- Outdoor Education and Leadership
- Environmental Education
- Sustainable Development Policy

Complimentary Subjects

- Unit 1-4 Outdoor & Environmental Studies
- Unit 1-4 Physical Education
- VET Community Services
- VET Sport & Recreation

Year 10 Recreational Sport

This class will give students a range of opportunities to participate in recreational sports and sports for life that may be undertaken in the community. Students will be exposed to minor and major games as well as the basics of how to conduct an activity for peers or primary aged students. Theory topics will explore requirements, barriers and benefits of physical activity for healthy lifestyles.

Area of Study 1: Physical activity for health

In this area of study, students will:

- Explore factors leading to inactivity
- Learn what physical activity is
- Explore the benefits of physical activity
- Investigate the National Physical Activity and Sedentary Behaviour Guidelines

Area of Study 2: Nutrition

In this area of study, students will:

- Explore the nutritional requirements for healthy living
- Investigate Australia's Guide to Healthy Eating
- Investigate the nutritional requirements for athletes and non-athletes
- Investigate nutritional considerations before, during and after exercise

Area of Study 3: Sports identity and influence

In this area of study, students will:

- Explore Australia's sports identity
- Investigate lifestyle, recreation, and leisure activities
- Explore influences and barriers to physical activity

Area of Study 4: Design a recreational activity

In this area of study, students will:

- Design, facilitate, and reflect on a created/modified recreational activity to be run for the class.

Practical topics that may be covered:

- Archery
- Golf
- Lawn bowls
- Croquet
- Tennis
- Hockey
- Netball
- Bike riding
- Basketball

Assessment

- Structured tests
- Case studies
- Practical participation
- Student teach experiences

Resources/camps/excursions

- Workbook
- Sports Uniform

Pathways

- Unit 1 & 2 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Sports science
- Health and Human Development
- Psychology
- VET Sport and Recreation

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Year 10 Sports Science

This class is designed to encourage students to develop their understanding of fitness components and investigate how they can improve particular fitness components as well as performance. Students will engage in a variety of fitness testing and from this will develop personalised training programs to improve their performance. Students will have practical experience by implementing their training programs and improving their fundamental motor skills and skill acquisition through major and minor games. Students will also be participating in practical research tasks and data collection.

In this subject students will:

- Explore warm-up and cool down techniques to increase performance and recovery.
- Learn to develop training programs to improve fitness components.
- Explore sports psychology and its relationship with performance.
- Explore physiology in relation to exercise.
- Learn to label the bones and muscles of the human body.
- Develop an understanding of the energy systems and energy system interplay.
- Learn the importance of feedback to improve performance.
- Explore how study of biomechanics is used to improve performance.
- Learn the role of technology in sport and fitness.
- Transfer their knowledge of theory into practical settings.

Assessment

- Structured Questions
- Written Reports
- Practical participation
- Exam

Resources/camps/excursions

- A4 Workbook
- Pen
- Sports Uniform

Pathways

- Unit 1&2 Physical Education
- Unit 3&4 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- VET Sport & Recreation

Complimentary Subjects

- PE Recreation
- Biology
- Psychology
- Physics

Year 10 Visual Art

Area of Study 1: Art Elements and Principles

In this area of study, students will:

- Learn the art elements and principles
- Learn how to apply the art elements and principles.
- Investigate how the use of elements and principles can change the aesthetics of an artwork
- Analyse artworks by identifying the elements and principles and discussing their application

Area of Study 2: Mixed Media Artwork

In this area of study, students will:

- Explore different media and techniques
- Investigate various artists who have used multimedia to create an artwork
- Trial, develop and refine ideas
- Create a mixed media artwork

Area of Study 3: Art Analysis

In this area of study, students will:

- Learn how to identify the components of an artwork
- Learn how to discuss the use of elements and principles in an artwork
- Develop an understanding of how the artwork was constructed
- Understand how messages and themes are depicted in an artwork
- Form an opinion about an artwork

Area of Study 4: Free Choice Artwork

In this area of study, students will:

- Learn how to initiate original ideas
- Investigate how other artists have responded to similar ideas
- Explore a range of ideas, media and techniques
- Produce a finished artwork
- Reflect on completed artwork

Assessment

- Folio of development of ideas for artworks
- Finished artworks
- Written reports
- Art analysis

Resources/camps/excursions

- A3 sketch book
- Art gallery excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography
- Tattooist

Complimentary Subjects

- Visual Communication
- Media Studies

Year 10 Wood, Design and Production

Students will participate in a range of practical classes and theory lessons.

In this area of study, students will develop skills in:

- Understanding the design process
- Researching
- Communicating ideas
- Drawing plans
- Planning for making a product
- Tool use
- Workshop safety
- Making a product
- Evaluating a completed product

Assessment

- Completion of design folio
- Completed practical product
- Workshop practices
- Written examination

Resources/camps/excursions

- Materials supplied
- All tools and machinery supplied by school
- Laptop recommended

Pathways

- Unit 1-4 Product design and technology
- Certificates II, III, IV in cabinet making and building studies.
- Product design
- Industrial design
- Architecture

Complimentary Subjects

- VET Building and Construction
- Metals, Product Design

Year 10 Community Project

In this area of study students will:

- Plan, organise and carry out a project involving a number of steps and three or more people
- Identify and use appropriate resources related to a project or activity
- Identify positive and negative factors that influence individual behaviour and motivation in group situations
- Carry out the project to completion
- Investigate the concept of personal identity
- Analyse personal identity and emotional intelligence within different contexts
- Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence

Students will undergo a 'Community Project' which involves:

- Planning a Project that will be implemented over time to make a positive difference to community members and raise awareness of the issue identified, or volunteer with an organisation to effectively contribute to society.
- Working constructively within a Team to overcome challenges. Being mindful of and sensitive towards the background and rights of others that we may work with in our community and community project team.

Assessment

- Booklets
- Teacher Observations

Resources/camps/excursions

- Excursions to Industries
- Running of Café

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM PDS
- VCE VM WRS
- VCE VM Literacy
- VCE VM Numeracy

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Year 10 Fashion Design

Topic 1: Carry Bag/ handbag

In this area of study, students will

- Gain inspiration from existing designers
- Learn basic sewing techniques
- Document the Design Process in their sketchbook
- Create a carry bag/ handbag

Topic 2: Re-cycled Fashion

In this area of study, students will

- Learn how to illustrate fashion designs
- Learn basic sewing skills
- Document the Design Process in their sketchbook
- Create a garment from an existing piece of clothing

Assessment

- Folio of work
- Final presentations
- Written report/analysis

Resources/camps/excursions

- A3 Sketchbook
- Gallery excursion
- Excursion to Op Shop

Pathways

- VET Studio Art
- VCE Creative Practice
- VCE Visual Communication

Complimentary Subjects

- Visual Arts
- Digital Photography
- Visual Communication
- Product Design and Technology

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Year 10 Jewellery Design and Manufacture

Jewellery Design allows students to develop knowledge and skills in the use of materials, tools and techniques related to art metal and jewellery making. During this course students will:

- learn about the design process for making a jewellery item
- gain the ability to receive constructive criticism by working with customers to design products for them
- design and create a range of jewellery items with different materials including clay, metal, timber, and plastic
- undertake practical classes to make items including rings, earrings, bracelets, badges and necklaces.

Jewellery designers create unique items for clients which require drawings and plans, so students will need to be creative by designing products using writing, hand drawing and CAD software. While making jewellery, students will need to be resilient and care for the environment and those around them – they will complete safety testing and will need to work carefully so as not to waste expensive and sometimes rare materials. All of this is part of the subject.

As they go through the subject and learn to use materials and techniques, students will be granted greater freedom to design and make their own products with the skills they have learned.

Assessment

- Completion of design folio
- Completed practical product
- Workshop practices
- Written examination

Resources/camps/excursions

Students need:

- Enclosed leather upper footwear
- Laptop/tablet/other device
- USB Storage
- Workbook
- A4 Plastic sleeve folio

School supplies:

- Materials
- Tools and machinery

Pathways

- Unit 1-4 Product design and technology
- Product design
- Industrial design
- Jewellery Design
- Graphic Design

Complimentary Subjects

- VET Building and Construction
- Wood, Product Design
- Metal, Product Design

Year 10 LEAP Mathematics

Are you creative? Do you enjoy puzzles and challenges? Do you want to know why and how, rather than just being told what to do? Do you enjoy Mathematics? Then this elective maybe for you!

This subject is an elective maths completed in semester 2 only at Year 10, which is completed on top of the normal Year 10 Maths Methods.

The Year 10 Maths Learning Extension and Advancement Program (LEAP) is a mathematics enrichment program that is designed for students who enjoy Mathematics and want to experience mathematical concepts outside of the normal curriculum. Students will have the opportunity to study diverse areas of mathematics and there is a strong focus on developing problem solving skills and higher order thinking. It provides students with an ability and passion for mathematics and an opportunity to explore a range of strategies to solve challenging mathematical concepts and problems.

Students work individually and collaboratively on challenging tasks. Students are expected to participate in competitions Australian Mathematics Competition.

It is strongly recommended that students complete the highest level of mathematics at which they are capable to maximise their opportunities in the future. Please don't hesitate to contact your Maths teacher if you need further guidance with possible pathways.

Assessment

- Common assessment tasks
- Essential assessment digital program

Resources/camps/excursions

- Year 10 maths textbook
- Workbook
- Calculator
(CAS TI-n-spire recommended)

Pathways

- Unit 1 & 2 General Maths
- Unit 1 & 2 Maths Methods
- Unit 1 & 2 Spec. Maths

Complimentary Subjects

- Year 9 Science

Year 10 Recycled Art

Assessment

- Folio of work
- Final presentations
- Written report/analysis

Resources/camps/excursions

- A3 Sketchbook
- Gallery excursion

Pathways

- VET Studio Art
- VCE Creative Practice
- VCE Visual Communication

Complimentary Subjects

- Visual Arts
- Digital Photography
- Visual Communication

Topic 1: Cardboard Art

In this area of study, students will

- Learn how to manipulate cardboard
- Learn construction techniques
- Create a folio that documents the Art Process
- Learn presentation techniques
- Present a final artwork made from cardboard

Topic 2: Recycled Sculpture

In this area of study, students will

- Learn how artists have used recycled items to create an artwork
- Create a folio that documents the Art Process
- Learn various sculpture construction techniques
- Present a final sculptural artwork

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Year 10 School Yard Art

Topic 1: Mosaic Tiles

In this area of study, students will

- Learn how to manipulate glass and ceramic tiles
- Learn mosaic techniques
- Create a folio that documents the Art Process
- Learn collaborative presentation techniques

Topic 2: Public Mural

In this area of study, students will

- Learn how artists work with a community to create a mural in a public space
- Create a folio that documents the Art Process
- Learn how to use scale to transfer designs
- Present a final mural artwork

Assessment

- Folio of work
- Final presentations

Resources/camps/excursions

- A3 Sketchbook
- Gallery excursion

Pathways

- VET Studio Art
- VCE Creative Practice
- VCE Visual Communication

Complimentary Subjects

- Visual Arts
- Digital Photography
- Visual Communication

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Year 10 Café Culture

Cafe skills will give you the confidence to gain experience in a career or part time work in hospitality.

In this course, you will learn how to prepare and handle food in a hygienic way, create a variety of other non-alcoholic beverages and prepare basic cafe food. This skill set will also give you valuable experience, confidence and increased engagement in the school community, setting you up for senior study.

Students will gain:

- knowledge, understanding and skills related to food hygiene, safety and producing quality food
- knowledge in current food trends e.g. Food Trucks
- Knowledge in food presentation
- Knowledge and skills in cake decorating
- knowledge and understanding of the significance of social media in hospitality skills.

Course work can include:

- hygienic work practices
- practical food preparation
- cafe trends
- cake decorating
- healthy breakfasts
- food truck culture

Assessment

- CAT 1 – Taco Food Truck
- CAT 2 – Healthy Breakfast
- CAT 3 – Practical Activities and Evaluations
- CAT 4 – Media Analysis

Resources/camps/excursions

- All class materials are provided
- A4 Clear Display Envelope
- A laptop is recommended
- Container
- Enclosed leather shoes (OHS requirement)

Pathways

- Hospitality/retail industry
- Apprentice Chef
- Commercial Cookery Certificates
- Bachelor in health Science. Food Studies, Science, Home Economics

Complimentary Subjects

- Unit 1-4 Food Studies
- Unit 1-4 Health and Human Development
- Unit 1-4 PE
- Unit 1-4 Biology

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Year 10 STEM

The subject of STEM is a combination of Science, Technology, Engineering and Mathematics. This class will use computers and technology to design and create a variety of items through individual and group activities. Students will complete set tasks as well as completing a short student negotiated project.

Students will have access to different technologies including:

- 3D printers
- laser cutters
- robotics
- electronics
- coding
- lego and construction

Students will develop skills in:

- the design process,
- modification of projects,
- logical thought processes,
- communication
- learning through trial and error.

A majority of the class activities will be hands on and will suit students who are able to (or willing to learn how to) work by themselves with limited direction, able to modify projects after trialling and showing resilience in group situations

Assessment

- Design Briefs
- Reflections
- Presentations
- Project Work

Resources/camps/excursions

Pathways

- Engineering
- Graphic Design
- Coding
- Manufacturing
- Design
- Architecture
- Trades

Complimentary Subjects

- Maths
- Science
- Technology
- Design
- IT

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VCE Units 1-2 Subjects

Units 1 & 2 English

Unit 1

Area of Study 1: Reading and exploring texts

- Plan and develop personal and analytical writing about a text
- Consider and explore ideas, concerns and tensions presented in a text, characters, settings and plot, and point of view and voice
- Consider how vocabulary, text structures and language features create meaning
- Engage productively in small group and class discussion
- Develop strategies for inferential reading and viewing
- Use textual evidence, where appropriate, to support writing
- Use appropriate strategies to review and edit writing

Area of Study 2: Crafting texts

- Write with clear purpose and awareness of context and audience
- Generate ideas, and discuss, develop and elaborate on these
- Explore voices appropriate to audience, purpose and context
- Experiment with vocabulary for effective writing
- Plan, create, draft, refine and complete individual writing
- Collaborate on the processes of writing
- Reflect on implications of authorial choices made in their own writing and in the writings of others

Unit 2

Area of Study 1: Reading and exploring texts

- Build inferential reading and viewing strategies
- Read and engage with a text for meaning
- Discuss and analyse ideas, concerns and tensions in a text
- Discuss and analyse the specific vocabulary, text structures and language features in text
- Use appropriate evidence from the text
- listen attentively and respond to others' views during discussion

Area of Study 2: Exploring argument

- Summarise the key points in arguments
- Identify, explore and apply the intent and logical development of contention and supporting arguments, spoken language and the evidence, strategies, language and visuals used by authors to position an intended audience
- apply the conventions of discussion and debate
- use appropriate evidence to support analytical writing
- draft, review, edit and refine analytical writing

Assessment

- Personal Text Response
- Two students created texts
- Analytical text response
- Argument Analysis
- Oral presentation
- Outcome Tasks

Resources/camps/excursions

- The Golden Age by Joan London

Pathways

- To study Unit 3 and 4 in Year 12, students must have achieved an 'S' in at least one unit for Year 11.

English is a pathway to:

- Bachelor Degree - Journalism/Creative Writing
- Bachelor of Education
- TAFE – Certificate IV Real Estate
- Blogger
- Travel Writer
- Careers that require written and oral communication skills.

Complimentary Subjects

- All

Units 1 & 2 English Language

Unit 1: Language and communication

Area of Study 1: The nature and functions of language

- Explore the nature of language and how the function of language can vary
- Develop understanding of how meaning can be conveyed through speech, writing and sign
- Learn the subsystems of language and the metalanguage associated with them.
- Learn that language choices are always influenced by situational, social and cultural contexts.

Area of Study 2: Language acquisition

- Learn how language choices are impacted by social and cultural contexts
- Investigate children's ability to acquire language and the stages of language acquisition.
- Understand the theories used to describe the language acquisition in children.
- Explain the stages of language development in children.

Unit 2: Language Change

Area of Study 1: English across time

- Describe the changes that have occurred in English over time
- Examine the origins of English and trace its development.
- Examine the concept of "correct English"
- Explore how languages may continue to change and consider the possibilities of future English.

Area of Study 2: Englishes in contact

- Consider the effects of the global spread of English
- Explore the factors that contributed to the spread of English in the past such as trade and colonisation
- Become familiar with the distinctive features of a range of varieties of English and how this shows the effects of contact with other languages
- Explore the role of language as an expression of cultures and worldviews, including representations of worldviews in texts

Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

Pathways

- Used as an English alternative for VCE
- Unit 3&4 English Language
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- LOTE Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

Complimentary Subjects

- Indonesian
- English
- Biology

Units 1 & 2 Literature

Assessment

- Journal entries
- Close Analysis of passages
- Creative Writing
- Essay
- Outcome Tasks

Resources/camps/excursions

- *The Divine Wind* – Disher
- *The Wall* – movie
- Poetry Anthology
- *Othello* – Shakespeare
- *The Reader* - Schlink

Pathways

- Unit 3 & 4 Literature
- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching

Complimentary Subjects

- English
- History
- Philosophy

Unit 1: Approaches to Literature

Area of Study 1: Reading Practices

- Learn how the conventions, language patterns, diction can guide readers to understanding the text
- Analyse the significance of characters, events setting featured in a text can shape reader's responses to the text
- Explore how others' views of text may enhance or change the readers interaction with the text
- Learn how their own ideas and experiences shape their reading of a text
- Explore, interpret and reflect on different ideas and values represented in literature
- Learn to apply understanding of literary criticism to their reading of text/s

Area of Study 2: Ideas and Concerns in texts

- Explore the way characters and situations in texts explore human life
- Analyse how texts explore or question society
- Explore the ideas and concerns raised by the text
- Analyse the inclusions and exclusions of the text and what that tells us about the text's views and values

Unit 2: Context and Connections

Area of Study 1: The text, the reader and their contexts

- Explore the way language in a text can reveal past eras and/or different cultures
- Explore the ways in which characters, setting, events and ideas convey the social and cultural concerns of a past era and/or different culture
- Explore the features of society and the ideas and behaviour which the text appears to reflect or endorse, challenge or question.

Area of Study 2: Exploring connections between texts

- Explore the ways texts present personal, social and cultural concepts
- Analyse the ideas and attitudes in the texts
- Explore the ways styles of language, voice and point of view create meaning
- Learn techniques to identify and present points of comparison and contrast
- Explore how the reading of a text is influenced by the readings of other texts

Units 1 & 2 Foundation Mathematics

Both Units 1 and 2 focus on the same four areas of study

Area of Study 1: Algebra Number and structure

Unit 1:

- Application of integers, fractions and decimals
- Use of ratios, percentages and rates

Unit 2:

- Using formulas to describe relationships
- Manipulating equations and approximating solutions

Area of Study 2: Data and Statistics

Unit 1:

- Collections and representation of data
- Drawing conclusions from data

Unit 2:

- Creation of charts and other visuals to compare data
- Interpretation of related of comparable data to draw conclusions

Area of Study 3: Financial Maths

Unit 1:

- personal finance such as borrowing, banking and payslips
- superannuation, tax, cost structures

Unit 2:

- comparing products and services to make informed spending choices
- managing money and comparing earning, spending and debt

Area of Study 4: Space and Measurement

Unit 1:

- Standard metrics and measures
- Schedules, timetables, scales

Unit 2:

- Two dimensional plans and diagrams of objects
- Locations, maps, itineraries including estimation of travel time etc

Assessment

- Portfolio
- Various assignments and outcome tasks
- Modelling task
- Mathematical Investigation

Resources/camps/excursions

- Textbook
- Scientific calculator
- Study Notes (by Teacher)

Pathways

- Unit 3 and 4 Foundation Maths
- VCE certificate
- TAFE
- Employment
- Business
- Trade apprenticeships

Complimentary Subjects

- Woodwork/Metal work
- Design
- Agriculture
- History
- Psychology
- Business Management

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Units 1 & 2 General Mathematics

Outcome 1: Define and explain key concepts, and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts and analyse and discuss these applications

Outcome 3: Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Area of Study 1: Algebra and structure;

- *Linear relations and equations*

This topic includes, but isn't limited to;

- Substitutions and transpositions of equations
- Developing formulas from word descriptions
- Solutions for simultaneous equations
- Using linear equations to solve practical problems

Area of Study 2: Arithmetic and number;

- *Computation and practical arithmetic*
- *Financial arithmetic*

This topic includes, but isn't limited to;

- Effective use of technology and mental strategies
- Simple and compound interest applications
- Comparison of purchase options available

Area of Study 3: Discrete mathematics;

- *Matrices*
- *Graphs and networks*
- *Number patterns and recursion*

This topic includes, but isn't limited to;

- Operations with Matrices, including scalar and matrix multiplication
- Introduction to the types of Graphs and Networks
- Study of the types of number sequences

Area of Study 4: Statistics;

- *Investigating and comparing data distributions*
- *Investigating relationships between two numerical variables*

This topic includes, but isn't limited to;

- Types of data and their best means of display
- Uses of the 5-number-summary
- Modelling and making predictions based on data

Assessment

- By hand approached tests
- CAS based assessment
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator

Pathways

- Applied Mathematics and Statistics - RMIT University
- Accounting - Charles Sturt University
- Certificates III and IV in Accounting, Commerce and Business Management.
- Building and Construction Trades

Complimentary Subjects

- Biology
- Physics
- Mathematical Methods
- Design and Technology
- Economics

Units 1 & 2 Mathematical Methods CAS

Both Units 1 and 2 focus on the same four areas of study

Area of Study 1: Functions and graphs

Unit 1:

- Specify rules of a function and sketch related graphs by hand
- Interpret and describe the effect of transformations on graphs

Unit 2:

- Simple applications of sine and cosine functions in various contexts
- Modelling exponential functions, interpreting rates of growth and decay

Area of Study 2: Algebra

Unit 1:

- Substitute, rearrange and solve equations, including linear and quadratic equations
- use of symbolic notation to develop algebraic expressions and represent functions

Unit 2:

- use of inverse functions and the application of index and logarithm laws
- numerical approximation of roots of cubic polynomial functions using Newton's method

Area of Study 3: Calculus

Unit 1:

- Interpret graphs with respect to rate of change (eg. Analysing the pollution levels over time)
- Describe and measure instantaneous rates of change

Unit 2:

- find by hand the derivative function and an anti-derivative function for a simple power function
- graphical and numerical approaches to approximating the value of the gradient function

Area of Study 4: Probability and Statistics

Unit 1:

- Describe the outcomes of experiments, highlighting the probability of certain events
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society.

Unit 2:

- Apply counting techniques to solve probability problems and calculate probabilities for compound events, by hand in simple cases

Assessment

- Written tests with and without access to summaries and CAS
- Modelling tasks
- Mathematical investigations
- Problem-solving tasks
- Outcome Tasks

Resources/camps/excursions

- TI-Inspire or CAS calculator
- Scientific calculator
- Textbook
- At least 2 128 page exercise books

Pathways

- Bachelor of Science/IT/Mathematics/Engineering
- Various fields of science
- Financial advisor/accountant
- Special Forces (army/navy)
- Bachelor of Commerce/Business
- Aeronautical or Aerospace engineering

Complimentary Subjects

- Physics
- Specialist Mathematics
- Chemistry
- Further Mathematics

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Units 1 & 2 Specialists Mathematics

Do you enjoy maths and like a challenge?

Are you prepared to commit to 3 or 4 hours a week of homework?

Students must be studying (or have studied) Units 1 and 2 Maths Methods in order to study Specialist Maths Units 1 and 2 and have obtained good results in Year 10 Maths Methods.

This course provides opportunities to build on the knowledge, skills and understandings gained in Year 10 Maths Methods. It is designed to give you essential skills for further studies in Year 11 and Year 12 Methods and Specialist Maths.

Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Unit 1 & 2 Topics Include:

- Number Systems
- Complex Numbers
- Geometrical Proofs
- Distributions
- Probability
- Trigonometry
- Graph Theory
- Non-Linear Relations
- Vectors
- Transformations
- Matrices
- Differential Calculus
- Integral Calculus
- Kinematics
- Mechanics.

Assessment

- SACs (TESTS) with and without a calculator
- Problem Analysis
- Semester Exams
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator (Ti-nspire)
- Study Notes (by Teacher)

Pathways

- Engineering,
- Medicine,
- Computer Science,
- Accounting,
- Physiotherapy,
- Pharmacy,
- Games programming,
- Veterinary science
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Mathematics Methods

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Units 1 & 2 Accounting

Unit 1: Role of accounting in business

Area of Study 1: The role of accounting

- Explore a range of factors that should be considered before committing to a business venture
- Investigate a range of reasons for establishing a business
- Learn the role of professionals in providing advice to achieve business success
- Explore the types of business ownership
- Learn the ethical considerations when making business decisions

Area of Study 2: Recording financial data and reporting accounting information for a service business

- Learn how to identify and record financial data
- Learn how to report and explain accounting information
- Explore procedures to safeguard against theft and fraud

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

Area of Study 1: Accounting for inventory

- Learn the characteristics of a trading business
- Explore documents used to record financial transactions
- Explore indicators to measure business performance
- Learn strategies for effective inventory management

Area of Study 2: Accounting for and managing accounts receivable and accounts payable

- Learn strategies for effective management of accounts payable and accounts receivable
- Explore the use of methods used to analyse the potential financial outcomes of decisions relating to accounts receivable and accounts payable.

Area of Study 3: Accounting for a managing non-current assets

- Explore documents used by a business to record financial transactions
- Learn to select strategies to improve business performance in relation to non-current assets

Assessment

- Folio
- Structured Questions
- Assignments
- Case Study
- Presentations
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Units 3 & 4 Accounting
- Ba. Accounting
- Diploma of Accounting
- Certificate in Accounting and Bookkeeping
- Ba. Business
- Financial Planning

Complimentary Subjects

- Maths
- Business Management

Units 1 & 2 Agriculture and Horticulture

Unit 1 : Change and Opportunity

Area of Study 1 : Major food and fibre production industries in Australia

- Explore the use of land as a source of food and fibre by Victoria's first peoples and European settlers
- Learn the history of Agriculture and Horticulture in Australia
- Learn the major climate zones in Australia and their key food and fibre
- Explore the location of particular food and fibre industries in Victoria according to climatic conditions; soil quality and socio-cultural factors
- Investigate career pathways and employment opportunities in agriculture and horticulture

Area of Study 2 : Food and Fibre Production in Australia

- Investigate key elements of agricultural and horticultural systems: inputs, processes and outputs
- Learn OH&S standards
- Explore the characteristics of productive soil, and techniques for testing soil quality
- Investigate advantages and disadvantages of using alternative plant-growing media such as hydroponics and aquaponics
- Carry out Scientific experiments and gather data/information

Unit 2: Growing Plants and Animals

Area of Study 1: Plant nutrition, growth and reproduction

- Learn the structure of plants and the functions of photosynthesis, respiration and transpiration
- Explore the advantages and disadvantages of asexual and sexual plant reproduction or propagation and selection of genes through plant breeding
- Investigate the use of technology and post-harvest processing to improve plant production

Area of Study 2: Animal nutrition, growth and reproduction

- Explore extensive and intensive animal production and the advantages and challenges of each method
- Learn the digestive systems: ruminant, monogastric and avian
- Explore the nutrient requirements of animals across various stages of growth and development
- Learn the structure and function of mammalian and avian reproductive systems
- Explore the principles of animal genetics and the purposes of breeding programs

Assessment

- Written exam each semester
- Written Unit tests
- Practical reports
- Research assignments
- Outcome Tasks
- Calf raising diary (if possible)

Resources/camps/excursions

- Excursions to local Ag/Hort industries
- Calf rearing on school property
- Laptop/device required

Pathways

- VCE Unit 3/4 Ag & Hort
- TAFE course in Primary Industry
- University courses – Melbourne University Dookie has many opportunities.
- Ag/Hort careers (Soil, water, management)
- Animal Nutritionist

Complimentary Subjects

- VCE Biology
- VCE Business management
- VCE Technology
- VCE Maths
- VCE Chemistry
- VCE English

Units 1 & 2 Applied Computing

VCE Applied Computing focuses on creating digital solutions to meet specific needs and to manage the threats to data, information and software security.

This study will provide you with the knowledge and skills required to adapt to a quickly changing technological landscape, including the ability to identify emerging technologies, develop new uses for digital technologies and consider the benefits that these technologies bring to society.

Unit 1: Applied computing

Area of Study 1: Data analysis

- data and information
- approaches to problem solving
- interactions and impacts on privacy
- ethical issues from the acquisition, storage and use of data and information

Area of Study 2: Programming.

- functions and capabilities of key hardware and software components of digital systems
- characteristics of data types
- types of data structures
- approaches to problem solving

Unit 2: Applied computing

Area of Study 1: Innovative solutions

- components of digital systems
- types of digital devices used for a range of current and emerging applications such as smart phones and virtual assistants
- emerging trends in digital systems and the importance of innovation to organisations
- functions and capabilities of digital systems, such as assistive technologies, GPS devices, robotics and traffic management
- techniques for collecting data to determine user needs and requirements
- approaches to problem solving

Area of Study 2: Network security.

- applications and capabilities characteristics of different networks
- key hardware and software components of networks
- strengths and limitations of wired, wireless and mobile communications technology
- design tools for representing the appearance of networks
- security threats to data and information
- preventative practices to reduce risks to networks
- the role of ethical hacking

Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions
- Outcome Tasks

Resources/camps/excursions

- textbook
- laptop device

Pathways

- VCE Unit 3/4 Data analytics
- VCE Unit 3/4 Software development
- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst

Complimentary Subjects

- General Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication

Units 1 & 2 Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

Area of Study 1: Artists, artworks and audiences

In this area of study, students will:

- Analyse and discuss the practices of artists from different periods and cultures.

Area of Study 2: Creative Practice

In this area of study, students will:

- Experiment with materials and techniques to produce a range of effects
- Develop personal artworks by investigating the art from artists they like.

Area of Study 3: Documenting and Reflecting on the Creative Practice

In this area of study, students will:

- Evaluate artworks and experiments completed in Area of Study 2.

Unit 2: Interpreting artworks and developing the Creative Practice.

Area of Study 1: The artist, society and culture

In this area of study, students will:

- Explore the role and purpose of art in different cultures at different times.
- Compare artworks from different times and cultures.
- Analyse how artworks can reflect the beliefs, values and traditions of different cultures.

Area of Study 2: The collaborative Creative Practice.

In this area of study, students will:

- Use the Creative Practice to make at least one finished artwork.
- Collaborate with someone (in school or in the community) to create a collaborative artwork.
- Explore and experiment with traditional and contemporary art materials.

Assessment

- Written reports
- Folio of developmental work
- Final artworks

Resources/camps/excursions

- Art Folio
- Art Excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

Complimentary Subjects

- Visual Communication and Design
- Media Studies
- Product Design and Technology

Units 1 & 2 Biology

Unit 1: How do organisms regulate their functions?

Area of Study 1: How do organisms function?

In this area of study, students will learn about:

- The structure and functions of cells and their organelles as well as to why cell size matters
- The structure and function of the plasma membrane
- The cell cycle, cell growth, death and differentiation
- How the body prevents cancer

Area of Study 2: How do plant and animal systems function?

In this area of study, students will learn about:

- Specialised plant and animal cells and tissues
- The digestive system, endocrine system and excretory system
- The regulation of body temperature, blood glucose and water balance in humans

Area of Study 3: Practical Investigation

- Students will conduct a practical and complete a practical write up in the form of a scientific poster

Unit 2: How does inheritance impact on diversity?

Area of Study 1: How is inheritance explained?

In this area of study, students will learn about how:

- DNA is identified into smaller sections called genes
- DNA and chromosomes are linked in cells and sex cells
- Genetic information is passed from parents to offspring
- To identify trends in genetic appearance and how it can be tracked using charts and tables

Area of Study 2: How do inherited adaptations impact diversity?

In this area of study, students will learn about:

- The importance of genetic diversity in a population
- The contribution of Aboriginal and Torres Strait Islander peoples' perspectives in understanding adaptations and ecosystems
- Structural, physiological and behavioural adaptations that allow an organism to survive and reproduce
- The relationships between species and the impacts of changes to ecosystems

Area of study 3: Exploring a contemporary bioethical issue

- Students will complete a second-hand investigation relating to genetics, reproductive science, adaptations or ecosystems

Assessment

- Outcome tasks
- School-Assessed coursework (SACs)
- Experimental investigations – scientific poster
- Exams (mid-year and end of year)

Resources/camps/excursions

- Yr11 Biology Textbook
- Exercise Books
- GTAC incursion

Pathways

- Bachelor Science
- Bachelor Biology
- Bachelor Biochemistry
- Bachelor Biosciences
- Diploma Lab Technician
- Diploma Allied Health
- Diploma Nursing
- Park Ranger

Complimentary Subjects

- Chemistry
- Physical Education
- Health and Human Development
- Food Technology
- Psychology

Units 1 & 2 Australian and Global Politics

Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

Unit 1: Ideas, actors and power

Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Area of Study 1: Power and Ideas

- What is politics?
- What is meant by power and how can it be exercised?
- How is power distributed in the Australian political system?
- How do non-democratic systems distribute power?

Area of Study 2: Political actors and power

- What roles do political parties play in the Australian political system?
- How influential are political parties, interest groups and the media in shaping the Australian political agenda?
- How do parties, interest groups and the media facilitate political participation?

Unit 2: Global Connections

Students are introduced to the global community and the global actors that are part of this community.

Area of Study 1: Global links

- How are citizens of the 21st century linked – politically, socially and economically?
- How have peoples' lives been affected by globalisation?
- Do citizens and states have global responsibilities?
- Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community?

Area of Study 2: Global cooperation and conflict

- How does the global community work in the 21st century and what are its responsibilities?
- How effective is the global community in managing cooperation and conflict?
- What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

Assessment

- Source Analysis
- Research tasks
- Essays
- Interpretations analysis
- Case studies

Resources/camps/excursions

- A device is required in this class
- A workbook and a plastic pocket folder for handouts
- Textbook noted on the booklist

Pathways

- Bachelor Arts
- Anthropology
- Politics
- Public Servant
- Journalism
- Teaching

Complimentary Subjects

- Units 3&4 Australian History
- Units 3&4 Philosophy
- Units 3&4 Legal Studies
- Units 3&4 Revolutions

Units 1 & 2 Business Management

Unit 1: Planning a Business

Area of Study 1: The Business Idea

- Investigate how business ideas are created
- Learn how businesses are created to fill a gap in the market
- Identify the items that need to be addressed before starting a business

Area of Study 2: The External Environment

- Study the elements external to a business, that impact on business
- Investigate factors including legal, political, economic and corporate social responsibility and how they impact on decision making within a business

Area of Study 3: The Internal Environment

- Explore the elements required within a business for it to operate effectively and the need for careful planning

Unit 2: Establishing a Business

Area of study 1: Legal Requirements and Financial Considerations

- Learn about the legal requirements and financial responsibilities of a business owner.

Area of study 2: Marketing a Business

- Learn the importance of marketing in a business and the different marketing techniques used by businesses.

Area of study 3: Staffing a Business

- Learn about the importance of having the right number of trained staff in a business including the importance of employee development and the link to productivity.

Assessment

- Structured Questions
- Case Studies
- Business Research Report
- Business Plan
- Written Reports
- Business Survey
- Media Analysis
- Essay
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Excursion (Echuca)
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Unit 3 & 4 Business Management
- Bachelor of Business
- Business Ownership
- Bachelor of Marketing

Complimentary Subjects

- Legal Studies
- Accounting
- VET Business

Units 1 & 2 Chemistry

Assessment

- Topic Tests
- Structured Questions
- Experiments
- Reports on Experiments
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Lab Coat
- University of Melbourne Outreach Program (June)
- Exercise Books

Pathways

- Unit 3 & 4 Chemistry
- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods

Unit 1: How can the diversity of materials be explained

Area of Study 1: How can knowledge of elements explain the properties of matter?

- Learn to understand the information on The Periodic Table
- Learn, through participation in practical activities the different properties of different substances
- Explore factors that allow us to predict the behaviour of a substance when we know what it is made of
- Explore atomic structure and its relationship to trends in behaviour
- Use the quantity of the mole to describe substances

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

Quantify the mass of molecules

- Discover organic chemistry and hydrocarbon compounds
- Learn about bio-mass and ways of producing bio-fuels
- Participate in practical activities to discover the reactivity of organic molecules
- Discover polymers and advances in bioplastics

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

- Students will investigate a recent discovery, innovation or issue linked to green chemistry principles, sustainable development and the transition towards a circular economy

Unit 2: What makes water such a unique chemical

Area of Study 1: How do substances interact with water?

- Explore the properties of water through experiment and theory
- Investigate how acid and bases and redox reactions occur in water.
- Learn how water is a solvent to different materials.

Area of Study 2: How are substances in water measured and analysed?

- Investigate various ways of measuring concentration
- Explore how the concentration of salts, acids, bases and organic compounds can be determined in water

Area of Study 3: Practical Investigation

- Design an experiment related to water quality
- Perform the experiment
- Write a scientific report of the experiment

Units 1 & 2 Drama

Unit 1: Introducing Performance Styles

Area of Study 1: Creating a Devised Performance

- Create a character that is suitable for a dramatic performance

Area of Study 2: Presenting a Devised Performance

- Present a solo and/or ensemble performances
- Sustain role and character in performance

Area of Study 3: Analysing a devised performance

- Describe the use and manipulation of expressive and performance skills to develop and present characters, stories and ideas
- Analyse stages in the development of characters and roles

Area of Study 4: Analysing a professional drama performance

- View a professional performance
- Write a report that analyses and evaluates a performance

Unit 2: Australian Identity

Area of Study 1: Using Australia as Inspiration

- Construct and develop a performance inspired by an Australian theme

Area of Study 2: Presenting a devised performance

- Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Area of Study 3: Analysing a devised performance

- Analyse their performance

Area of Study 4: Analysing an Australian drama performance.

- View an Australian drama production and analyse it

Assessment

- Performances
- Practical participation
- Written reports
- Journal
- Oral presentation
- Outcome Tasks

Resources/camps/excursions

- Excursion to view live show
- Costumes

Pathways

- Unit 3&4 Drama
- Performing Arts
- Film & Stage Production
- Screen Writer
- Theatre Studies
- Fine Arts

Complimentary Subjects

- Music
- Media Studies

Units 1 & 2 Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

Area of Study 1 – How are Earth's systems organised and connected?

- The range of biotic and abiotic components that determine the environmental conditions of varied habitats within aquatic and terrestrial ecosystems
- By food chains, food webs, energy and biomass pyramids
- Natural interactions between Earth's four systems – the atmosphere, biosphere, hydrosphere and lithosphere

Area of Study 2 – How do Earth's systems change over time?

- Transformative processes occurring during Earth's deep history that shaped the formation of Earth's four interrelated systems
- Ways of using data and models to study Earth's systems and changes in Earth over time
- The role of innovation and science in responding to challenges as a result of environmental change and disruption

Area of Study 3 – How do scientific investigations develop understanding of how Earth's systems support life?

- Environmental science concepts specific to the scientific investigation and their significance, including definitions of key terms
- The conventions of scientific report writing including scientific terminology and representations, standard abbreviations and units of measurement
- Design, carry out and write a scientific report using primary data

Unit 2: What affects Earth's capacity to sustain life?

Area of Study 1 - How can we manage pollution to sustain Earth systems?

- Chemical and physical characteristics of pollutants that influence dispersal of emissions from natural and manufactured sources
- The transport mechanisms, persistence, fate and toxicity of pollutants throughout Earth's four interrelated systems

Area of Study 2 - How can we manage food and water security to sustain Earth's systems?

- Challenges to supplying adequate and affordable food in regional and global locations that achieve regional and global food security
- Options for decreasing water demand and improving water-use efficiency

Area of Study 3 - How do scientific endeavours contribute to minimising human impacts on Earth's systems?

- Methods of organising, analysing and evaluating secondary data
- The use of a logbook to authenticate collated secondary data

Assessment

- Practical Reports
- Outcome tasks
- Student designed Science Investigation
- Poster
- Exam

Resources/camps/excursions

- Device to access word, power point and research (a mobile will not be adequate)
- Possible field excursions including the Kyabram Zoo

Pathways

- Units 3 & 4 Sciences
- Degree in Agriculture and Horticulture
- Degree in Environmental Science
- Parks and Gardens Careers
- Agriculture and Horticulture Careers

Complimentary Subjects

- All VCE Science Subjects
- VCE Maths
- VCE Business Management

Be Respectful

Be Inclusive

Be Resilient

Units 1 & 2 Food Studies

Unit 1: Food Origins

Area of Study 1: Food around the World

- Explore the emergence of different food systems, food products and food practices around the world
- Learn about the historical development of food systems, food cultures
- Explore the early development of agricultural food systems,
- Explore the hunter-gatherer food systems and the challenges in terms of feeding human populations
- Learn about patterns in the global spread of food production
- Explore industrialisation, technology and globalisation on food availability, production and consumption.

Area of Study 2: Food in Australia

- Learn about food production and consumption among indigenous Australians prior to European settlement
- Explore the challenges encountered by the first non-indigenous settlers
- Learn about the development of food production, processing and manufacturing industries across Australia
- Explore migration to Australia and the influence of immigrants
- Understand cuisines of influence in Australia
- Look at trends in food practices and food subcultures in contemporary Australia
- Debate whether Australia has its own distinctive cuisine.

Unit 2: Food Makers

Area of Study 1: Food Industries

- Learn about the components of the Australian food system
- Explore current economic trends, issues and influences in Australian food industry
- Explore primary production of food in Australia
- Learn about the characteristics of leading food processing and manufacturing industries, as well as, the food service sector and major food retailers in Australia
- Explore consumer demand on the food supply
- Learn the process of developing new food products using design briefs
- Explore governance and regulation of food standards

Area of Study 2: Food in the Home

- Explore sensory evaluation of food products
- Conduct comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings
- Learn effective planning, management and decision making in the provision and preparation of food in the home
- Design and adapt recipes to suit individuals
- Explore opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast
- Outcome Tasks

Resources/camps/excursions

- Food Solutions Text Book Unit 1 & 2, Fourth Edition, Heath, McKenzie, Tully (last year using)
- Food Studies online textbook
- Laptop recommended
- A4 Display Folder

Pathways

- Hospitality/retail industry
- Commercial Cookery Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management
- PE

Units 1 & 2 Geography

Unit 1: Hazards and disasters

Area of Study 1: Characteristics of hazards

- Learn the different classification of hazards and their causes
- Analyse maps, data and other geographical information
- Describe and explain the nature of hazards
- Explore the impacts of hazards

Area of Study 2: Response to hazards and disasters

- Explore natural and human factors influencing responses to selected hazards and disasters
- Explore the types of responses to selected hazards and disasters
- Investigate specific responses by national and global organisations regarding prediction, planning, recovery and reconstruction to similar hazards and disasters in other parts of the world

Unit 2: Tourism

Area of Study 1: Characteristics of tourism

- Explore the characteristics of domestic and international tourism
- Investigate the changing characteristics of tourism over time
- Explore the different types of tourism and tourist destinations
- Investigate factors affecting the different types of tourism at selected locations from two different parts of the world, including:
 - natural and human characteristics of host destinations
 - development of transport and communication technology
 - international agreements and national policies
 - changing income and lifestyles
 - investment and marketing

Area of Study 2: Impact of tourism

- Investigate the environmental and economic impacts of tourism
- Investigate socio-cultural impacts of tourism at origin and destination
- the effectiveness of management strategies in response to the impacts of tourism
- Explore the environmental sustainability, economic viability and socio-cultural value of tourism at a range of scales
- Explore the role of planning for sustainable outcomes in tourism

Assessment

- Field report
- Structured questions
- Case study
- Report
- Folio
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

Complementary Subjects

- English
- Biology

Units 1 & 2 Health and Human Development

Unit 1: Understanding Health and Wellbeing

Area of Study 1: Health Perspectives and Influences

- Learn the five dimensions of health and wellbeing
- Understand the health status indicators
- Analyse data and explore factors that contribute to variations in health status for youth

Area of Study 2: Health and Nutrition

- Understand the five food groups and learn about the essential nutrients for optimal health and wellbeing
- Explore the food selection models of Australian Guide to Healthy Eating and Healthy Eating Pyramid
- Explore the social, cultural and political factors that influence food practices and food choices made by youth. Students will explore the consequences of nutritional imbalance
- Explore the marketing strategies used by companies in relation to promoting healthy eating for youth
- Create individualised meal plans and investigate nutritious recipes

Area of Study 3: Youth Health and Wellbeing

- Focus on the health and wellbeing of Australia's youth
- Identify major health inequalities among Australia's youth and reflect on the causes
- Apply research skills to find out what young people are most concerned about
- Conduct independent research into a selected area of interest

Unit 2: Managing Health and Development

Area of Study 1: Developmental Transitions

- Explore the human lifespan and the characteristics of development
- Explore the characteristics of healthy and respectful relationships
- Understand the role of parents, carers and/or the family environment and the considerations in becoming a parent
- Describe fertilisation and the stages of prenatal development
- Learn the risk and protective factors related to prenatal development
- Understand the physical, social, emotional and intellectual development in infancy and early childhood
- Understand the impact of early life experiences on future health and development and the intergenerational nature of health and wellbeing

Area of Study 2: Health care in Australia

- Understand the key aspects of Australia's health system; Medicare, Pharmaceutical Benefits Scheme, Private Health Insurance
- Explore the range of services available in the local community to support the dimensions of health and wellbeing
- Identify the factors affecting access to health services and information and explore the rights and responsibilities of youth

Assessment

- Data analysis
- Research tasks
- Structured questions
- Poster tasks
- Case studies
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Device
- Possible excursion to Echuca Regional Health – Maternity Ward

Pathways

- Units 3 & 4 Health and Human Development
- Bachelor of Nursing and Midwifery
- Bachelor of Education (Primary and Secondary)
- Bachelor of Nutrition and Dietetics
- Bachelor of Exercise Science
- Bachelor of Social Work
- Bachelor of Psychology

Complimentary Subjects

- Biology
- Physical Education
- Psychology
- VET Community Services
- Foods

Units 1 & 2 Indonesian

Topics change annually and may include school and social relationships, modern and traditional art, impact of tourism, living and studying in Indonesia, and neighbourhood and community.

Assessment

- Participate in a conversation
- Listen to a conversation and view a map to write directions
- Create a written presentation
- Write a personal answer to an email
- Describe in writing an experience seen from different perspectives
- Tell the class a personal or reflective story about a cultural event
- Outcome Tasks

Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris

Pathways

- Unit 3 & 4 Indonesian
- Unit 3 & 4 English Language

Complimentary Subjects

- Unit 1 & 2 English Language

Unit 1

Area of Study 1: Interpersonal communication

- Use Indonesian to participate in informal spoken communication
- Understand how cultural background can influence how a person interprets a conversation

Area of Study 2: Interpretive communication

- Develop skills in reading, listening to and watching Indonesian texts
- Write summaries about information studied in class
- Learn about Indonesian culture

Area of Study 3: Presentational communication

- Produce a piece of writing that includes pictures or diagrams
- Develop a presentation that can narrate, retell or entertain the audience
- Use cultural products and practices in a presentation

Unit 2

Area of Study 1: Interpersonal communication

- Learn skills to understand Indonesian when reading, writing and viewing
- Write a written exchange in Indonesian

Area of Study 2: Interpretive communication

- Learn how to identify the correct language and cultural information
- Interpret information, taking into account language choices and cultural information

Area of Study 3: Presentational communication

- Research cultural practices
- Make cultural connections and comparisons

Units 1 & 2 Legal Studies

Unit 1: Guilt and Liability

Area of Study 1: Legal Foundations

Area of Study 2: The presumption of innocence

Area of Study 3: Civil Liability

This is an area of study involving Criminal law and Civil law.

- Develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
- Investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.
- Develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.
- Will be exposed to justice in action through court and prison visits, guest speakers and the opportunity to take part in simulated/mock/moot courts.

Unit 2: Sanctions, remedies and rights

Area of Study 1: Sanctions

Area of Study 2: Remedies

Area of Study 3: Rights

This is an area of study that examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes.

- Consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases such as VCAT and Consumer Affairs Victoria.
- Explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system.
- Discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Assessment

- Folio of exercises
- Structured questions
- Classroom presentation
- Role-play
- Debate
- Report
- Question-and-answer session.
- Tasks can be presented orally, in writing or using presentation technology
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Legal Studies Unit 3&4
- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies

Complimentary Subjects

- English
- Business
- History

Units 1 & 2 Media

Unit 1

AOS 1 – Media representations

- Describe different forms of media from different times, locations and contexts
- Discuss how audiences engage with, consume and read different media products and forms
- Discuss the social and institutional factors that influence the relationship between audiences and media representations

AOS 2 – Media forms in production

- Describe the characteristics of specific audiences and explain how products can be produced to engage with specific audiences
- Use media pre-production, production and post-productions techniques and processes
- Apply media codes and conventions to construct meaning in media products
- Operate media technologies to produce representations in a range of media forms

AOS 3 – Australian Stories:

- Analyse structures in Australian fictional and non-fictional media stories from cultural histories and institutions
- Analyse the impact of institutional, economic, social and political constraints on the production and distribution of fictional and non-fictional narratives

Unit 2

AOS 1 – Narrative, style & genre

- Analyse the influences of historical and cultural context on the construction of narratives in different media
- Analyse the influence of narratives on audience engagement, consumption and reception in different media forms

AOS 2 – Narratives in production

- Design and produce narrative using the stages of media production process
- Undertake roles and responsibilities with media production
- Apply technical skills in the operation of media technologies

AOS 3 – Media and change

- Explain the ways audiences interact and engage with the media as a result of the growth of digital technologies
- Analyse the influence of technological development on society and institutions

Assessment

- Examination
- School-assessed coursework
- Developmental folio
- Final media project

Resources/camps/excursions

- USB
- SD Card
- Display folder/visual diary

Pathways

- Journalism
- Publishing
- Film & TV
- Animation
- Post-production
- Photography

Complimentary Subjects

- VCE Visual Communication and Design

Units 1 & 2 Modern History

Assessment

- Source Analysis
- Research task
- Essay
- Historical Interpretations analysis
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or ipad)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Any

Unit 1: Change and Conflict

Area of Study 1: Ideology and conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the consequences of World War One?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?

Area of Study 2: Social and cultural change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

Unit 2: The Changing World Order

Area of Study 1: Causes, course and consequences of the Cold War

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?

Area of Study 2: Challenge and change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?
- What were the perspectives and experiences of those who demanded and/or resisted change?

Units 1 & 2 Outdoor & Environmental Studies

Unit 1: Exploring outdoor experiences

Area of Study 1: Motivations for outdoor experiences

- Develop an understanding of different environments
- Plan and reflect upon a range of practical outdoor experiences
- Analyse a range of motivations for seeking outdoor experiences
- Explore the requirements for safe participation in the outdoors

Area of Study 2: Influences on outdoor experiences

- Develop an understanding of media portrayals on personal responses to outdoor environments
- Understand rationales for codes of conduct for a range of activities
- Learn about factors affecting access to outdoor experiences
- Analyse a range of personal responses to risk

Unit 2: Discovering outdoor environments

Area of Study 1: Investigating outdoor environments

- Develop a greater understanding of outdoor Victorian environments
- Develop an understanding of the effects of natural changes on the environments to people such as floods and seasonal changes
- Learn about land managers understandings of environments
- Reflect upon a range of practical sustainable experiences

Area of Study 2: Impacts on outdoor environments

- Learn about the impacts of commercial and recreational activities on outdoor environment
- Understand the impacts of technologies on environments
- Identify practices for promoting positive impacts on outdoor environments

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Reflection Journals
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day MTB ride and Hike
- Local area excursions

Pathways

- Unit 3 & 4 OES
- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

Units 1 & 2 Philosophy

Assessment

- Essay
- Short answer responses
- Research Project
- Written reflection
- Outcome Tasks

Resources/camps/excursions

- VCE Philosophy: A student text for VCE Units 1&2 3E

Pathways

- Unit 3 & 4 Philosophy
- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching

Complimentary Subjects

- English
- History
- Literature
- Psychology

Unit 1: Existence, knowledge and reasoning

Area of Study 1: Metaphysics

- Learn the history and elements of Philosophy
- Learn logic and reasoning and how to analyse arguments
- Explore the ideas and theories of existence or reality
- Explore abstract concepts such as being, knowing, identity, time, and space

Area of Study 2: Epistemology

- Analyse the difference between knowledge and belief
- Explore the sources of knowledge and their reliability
- Analyse if knowledge can exist without experience
- Learn about rationalism and empiricism
- Explore if truth is subjective

Area of Study 3: Introduction to philosophical inquiry

- Learn the roles of reason and argument in Philosophy
- Explore techniques of reason and argument
- Learn about cognitive biases

Unit 2: Questions of value

Area of Study 1: Ethics and moral philosophy

- Explore different theories about morality: what makes an action wrong or right?
- Explore the nature of morality: is morality subjective or objective?
- Analyse whether right and wrong is dependent on an action's outcome

Area of study 2: Further problems in value theory

- Explore the concept of Justice: what makes an action just?
- Explore the concept of human rights
- Learn about the social contract

Area of study 3: Techniques of philosophical inquiry

- Analyse and evaluate philosophical viewpoints and arguments.
- Examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking

Units 1 & 2 Physical Education

Unit 1: The Human Body in Motion

Area of Study 1: How does the musculoskeletal system work to produce movement?

- Learn to label the bones and muscles of the human body
- Learn, through participation in practical activities, how bones and muscles work together to produce movement
- Explore factors that enable participation in physical activity and factors that act as barriers
- Explore legal and illegal performance enhancing practices/substances

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

- Learn about the function and structure of the heart, blood, blood vessels and lungs
- Participate in practical activities to learn how the heart and lungs work together to provide oxygen to working body parts
- Explore enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems
- Explore legal and illegal performance enhancing practices/substances that specifically impact on the cardiovascular and respiratory systems

Unit 2: Physical Activity, Sport and Society

Area of Study 1: What are the relationships between physical activity, sport, health and society?

- Explore the role of physical activity, sport and society in developing and promoting a healthy lifestyle
- Investigate sociocultural factors that influence participation in physical activity
- Develop an understanding of ways used to assess physical activity sedentary behaviour.
- Explore models to critique and create strategies to increase participation in physical activity

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

- Investigate a range of contemporary issues associated with physical activity at a local, national and global level
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Sports Uniform

Pathways

- Unit 3 & 4 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

Units 1 & 2 Physics

Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Scientific Calculator
- Study Notes (by Teacher)

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Science
- Bachelor of Engineering

Complimentary Subjects

- Chemistry
- Specialist Maths
- Health & Human Development
- Physical Education
- English Language

Unit 1: What ideas explain the physical world?

Area of Study 1: How can thermal effects be explained?

- Learn to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts

Area of Study 2: How do electric circuits work?

- Learn to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

Area of Study 3: What is matter and how is it formed?

- Learn to explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus

Unit 2: What do experiments reveal about the physical world?

Area of Study 1: How can motion be described and explained?

- Learn to observe motion and explore the effects of balanced and unbalanced forces on motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Area of Study 2: How can motion be described and explained?

In this area of study, students will choose 1 of the 12 options:

What are Stars?	Is there life beyond Earth's solar system?
How do forces act on the human body?	How can AC electricity charge a DC device?
How do heavy things fly?	How do fusion and fission compare as viable nuclear energy power resources?
How is radiation used to maintain human health?	How do particle accelerators work?
How can human vision be enhanced?	How do instruments make music?
How can performance in ball sports be improved?	How does the human body use electricity?

Area of Study 3: Practical Investigation

- Learn to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Units 1 & 2 Product Design & Technology

Unit 1: Sustainable Product Redevelopment

Area of Study 1: Sustainable redevelopment of a product

- Learn about the environmental, economic and social impacts associated with sustainable and unsustainable products
- Learn approaches used by designers to incorporate sustainability practices in product design
- Learn how to incorporate relevant product design factors in a design brief, developing criteria for evaluating a finished product, and generating, analysing and evaluating ideas for the redeveloped product
- Learn to use creative and critical design thinking techniques
- Learn the role of annotations and appropriateness of different drawing techniques in the design and development stage of the product design process using digital and manual methods

Area of study 2: Producing and Evaluating a Redeveloped product

- Learn to use processes, tools, equipment and machines for specific purposes and materials
- Learn risk management for safe, accurate and efficient application of production processes using materials, tools, equipment and machines
- learn to use digital and manual techniques to manage and record production processes and progress
- Learn how to evaluate a redeveloped product to determine quality and suggest improvements
- Learn the role of marking out, cutting, shaping, joining and finishing procedures used to determine appropriate, efficient and effective production processes to make a redeveloped product

Unit 2: Collaborative Design

Area of study 1: Designing within a Team

- Learn the role and application of the product design process to achieve a product within a group environment
- Learn about historical and contemporary design movements, cultures or styles and how they can inspire new product designs
- Learn about economic, environmental and social issues of sustainability related to design
- Learn how to use methods of construction used to determine appropriate, efficient and effective production processes to make a product
- Learn the role of scheduled production plans for collaborative work

Area of study 2: Producing and Evaluating within a Team

- Learn the production techniques for the use of materials, tools, equipment and machines, including risk management, to make a product safely
- Learn digital and manual methods of recording progress through production, including any modifications to the production plans
- Learn methods to evaluate the suitability of the product or components of a group product/s as a solution to the design brief

Assessment

- Design Folio
- Practical Product and Record of Production
- Written Exam
- Outcome Tasks

Resources/camps/excursions

- Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition.
- Required to purchase own materials for practical product.
- Laptop recommended.

Pathways

- Product Design
- Engineering
- Architecture
- Manufacturing
- Interior Design
- Fashion Design
- Building Industry

Complimentary Subjects

- Product Design Unit 3-4
- Visual Communication
- Studio Arts
- Business Management
- V.E.T. Building and Construction

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Units 1 & 2 Psychology

Assessment

- Report of a practical activity
- Research investigation
- A brain structure modelling activity
- A logbook of practical activities
- Media response
- A test multiple choice short and extended answers
- Folio tasks
- Outcome Tasks

Resources/camps/excursions

- textbook

Pathways

- Unit 3 & 4 Psychology
- Bachelor of Psychology
- Master of Psychology
- Educational psychologist
- Forensic Psychologist
- Sports Psychologist
- Clinical Psychologist
- Psychiatry

Complimentary Subjects

- Health and Human Development
- Biology
- Chemistry

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1: How does the brain function?

- Learn how understanding of brain structure and function has changed over time.
- Learn how the different areas of the brain coordinate different functions.

Area of Study 2: What influences psychological development?

- Explore how biological, psychological and social factors influence different aspects of a person's psychological development.
- Explore how different influences of nature and environment affect a person's psychological development

Area of Study 3: Student-directed research investigation

- Students investigate a question related to an Area of Study
- They examine the scientific evidence that supports the research in response to a question.

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

Area of Study 1: What influences a person's perception of the world?

- Explore two aspects of human perception vision and taste
- They will consider how biological, psychological and social factors can influence vision and taste
- Explore vision distortions

Area of Study 2: How are people influenced to behave in particular ways?

- Explore the interplay of biological, psychological and social factors shape the behaviour of individuals and groups
- Examine the findings of classical and modern research as a way to explain individual and group behaviour

Units 1 & 2 Visual Communication

Unit 1: Introduction to Visual Communication Design

Area of Study 1: Drawing as a means of communication

- Use observational, visualisation and presentation drawing to communicate ideas and concepts.
- Investigate ways of representing form and surface textures with a range of methods and media.
- Use three-dimensional drawing methods such as paraline and perspective to create 3D freehand drawings that maintain proportion.

Area of Study 2: Design elements and design principles

- Experiment with design elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage.
- Investigate the purposes behind creating particular visual communications.

Area of Study 3: Visual communications in context

- Explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.
- Consider the works of designers in terms of their visual language and the use of materials, methods and media.

Unit 2: Applications of visual communication within design fields

Area of Study 1: Technical drawing in context

- Students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings.
- Develop an understanding of the context of presentation drawings in a selected design field.

Area of Study 2: Type and imagery in context

- Develop knowledge and skills in manipulating type and images when communicating ideas and concepts.
- Consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts.

Area of Study 3: Applying the design process

- Apply the design process to a given brief and consider approaches to solving design problems and presenting ideas.
 - Use a range of manual and digital methods, media and materials to generate ideas for further development.
- Consider trademark, copyright and legal obligations of designers.

Assessment

- Written reports
- Folio of drawings
- Digital presentation
- Outcome Tasks

Resources/camps/excursions

- A3 Sketch book
- A3 folio
- Set square
- Sight visit

Pathways

- Unit 3 & 4 Visual Communications
- Bachelor in Visual Communication Design
- Bachelor of Graphic Design
- Bachelor of Fine Arts

Complimentary Subjects

- Studio Arts
- Design Technology

VCE Units 3-4 Subjects

Units 3 & 4 English

Unit 3

Area of Study 1: Reading and responding to texts

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- explore and analyse the ideas, concerns and conflicts in a text
- explore and analyse the impact of the vocabulary, text structures and language features
- use key evidence from a text to support ideas and analysis
- demonstrate understanding of purpose, audience and context
- develop understanding of cultural values, the historical and social context and in a text

Area of Study 2: Creating texts

- read and explore mentor texts
- Explain and experiment with vocabulary, text structures and language features for effective and cohesive writing
- create texts with a stated purpose
- generate and use ideas, and discuss, develop and extend ideas
- plan, create, draft, refine and complete individual writing
- reflect on and share the implications of authorial choices

Unit 4

Area of Study 1: Reading and responding to texts

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- explore and analyse the dynamics of a text
- Explore how the historical context, and the social and cultural values in a text contribute to meaning
- how the values in a text are conveyed
- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning

Area of Study 2: Analysing argument

- summarise the key points in persuasive texts
- apply the conventions and protocols of discussion and debate
- extend individual capacity to use language confidently
- use textual evidence appropriately
- plan, review, edit and refine analytical responses, using feedback
- apply active listening, reading and viewing strategies
- demonstrate understanding of purpose, context and audience

Assessment

- Two analytical text responses
- Two written texts
- Reflective commentary
- Argument analysis
- Oral presentation
- Outcome Tasks

Resources/camps/excursions

Novels: TBC

Pathways

- Entry to University courses require students to have successfully completed Unit 3 and Unit 4 English. Many university courses have English as a prerequisite with a study score of at least 25 to 30 in this subject.

Complimentary Subjects

- All

Units 3 & 4 English Language

Unit 3: Language variation and social purpose

Area of Study 1: Informality

- Learn the way that speakers choose language to suit their current interactions
- Examine the features that differentiate formal and informal language and how both can be used to build rapport
- Consider a range of texts including journals, chats, monologues, advertisements and digital interactions and the 'rules' that people follow when interacting with each other

Area of Study 2: Formality

- Examine the features of formal language, particularly in the public domain
- Understand that formal language has different features to informal language and is more likely to follow a specific structure
- Examine how formal texts are more likely to consider the audience and ensure that they choose their language carefully
- Examine formal texts such as legal documents, policies, speeches, lectures and oaths
- Examine how formal texts can reinforce social distance, relationship hierarchies or build rapport

Unit 4: Language variation and identity

Area of Study 1: Language variation in Australian society

- Explore the Australian identity and the language used to express it and differentiate it from other Englishes
- Explore the Australian accents and how they reflect society and how it has developed in Australia
- Examine Standard Australian English and the non-standard varieties of Australian English and how they differ
- Consider variations between regions, migrant ethnolects and Aboriginal Englishes and explore how stereotypes may be subconsciously or deliberately applied

Area of Study 2: Individual and group identities

- Investigate the role of language in reflecting and constructing individual and group identities
- Examine how language users are able to play different roles and construct their identities based on factors such as age, gender, occupation and interests etc.
- Examine how the norms in language is used to assert power, prestige and cast others as outsiders and lead to discrimination

Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

Pathways

- Used as an English alternative for VCE
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- LOTE Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

Complimentary Subjects

- Indonesian
- English
- Biology

Units 3 & 4 Literature

Assessment

- Close Analysis of passages
- Creative Writing
- Essay
- Presentation
- Outcome Tasks

Resources/camps/excursions

- *Picnic at Hanging Rock* - Novel
- Emily Dickinson's Poetry
- *Buried Child* - Play
- *Othello* – Play
- *The Passion* - Novel

Pathways

- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching
- Librarian

Complimentary Subjects

- English
- History
- Philosophy

Unit 3: Form and transformation

Area of Study 1: Adaptations and transformations

- Analyse the ways the form and conventions of a text affect the making of meaning
- Explore the differences in meaning that may be created when a text is adapted or transformed
- Explore the ways creators of adaptations may present assumptions and ideas about aspects of culture and society that reflect or are different from the original text
- Analyse the ways that perspectives of the creators may inform or influence adaptations of texts.

Area of Study 2: Creative responses to texts

- Explore the point of view, context and form of the original text
- Analyse the ways the central ideas of the original text are represented
- Explore the features of the original text including ideas, images, characters and situations, and the language in which these are expressed
- Analyse techniques used to create, recreate or adapt a text and how they represent particular concerns or attitudes.

Unit 4: Interpreting texts

Area of Study 1: Literary perspectives

- Explore the ways that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text
- Explore contexts (cultural, social, historical and ideological) that may influence the construction and reading of the text
- Analyse the ways in which the text may reflect or question aspects of human behaviour through characterisation, imagery, style, point of view and structure
- Explore the ways that contemporary views and values influence interpretations.

Area of Study 2: Close analysis

Analyse the effects and nuances of language

- Explore the significance of key passages in interpreting a text
- Explore the connections between features of a text in developing an interpretation
- Analyse the views and values suggested in a text
- Explore the conventions appropriate to presenting an interpretation

Units 3 & 4 Foundation Mathematics

Are you looking to boost your mathematical skills to help you solve problems in real life? Are you struggling with the technology in General Maths but still want a scored subject?

Foundation maths helps you get all the mathematical skills required to continue to navigate your career path through university, TAFE or employment.

Unit 3 & 4

- The Foundation course covers mathematical techniques for arithmetic (BIDMAS), data displays and investigation, geometry planning and developing and how to investigate equations and graphs

Area of Study 1: Algebra, Number and structure

- Estimation, rounding, percentage error
- Mathematical conventions and conversions
- Transpositions of formulas including simultaneous equations

Area of Study 2: Data Analysis, probability and statistics

- Data collection-methods and consideration of results
- Long term data and relative frequencies
- Interpolation and Extrapolation of data sets and graphs
- Measures of centre and spread

Area of Study 3: Financial and Consumer maths

- Money management; investments and loans
- Taxation systems at both a personal and business level
- Financial risk; locally and globally
- Analysis of financial information through data sets of varying time lengths

Area of Study 4: Space and Measurement

- Transformations, symmetry, and projection
- Calculation of enlargement and scaling
- Measurement and conversion
- Properties of measurement, area, and volume
- Calibration and error in measurement

Assessment

- Mathematical Investigation (3)
- External Exams (1)
1x Calculator active with a bound reference
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Scientific calculator
- Study Notes (by Teacher)

Pathways

- TAFE
- Employment
- Business
- Trade apprenticeships

Complimentary Subjects

- Woodwork/Metal work
- Design
- Agriculture
- History
- Psychology
- Business Management

Units 3 & 4 General Maths

Unit 3 & 4

Area of Study 1: Data Analysis

- Learn to identify and classify different types of statistical data including representation, display and description for a statistical analysis.
- Explore the application of data analysis techniques on real-world data and deriving interpretations to make meaningful predictions
- Investigate the advantages of using statistical analysis techniques on a varied range of scenarios

Area of Study 2: Recursion and Financial Modelling

In this area of study, students will:

- Investigate the applications of mathematical principles to everyday financial activities
- Explore the benefits of making financial analysis a part of our daily thought process towards becoming financially wise

Area of Study 2: Matrices

- Explore the use of communication and dominance matrices and their use in analysing communication systems and ranking players in round-robin tournaments
- Investigate the use of the matrix recurrence relation to extend the modelling to populations that include culling and restocking.

Area of study 2: Networks and Decision Mathematics:

- Learn about the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles
- Explore the application of mathematical principles to investigate everyday issues of logistics, planning and influence networks

Assessment

- Data Analysis
- Problem Solving
- Modelling real-life scenarios
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator (TI-Inspire)
- Study Notes (by Teacher)

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Arts
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Health & Human Development
- Physical Education
- Food
- Psychology
- Business Management

Units 3 & 4 Mathematical Methods

Did you do Maths Methods in Year 11, enjoy it and pass all the SACs?

Have you got good algebra skills?

Do you want to not just learn the formula, but find out how Maths is applied in the real world?

Do you want to know not just how, but why?

Methods, as the name implies, provides students with the techniques, skills and understanding that they will draw on in their personal and work lives.

To do well in this subject would be expected to do at least 3 to 4 hours a week homework to consolidate your learning.

Unit 3 & 4

- The course in Units 3 and 4 Maths Methods has a strong emphasis on the use of Algebra, Graphs, Circular functions, Differential and Integral calculus and Probability and Statistics

In this area of study, students will:

- Graph of a function or relation identifying key features
- Investigate transformations of functions
- Solve equations involving algebraic, logarithmic and circular functions
- Differentiation and Anti- differentiate
- Evaluate derivatives of basic, transformed and combined functions and apply differentiation to curve sketching and related optimisation problems
- Apply matrices to transformations of functions and their graphs
- Apply definite integrals to the evaluation of the area under a curve and between curves over a specified interval
- Analyse a probability mass function or probability density function and the shape of its graph in terms of the defining parameters for the probability distribution and the mean and variance of the probability distribution
- Calculate and interpret the probabilities of events
- Apply probability distributions to modelling and solving related problems
- Simulate repeated random sampling and interpret the results

Assessment

- Extended Investigation
- Problem Analysis (2)
- External Exams (2)
1x No Calculator allowed
1x Calculator active with a bound reference
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Scientific calculator
- CAS Calculator (TI-Inspire)
- Study Notes (by Teacher)

Pathways

- Engineering,
- Medicine,
- Computer Science,
- Accounting,
- Physiotherapy,
- Pharmacy,
- Games programming,
- Veterinary science
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Specialist Mathematics

Units 3 & 4 Specialists Mathematical

Did you do Specialists Mathematics and Maths Methods in Year 11 and pass all the SACs?

Do you enjoy maths and like a challenge?

Are you prepared to commit to 4 or 5 hours a week of homework?

Students must be studying (or have studied) Units 3 and 4 Maths Methods in order to study Specialist Maths Units 3 and 4 and it is strongly recommended that students have completed Specialist Maths in Year 11

This course provides opportunities to build on the knowledge, skills and understandings gained in Maths Methods. It will also help you understanding concepts presented in Maths Methods.

As such, Specialist Maths contains topics in functions and calculus that build on and deepen the ideas presented in the Methods course, as well as demonstrate their application in many areas.

The Specialist course also extends understanding and knowledge of statistics and introduces the topics of Vectors, Kinematics and Complex numbers.

Even if it is not stipulated as a prerequisite for a specialised university courses such as engineering, physical sciences and mathematics, study of Specialist Maths is strongly recommended as it will make the transition to tertiary education much smoother and provide a solid foundation (and often assumed knowledge).

Unit 3 & 4 Topics Include:

- Algebra included complex numbers
- Differential and Integral Calculus
- Vectors
- Circular Functions
- Vectors
- Mechanics
- Kinematics
- Probability and Statistics

Assessment

- Extended Investigation
- Problem Analysis (2)
- External Exams (2)
 - No Calculator allowed
 - Calculator active
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator (Ti-nspire)
- Study Notes (by Teacher)

Pathways

- Engineering
- Medicine
- Computer Science
- Accounting
- Physiotherapy
- Pharmacy
- Games programming,
- Veterinary science
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Mathematics Methods

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Units 3 & 4 Accounting

Assessment

- Folio
- Structured Questions
- Written Reports
- Case Study
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Ba. Accounting
- Diploma of Accounting
- Certificate in Accounting and Bookkeeping
- Ba. Business
- Financial Planning

Complimentary Subjects

- Maths
- Business Management

Unit 3: Financial accounting for a trading business

Area of Study 1: Recording and analysing financial data

- Explore documents used by a business to record financial transactions
- Explore accounting elements
- Learn the characteristics of the General Ledger and the General Journal and their use in recording transactions
- Learn the difference between current and non-current assets and current and non-current liabilities
- Discuss strategies to improve the management of inventory, accounts receivable and accounts payable

Area of Study 2: Preparing and interpreting accounting reports

- Learn how to record business transactions
- Learn how prepare, interpret and analyse accounting reports for a trading business
- Learn the process of balancing General Ledger accounts
- Learn the characteristics of cash flow statements, income statements and balance sheets
- Learn the distinction between cash and profit
- Learn how to graphically represent accounting reports

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

Area of Study 1: Extension of recording and reporting

- Explore documents used by businesses to record financial transactions
- Learn to record financial data and balance day adjustments using a double entry system
- Learn methods of depreciation

Area of Study 2: Budgeting and decision-making

- Explore indicators and other relevant information to measure business performance
- Learn the distinction between cash and profit
- Explore ways to analyse accounting reports to develop strategies to improve business performance
- Discuss strategies to improve the performance of a business

Units 3 & 4 Agriculture and Horticulture

Unit 3: Securing the future

Area of Study 1 – Innovations and solutions

- the role of innovation and technology in everyday agricultural and horticultural practices in Australia
- the impacts of new and emerging innovations in Australia's food and fibre industries
- points of view relating to safe, ethical and sustainable food and fibre production in Australia

Area of Study 2 – Risks and resilience

- strategies for prevention and control of the following common pests and diseases of plants and/or animals:
- pests: aphids; western flower thrips; intestinal worms
- diseases: footrot; fungal rusts; milk fever
- strategies for prevention and control of the following weeds commonly affecting agricultural and/or horticultural production: flickweed; gorse; wild radish
- principles of integrated weed management

Unit 4: Sustainable food and fibre production

Area of Study 1 – Sustainable land management

- the impacts of climate change on food and fibre production
- the role of sustainable property management in determining appropriate land use
- types of environmental degradation: erosion, salinity, waterlogging, compaction, soil acidity, soil nutrient depletion
- issues of water quality related to food and fibre production: levels of nitrogen, phosphorus and dissolved oxygen; acidity or alkalinity (pH); electrical conductivity (EC); turbidity

UNIT 3 - Outcome 1

Student performance will be assessed by practical task/s related to innovative processes and/or problem solving in agriculture and/or horticulture.

AND

Any one or a combination of the following:

- a short written report: research inquiry, media analysis, case study analysis, or field/laboratory experiment
- an annotated visual report
- an oral presentation or practical demonstration
- a video or podcast.

Outcome 2

Student performance will be assessed by practical task/s related to integrated pest and/or weed management.

AND

Any one or a combination of the following:

- a short written report: research inquiry, media analysis, case study analysis or field/laboratory experiment
- an annotated visual report
- an oral presentation or practical demonstration
- a video or podcast.

Pathways

- Degree in Agriculture and Horticulture
- Degree in Environmental Science
- Parks and Gardens Careers
- Agriculture and Horticulture Careers
- Agricultural and Horticultural Business

Complimentary Subjects

- All VCE Science subjects
- VCE Business Management

Student performance will be assessed by practical task/s related to sustainable business practices

AND

Any one or a combination of the following:

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

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Units 3 & 4 Software Development

VCE Applied Computing: Software Development focuses on creating digital solutions to meet specific needs and to manage the threats to data, information and software security.

Unit 3: Software development

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 3 Outcomes

- You will interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules
- You will analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution

Unit 4: Applied computing

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Unit 4 Outcomes

- You will develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan
- You will respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices

Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions

School Assessed Tasks: 30%

School assessed Coursework Unit 3: 10%

School assessed Coursework Unit 4: 10%

End of Year Examination: 50 %

Resources/camps/excursions

- textbook
- laptop device

Pathways

- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst

Complimentary Subjects

- Further Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication

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Units 3 & 4 Art Creative Practice

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

Area of Study 1: Investigation and presentation

In this area of study, students will:

- Research the ideas explored by artists in their artworks.
- Use materials and techniques to develop experiments that develop a visual language.
- Present and critique an artwork created.

Area of Study 2: Personal investigation using the Creative Practice.

In this area of study, students will:

- Experiment using selected materials and techniques.
- Develop artworks that are personal responses and explore ideas.
- Document and annotate experiments.
- Evaluate experiments created.

Unit 4: Interpreting, resolving and presenting artworks and the creative practice.

Area of Study 1: Documenting and critique of the Creative Practice.

In this area of study, students will:

- Evaluate and refine artworks/experiments created in Unit 3.
- Document the refinement and resolution of artworks that communicate ideas and personal responses.
- Use feedback to resolve a body of artwork.

Area of Study 2: Resolution and presentation of a Body of Work

In this area of study, students will:

- Present a Body or Artworks that communicate ideas and meaning to a viewer or audience.
- Evaluate how the presentation of a Body of Artwork effectively communicates ideas and meaning to a viewer or audience.

Area of Study 3: Comparison of artists, their practice and their artworks.

In this area of study, students will:

- Compare the practices of historical and contemporary artists.
- Interpret and compare meanings and messages of historic and contemporary artworks.

Assessment

- Written reports
- Folio of developmental work
- Final artworks

Resources/camps/excursions

- Art Folio
- Art Excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

Complimentary Subjects

- Visual Communication and Design

Units 3 & 4 Australian History

Unit 3: Transformations: Colonial society to nation

Area of Study 1: The reshaping of Port Phillip District/Victoria, 1834–1860

- Explore traditional Aboriginal understanding of land and compare this with the European's attitudes to land
- Analyse the motivations of European non-pastoralist immigration to Port Phillip District
- Explore Aboriginal responses to the transformation of their physical and cultural environment, including resistance, adaptation, interaction and accommodation with the newcomers and retention of their cultural values
- Analyse the political and demographic consequences of the gold rush in Victoria

Area of Study 2: Making a people and a nation 1890–1920

- Learn the values and visions that underpinned the federation of Australia
- Explore the type of Australia that was envisaged in 1901
- Analyse the first few acts of Parliament and what they say about the values and vision of the new Australia
- Explore the questions of citizenship and the right to vote
- Analyse the extent that WW1 confirmed or disrupted these visions of Australia

Unit 4: Transformations: Old certainties and new visions

Area of Study 1: Crises that tested the nation 1929–1945 (WWII)

- Explore Australia's involvement in WWII
- Analyse the changing relationship of Australia and Britain
- Analyse Australia's relationship with America (especially after Japan enters the war)
- Explore how Australians responded to the crisis and what changed and what stayed the same.

Area of Study 2: Voices for change 1965–2000 (Post War immigration & Vietnam War)

- Explore Australia's involvement in the Vietnam War
- Analyse the pro and anti-war protests
- Analyse the political implications of Australia's involvement
- Explore the reasons for Australia's post war immigration
- Analyse the effects of the influx of post war immigration

Assessment

- Source Analysis
- Research task
- Essay
- Historical Interpretations analysis
- Outcome Tasks

Resources/camps/excursions

- Textbooks
- Excursion to Melbourne Museum and Immigration Museum
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Legal Studies

Units 3 & 4 Biology

Assessment

- Scientific investigations
- Reports of practical work
- Data Analysis
- Analysis of a case study
- Scientific poster
- Outcome Tasks

Resources/camps/excursions

- Excursion to the Gene Technology Access Centre GTAC Melbourne

Pathways

- Ba. Science degree
- Ba. Forensic Science
- Ba. Nursing
- Cert IV Laboratory techniques
- Laboratory technician

Complimentary Subjects

- Physical Education
- Health and Human Development
- Psychology
- Chemistry

Unit 3: How do cells maintain life?

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

- Explore the relationship between DNA, RNA and proteins
- Learn how genes are regulated
- Investigate how DNA is manipulated to genetically modify organisms and produce DNA profiles
- Explore new techniques used to edit the genetics of organisms

Area of Study 2: How are biochemical pathways regulated?

- Investigate the processes of photosynthesis and cellular respiration
- Learn how photosynthesis and cellular respiration are regulated
- Understand the role that enzymes play in photosynthesis and cellular respiration
- Understand the factors that influence enzyme function
- Consider biotechnological applications of biochemical pathways such as biofuel and gene editing technology

How does life change and respond to challenges?

Area of Study 1: How do organisms respond to pathogens?

- Explore the processes our body uses to respond to antigens
- Understand that immunity can be acquired naturally and passively
- Consider the impact of new diseases on populations including the impact of the European arrival on Aboriginal people
- Consider vaccination programs and their role in maintaining herd immunity
- Explore the development of immunotherapy strategies

Area of Study 2: How are species related over time?

- Investigate how the genetics of a population change over time
- Consider the changes in species over geological time
- Use evidence to determine the relatedness of species
- Consider how humans have changed over time

Area of Study 3: How is scientific inquiry used to investigate cellular processes?

- Design and communicate the findings of a scientific investigation

Units 3 & 4 Business Management

Unit 3: Managing a Business

Area of study 1: Business Foundations

- Learn about key characteristics of businesses and stakeholders
- Analyse the relationship between corporate culture, management styles and skills

Area of Study 2: Managing Employees

- Learn about motivation theories and apply them to a range of contexts
- Analyse and evaluate strategies related to the management of employees

Area of study 3: Operations Management

- Learn about operations and the management of this important area of business
- Investigate strategies to improve the efficiency and effectiveness of business operations

Unit 4: Transforming a Business

Area of study 1: Reviewing Business Performance

- Learn about Key Performance Indicators and how they are used to assess business performance
- Investigate the driving and restraining forces for change and evaluate management strategies to position a business for the future

Area of study 2: Implementing Change

- Learn about the strategies used by managers to implement change and the effect change has on the stakeholders of a business

Assessment

- Short answer responses
- Extended answer responses
- Case studies
- Data Analysis
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Excursion
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor of Business
- Bachelor of Accounting
- Bachelor of Marketing
- Bachelor of Human Resource Management
- Certificate 3 & 4 Business
- Personal Assistant
- Employee /business

Complimentary Subjects

- Accounting
- Legal studies

Units 3 & 4 Chemistry

Assessment

- Topic Tests
- Structured Questions
- Experiments
- Reports on Experiments
- Analysis and evaluation of media articles
- Scientific poster
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Lab Coat
- University of Melbourne Outreach Program (June)
- Exercise Books
- ICT device

Pathways

- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering
- Certificate in Chemical Usage on Farms

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods
- Further Maths

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

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

- Learn to compare different fuels with regards to their environmental impact and energy efficiency
- Learn to apply the knowledge of the different types of rechargeable and non-rechargeable cells.
- Learn to construct and test different types of batteries.
- Learn various chemical reactions taking place in the cells and batteries.
- Explore how rechargeable batteries operate

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

- Learn about rates of reactions and equilibrium
- Participate in practical activities to learn about maximising yield of reactions
- Explore electrolysis as a method of producing chemicals

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

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

- Explore the naming, structure, properties and reactions of organic compounds
- Explore the reactions of biomolecules to produce energy in the body.
- Learn to analyse the chemical yields of various products.
- Learn about the sustainability of the production of chemicals

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

- Focus on laboratory and instrumental analyses of organic compounds
- Focus on developing laboratory skills and analytical skills.
- Explore various means of identifying, extracting and purifying natural medicinal compounds.

Area of Study 3: Practical Investigation

- Design an experiment related to energy production or analysis and synthesis of organic compounds
- Write a scientific report of the experiment
- Focus on scientific communication skills

Units 3 & 4 Drama

Unit 3: Devised Ensemble Performance

Area of Study 1: Devising and presenting ensemble performance

- study drama history and use their learning to create an ensemble performance
- work with a group of 4 to 5 to create, develop and present a performance
- learn and apply conventions, dramatic elements, expressive skills, performance skills and work with stagecraft
- experiment with transformation of character, time and place, and application of symbol. Students analyse and evaluate a professional drama performance.

Area of Study 2: Analysing your ensemble performance

- analyse the ensemble performance devised in Outcome 1
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

Area of Study 3: Analysing/evaluating a professional drama performance

- analyse the actors' use of expressive and performance skills
- consider how the actor–audience relationship is created and manipulated
- analyse and evaluate conventions, dramatic elements, production areas and performance styles

Unit 4: Devised Solo Performance

Area of Study 1: Solo performance skill development

- develop skills in, play-making techniques
- demonstrate application of symbol and transformation of character, time and place
- present a short solo performance in an informal setting

Area of Study 2: Devising a Solo performance

- develop a solo performance in response to a prescribed structure
- apply performance styles
- apply symbol, transformation of character, time and place
- go beyond a representation of real life as it is lived
- document and evaluate the stages involved in the creation, development and presentation of their solo performance

Area of Study 3: Analysing your solo performance

- analyse the solo performance devised in Outcome 2
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this solo performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

Assessment

Semester 1

- An ensemble performance and analysis
- View and analyse a professional performance

Semester 2

- A solo performance exam and analysis

Resources/camps/excursions

- 2 excursions to watch live performances in semester 1
- Drama Camp in term 3

Pathways

- Writing
- Public Speaking
- Teaching
- Acting and performing
- Film
- Television
- Journalism
- Dance
- Leadership roles

Complimentary Subjects

- English
- Literature
- Dance
- Art
- Music

Units 3 & 4 Food Studies

Unit 3: Food in daily life

Area of study 1: The science of food

- Learn about satiety, appetite, hunger and sensory appreciation of food
- Learn the parts of the digestive tract and how carbohydrate, protein and fat are broken down, absorbed and utilised by the body
- Explore the Australian Dietary Guidelines and Australian Guide to Healthy Eating and its use as a tool to guide food selection
- Explore the symptoms, causes and management of food intolerances/allergies
- Learn about cooking techniques, food safety and the functional properties of protein, sugar, starch, fats and oils

Area of study 2: Food choice, health and wellbeing

- Learn about patterns of eating in Australia and explore how social factors (education, income, location, accommodation, available time and cultural norms) influence food accessibility, choice and healthy eating
- Learn about the social and emotional roles food plays in connecting individuals, families and peer groups in the community
- Learn about the role of media and food marketing in shaping food information and choice
- Explore the current food system and how it encourages overconsumption of food
- Learn about the establishment of healthy diets in children and nutritious meal patterns within the home

Unit 4: Food issues, challenges and futures

Area of study 1: Environment and ethics

- Explore key issues of feeding a rising world population
- Learn about ethical issues that affect individual food choices
- Explore the key issues around environmental sustainability of food production in Australia
- Explore the environmental effects of food processing and manufacturing, retailing and consumption including; food packaging, transportation and waste
- Learn about genetic modification, low impact and organic farming

Area of study 2 : Navigating food information

- Explore different factors that contribute to food knowledge and skills
- Learn about the principles of research used in the development of Australian Dietary Guidelines and how this can be applied to food fads/diets
- Explore food labelling requirements
- Develop practical ways to apply evidence-based recommendations to improve everyday food behaviours and habits to maintain a healthy weight

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast
- Outcome tasks

Resources/camps/excursions

- Food Solutions Text Book Unit 3 & 4, Fourth Edition, Heath, McKenzie, Tully (last year using)
- Food Studies online textbook
- A4 Display folder
- Laptop is recommended
- Year 12 personalised apron approximately \$20 (optional)

Pathways

- Hospitality/retail industry
- Commercial Cookery Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management
- PE

Units 3 & 4 Geography

Unit 3: Changing the land

Area of Study 1: Land use change

- Analyse, describe and explain land use change and assess its impacts
- Interpret and analyse maps and other geographical data and information
- Identify and describe the change in land use in the selected area at spatial and temporal scales
- Explain the processes of change, the reasons for change and the resulting land use change in the selected area
- Explain and assess positive and negative impacts on the selected area and the surrounding region resulting from land use changes

Area of Study 2: Land cover change

- Analyse, describe and explain processes that result in changes to land cover
- Discuss the impacts and responses resulting from these changes
- Explore the spatial distribution of global land cover
- Investigate the nature of deforestation, desertification and melting glaciers and ice sheets as processes
- Investigate the role of natural processes and human activity in causing deforestation, desertification and melting glaciers and ice sheets

Unit 4: Human population – trends and issues

Area of Study 1: Population dynamics

- Identify and describe patterns in world population distribution and characteristics, and trends in world population growth
- Identify and describe the types and causes of population change
- Explain the causes of population change and sustainability

Area of Study 2: Population issues and challenges

- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses
- Explore the economic, social, political and environmental factors contributing to the issues' impact on people and places

Assessment

- Analysis of geographical data
- Structured questions
- Fieldwork report
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

Complementary Subjects

- English
- Biology

Units 3 & 4 Health and Human Development

Unit 3: Australia's health in a globalised world

Area of study 1: Understanding health and wellbeing

- Explain the dimensions of health and wellbeing and why they are important
- Learn the prerequisites of health and how they impact on health and wellbeing
- Explore the indicators that can be used to explain health status
- Learn and discuss differences in the health of a range of population groups in Australia
- Explain the impact of behavioural and dietary risks on levels of health

Area of study 2: Promoting health and wellbeing

- Learn and explain reasons for improvement in Australia's health since 1900
- Explore the role of Australia's health system in promoting health
- Discuss the role of health promotion in promoting health and wellbeing
- Explain initiatives introduced to promote healthy eating and why this can be difficult to achieve

Unit 4: Health and human development in a global context

Area of study 1: Health and wellbeing in a global context

- Identify characteristics of high, medium and low income countries
- Discuss similarities and differences between countries and how this impacts health and wellbeing
- Explain the importance of the environment, climate change and digital technologies on health and wellbeing

Area of study 2: Health and the Sustainable Development Goals

- Investigate the Sustainable Development Goals and explain how they promote health
- Discuss the work of the World Health Organisation
- Learn and explain the aid that Australia provides to other countries
- Explore various programs that promote the Sustainable Development Goals
- Explain how individuals can take social action to achieve change

Assessment

- Data Analysis
- Structured Questions
- Outcome Tasks

Resources/camps/excursions

- Textbook

Pathways

- Bachelor of Health Sciences
- Diploma of Health Sciences
- Bachelor of Public Health/Health Promotion
- Certificate II/III in Health Support Services
- Health Support Workers

Complimentary Subjects

- Physical Education

Units 3 & 4 Indonesian

Topics change annually and may include leisure activities, Indonesia-Australia relations, role of women, wildlife protection, rural and urban life.

Unit 3

Area of Study 1: Interpersonal communication

- Resolve an issue by participating in a discussion
- Negotiate and persuade in culturally appropriate ways

Area of Study 2: Interpretive communication

- Study text types such as articles, blogs, webpages, postcards, stories, podcasts, news items and films
- Consider the influence of language, culture and social norms

Area of Study 3: Presentational communication

- Produce an extended piece of writing
- Use cultural products or practices to enhance writing

Unit 4

Area of Study 1: Interpersonal communication

- Share observations about cultural perspective and behaviour
- Explain the differences and similarities between cultural practices
- Participate in extended discussion

Area of Study 2: Interpretive communication

- Extract information from written, spoken and viewed Indonesian texts
- Make comparisons between cultures, places or times
- Produce an extended piece of writing in Indonesian

Area of Study 3: Presentational communication

- Persuade an audience with a point of view
- Investigate a topic, the language and cultural information
- Develop knowledge and understanding of current issues

Assessment

- A three- to four-minute role-play
- Interpret information from texts and write responses in Indonesian
- A 250-word piece of writing
- A three- to four-minute interview
- A 250-word written response
- A 300-word evaluative or persuasive piece of writing.
- Outcome Tasks

Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris
- Textbooks

Pathways

- Interpreter
- Police force
- Defence Force
- Bachelor of Arts
- Asian Studies
- Bachelor of Laws
- Government
- Foreign Affairs
- Tourism

Complimentary Subjects

- Unit 3 & 4 English Language
- Unit 3 & 4 History

Units 3 & 4 Legal Studies

Unit 3: Rights and justice

Area of Study 1: The Victorian criminal justice system

Area of Study 2: The Victorian civil justice system

In this unit, students will:

- Examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.
- Consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases such as VCAT and Consumer Affairs Victoria.
- Explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system
- Discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4: The people and the law

Area of Study 1: The people and the Australian Constitution

Area of Study 2: The people, the parliament and the courts

In this unit, students will:

- Explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State Parliaments and protects the Australian people through structures that act as a check on parliament in law-making.
- Develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.
- Investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.
- Apply legal reasoning and information to actual scenarios.
- Discuss the factors that affect the ability of parliament and courts to make law
- Evaluate the ability of these law-makers to respond to the need for law reform.
- Analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises
- Outcome tasks

Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies
- Bachelor of Arts

Complimentary Subjects

- English
- Business
- History

Units 3 & 4 Media

Unit 3

AOS 1 – Narratives and their contexts

- Analyse how narratives are constructed, distributed and engaged by audiences.
- Consider how media codes and conventions structure meaning and how this influenced by social, cultural and ideological contexts
- Analyse the way media narratives reflect or challenge views and values of specific contexts

AOS 2 – Research, development and experimentation

- Research and develop ideas for a media production
- Experiment with media equipment, technologies and processes appropriate to a selected media form
- Record, document and evaluate the exploration and development of skills

AOS 3 – Pre-production planning

- Use specific planning, using both written and visual documentation to complete a pre-production plan
- Demonstrate concepts and intentions in a selected media form for a specific audience

Unit 4

AOS 1 – Media production

- Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3
- Realise production plans through production and post-production processes
- Use reflection and feedback to refine and resolve a media product
- Document the development, refinement and resolution of a media product
- Evaluate the construction of media representations

AOS 2 – Agency and control in media

- Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation, and ethical and legal issues in the media
- Analyse and explain the changing relationship between the media and audience
- Explain how media is used by globalised media institutions, governments and individuals
- Explain and discuss the regulation of the media and audiences in Australia
- Evaluate ethical and legal issues in the media

Assessment

- Unit 3 & 4 School-assessed coursework – 20%
- School-assessed task – 40%
- End of Year VCE Examination – 40%

Resources/camps/excursions

- USB
- SD Card
- Display folder/visual diary

Pathways

- Journalism
- Publishing
- Film & TV
- Animation
- Post-production
- Photography

Complimentary Subjects

- VCE Visual Communication and Design

Units 3 & 4 Outdoor & Environmental Studies

Unit 1: Relationships with Outdoor Environments

Area of Study 1: Historical relationships with outdoor environments

- Explore characteristics that have made Australian flora & fauna unique
- Learn indigenous and historic relationships with local environments
- Explore the foundation of an early environmental movement
- Learn how environmental awareness impacts Government policies

Area of Study 2: Relationships with Australian environments since 1990

- Learn about and participate in types of local recreation, tourism, conservation, and primary industry interactions that take place
- Explore the role, technology, commercialisation, media, and risk have on our interactions
- Learn about climate change, renewable energy, and water management impact relationships with local environments
- Explore environmental policies of Australian political parties and the role of the Victorian Environmental Assessment Council

Unit 2: Sustainable Outdoor Relationships

Area of Study 1: Healthy outdoor environments

- Explore the concept of sustainability and its limitations
- Learn about and conduct environmental health indicator tests
- Investigate the health of environments based on the current *State of the Environment Report*
- Explore the importance of healthy outdoor environments for society
- Learn about the risks to the health of local environments

Area of Study 2: Sustainable outdoor environments

- Explore the reasons for multiple environmental conflicts
- Learn about the ways stakeholders try to influence decision makers in the environmental conflicts
- Learn about the decision-making process used in the environmental conflicts
- Learn about how public and private land can be best managed
- Analyse the effectiveness of environmental laws/treaties
- Explore how *Landcare* and *Green Building Design* can help us live more sustainably

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Reflection Journals
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day canoe journey camp
- 5 day ski camp
- Local area excursions
- Guest presenters

Pathways

- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

Be Respectful

Be Inclusive

Be Resilient

Units 3 & 4 Philosophy

Assessment

- Essay
- Written Reflections
- Analysis
- Presentation
- Outcome Tasks

Resources/camps/excursions

- VCE Philosophy: a student text for Unit 3 & 4 3ed.
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor Arts
- Journalism
- Teaching
- Intelligence
- Research/Academia
- Public Policy (NGOs)

Complimentary Subjects

- English
- Literature
- History
- Psychology

Unit 3: Minds, bodies and persons

Area of Study 1: Minds and bodies

- Analyse the relationship between one's mind and body
- Learn about how thinkers like Rene Descartes approached the mind/ body question
- Debate questions like: Can the mind exist outside of the body?
- Explore how modern science has moved the mind/ body debate

Area of Study 2: Personal identity

- Discuss philosophical concepts and arguments about the nature of 'self' or personal identity
- Learn about how thinkers like Locke and Hume see personal identity and human nature
- Debate questions like: Is the person at 8 the same person at 80?

Unit 4: The good life

Area of Study 1: Conceptions of the good life

- Debate what it means to live 'The Good Life'
- Learn concepts like: morality, hedonism, egoism, virtue, altruism and justice
- Discuss questions like: What is the nature of happiness and what is its role in the good life?

Area of Study 2: Living the good life in the twenty-first century

- Develop and justify responses to debates on technological development in relation to the good life
- Explore the interplay between the changing conditions of contemporary life and our ability to live a good life
- Outline philosophical viewpoints and arguments related to contemporary debates on technological development and the good life

Units 3 & 4 Physical Education

Unit 3: Movement skills and energy for physical activity

Area of Study 1: How are movement skills improved?

- Learn how to classify fundamental movement skills
- Explore the link between motor skill development and participation in physical activity
- Learn how biomechanical principles improve movement skills from a coaching perspective
- Learn about different approaches to coaching, factors that impact on sporting performance and strategies used to improve performance

Area of Study 2: How does the body produce energy?

- Learn about what fuels our bodies when performing movement
- Participate in physical activity to explore how energy is created in the body
- Explore the changes in oxygen consumption when performing movement
- Discover what causes fatigue and how to recover after sporting performance

Unit 4: Training to improve performance

Area of Study 1: What are the foundations of an effective training program?

- Learn how data can be collected and used to analyse sporting performance to assist in the creation of a training program
- Explore the different fitness components used in sporting performance
- Participate in a range of Fitness Tests and learn about their aims and protocols, their importance and which Fitness Components are being tested

Area of Study 2: How is training implemented effectively to improve fitness?

- Learn the components of training program
- Explore training principles
- Participate in a range of different ways an athlete may train
- Explore psychological strategies that can be used to enhance performance
- Discover nutritional and rehydration recovery strategies
- Learn how training improves the cardiovascular, respiratory and muscular systems, leading to improved performance
- Design a training program

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Sports Uniform
- Excursions to the gym in Unit 4

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

Units 3 & 4 Physics

Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing
- Extended Investigation
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Scientific Calculator
- Study Notes (by Teacher)
- Possible Excursion;
 - Synchrotron at Monash University
 - Observatory
 - Luna Park

Pathways

- Bachelor of Science
- Bachelor of Engineering
- Electrician

Complimentary Subjects

- Chemistry
- Specialist Maths
- Physical Education
- English Language

Unit 3: How do fields explain motion and electricity?

Area of Study 1: How do things move without contact?

- Explore the 3 force fields of gravity, electricity and magnetism
- Learn about satellites, magnets, DC motors
- Use Mathematical equations to understand physical concepts
- Complete practical activities to investigate the concepts studied in Physics

Area of Study 2: How are fields used to move electricity?

- Learn how electricity is produced and delivered to homes
- Learn the role of transformers in the power grid

Area of Study 3: How fast can things go?

- Explore Newtons Laws of Motion
- Investigate projectile motion
- Learn Eisenstein's theory of special relativity
- Explore time travel

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

Area of Study 1: How can waves explain the behaviour of light?

- Investigate the properties of the different types of waves. For example; gammawaves, microwaves, infrared, sound etc.
- Explore how light bends as it passes through different objects

Area of Study 2: How light and matter are similar

- Investigate the dual nature of light and mass
- Be introduced to the Quantum Theory
- Analyse experimental data explore light and matter
- Compare the production of Lasers, Synchrotrons, LEDs and normal lights

Area of Study 3: Practical Investigation

- Learn to design and undertake an investigation of a physics concept and analyse and draw conclusions based on evidence from the investigation

Units 3 & 4 Product Design and Technology

Unit 3: Applying the product design process

Area of study 1: Designing for end-user/s

- The relationship and roles of the designer and end-user/s
- Stages and steps of the product design process
- Product design factors that influence the designer
- The purpose and structure of evaluation criteria
- Relationships between the design brief, evaluation criteria, research and the product design process

Area of study 2: Product development in industry

- The role of research and development (R&D)
- The importance of new and emerging technologies and materials
- The importance of lean manufacturing
- Design and innovation and their importance in the product development process
- Sustainability frameworks
- Planned obsolescence (style, technical and functional)
- Benefits and problems and the environmental issues with planned obsolescence
- Methods and suitability of different scales of manufacturing systems

Area of study 3: Designing for others

- Methods used to determine the needs of an end-user/s
- Product design factors
- Criteria used to justify design option selection and evaluate the finished product
- The purpose and role of visualisations, annotated presentation drawings, and working drawings
- The role and components of production planning:
- Techniques used to record progress and reasons for modifications to the design, planning and production plans
- Methods of manufacturing in a mass/high-volume production or low-volume setting.

Unit 4: Product development and evaluation

Area of study 1: Product analysis and comparison

- Methods of evaluating commercial products
- Environmental, economic and social issues associated with product design
- How designers, manufacturers, end-user/s and owners prioritise and place value on product attributes and how these values vary over the life cycle of a product
- Key factors and aspects that determine the quality of a product.

Area of study 2 : Product manufacture

- Risk management
- A range of processes and techniques involving with the manufacture of a specific product

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast

Resources/camps/excursions

- Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition.
- Required to purchase own materials for practical product.
- Laptop recommended.

Pathways

- Product Design
- Engineering
- Architecture
- Manufacturing
- Interior Design
- Fashion Design
- Building Industry

Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- V.E.T. Building and Construction

<ul style="list-style-type: none">➤ Goal setting, and time and resource project management techniques➤ Monitoring efficiency and effectiveness of planning and production activities➤ Methods used to record and report progress <p><i>Area of study 3: Product evaluation</i></p> <ul style="list-style-type: none">➤ Techniques to gather end-user/s’ feedback with reference to evaluation criteria for the finished product➤ Methods of testing and checking the finished product against evaluation criteria➤ Methods of creating end-user/s instructions or care labels➤ Possible improvements to the product as a result of evaluation.	
<i>Be Respectful</i>	<i>Be Inclusive</i>
	<i>Be Resilient</i>

Units 3 & 4 Psychology

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

Area of Study 1: How does the nervous system enable psychological functioning?

- Learn how the nervous system functions.
- Investigate stress as an example of a psychobiological process.

Area of Study 2: How do people learn and remember?

- Explore the neural basis of learning and memory.
- Models to explain learning.
- Process and reliability of memory.

Unit 4: How is wellbeing developed and maintained?

Area of Study 1: How do levels of consciousness affect mental processes and behaviour?

- Nature of consciousness
- Importance of sleep
- Effects of sleep disturbances and possible treatments

Area of Study 2: What influences mental wellbeing?

- Define mental health
- Apply a biopsychosocial approach, as a scientific model, to explain specific phobia
- Investigate the maintenance of mental health

Area of Study 3: Analysis and evaluation of a practical investigation

- Conduct their own research experiment

Assessment

- response to a set of structured questions
- Research investigation
- analysis of the development of specific phobia
- A logbook of practical activities
- A test multiple choice short and extended answers
- Folio tasks
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Melbourne Museum excursion

Pathways

- Bachelor of Psychology
- Master of Psychology
- Educational Psychologist
- Forensic Psychologist
- Sports Psychologist
- Clinical Psychologist
- Human Resource Officer
- Teaching
- Mental Health Nurse
- Psychiatry

Complimentary Subjects

- Health and Human Development
- Biology
- Chemistry

Units 3 & 4 Revolutions

Assessment

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay
- Outcome Tasks

Resources/camps/excursions

- Reinventing Russia textbook
- Liberating France textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Law
- Philosophy

Unit 3: Revolutionary France

Area of Study 1: Causes of the Revolution France

- Learn about the events and other conditions that contributed to the outbreak of revolution in France
- Explore the ideas that played a significant role in challenging the existing order of France
- Explore the role of different individuals in the development of the Revolution
- Explore the contribution of popular movements in mobilising French society.

Area of Study 2: Consequences of the French Revolution

- Examine the challenges the new regime faced in attempting to consolidate its power in France
- Analyse the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals
- Explore the contribution of significant individuals that changed France
- Analyse the French Revolution was experienced by different social groups and there reaction to these changes

Unit 4: Revolutionary Russia

Area of Study 1: Causes of the Revolution Russia

- learn about the events and other conditions that contributed to the outbreak of revolution in Russia
- Explore the ideas that played a significant role in challenging the existing order of Russia
- Explore the role of different individuals in the development of the Revolution
- Explore the contribution of popular movements in mobilising Russian society.

Area of Study 2: Consequences of the Russian Revolution

- Examine the challenges the new regime faced in attempting to consolidate its power in Russia
- Analyse the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals
- Explore the contribution of significant individuals that changed Russia
- Analyse how the Russian Revolution was experienced by different social groups and there reaction to these changes

Units 3 & 4 Visual Communication

Unit 3: Visual communication design practices

Area of Study 1: Analysis and practice in context

- Use observational, visualisation and presentation drawing to communicate ideas and concepts
- Explore a range of existing visual communications in the communication, environmental and industrial design fields
- Draw on their findings from the analysis to inform the creation of their own visual communications

Area of Study 2: Design industry practice

- Develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications
- Examine how design and production decisions made during the design process are influenced by a range of factors

Area of Study 3: Developing a brief and generating ideas

- Gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas
- Apply design thinking to create, analyse, evaluate, reflect on, and critique information and ideas
- Use both observational and visualisation drawings to investigate and document their ideas and approaches

Unit 4: Visual communication design development, evaluation and presentation

Area of Study 1: Development, refinement and evaluation

- Focus on the design process stages of the development of concepts and refinement
- Explore and develop expertise in a range of appropriate manual and digital methods, materials and media
- Evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience

Area of Study 2: Final presentations

- Select and apply materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats
- Explore ways of presenting their final visual communications that attract and engage a target audience

Assessment

- Written reports
- Folio of drawings
- Digital presentation
- Annotated visual report
- Oral report
- Design folio
- Written exam
- Outcome Tasks

Resources/camps/excursions

- A3 Sketch book
- A3 folio
- Set square
- Sight visit

Pathways

- Unit 3 & 4 Visual Communications
- Bachelor in Visual Communication Design
- Bachelor of Graphic Design
- Bachelor of Fine Arts
- Bachelor in Architecture

Complimentary Subjects

- Studio Arts
- Visual Arts
- Design Technology

VCE Vocational Major Subjects

Units 1 - 2 VCE Vocational Major Literacy

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Numeracy

Unit 1: Literacy for personal use

Area of Study 1: Literacy for personal use

- Investigate the structures and features of a range of different text types such as narrative, informative, persuasive and instructional
- Investigate plagiarism and its ramifications
- Interpret the audience and purpose of different texts
- Listen and contribute to small group and whole class discussions

Area of Study 2: Understanding and creating digital texts

- Explain the purpose, audience and types of different digital texts
- Compare the features and importance of digital security
- Read, watch, listen to and understand digital texts
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling

Unit 2: Understanding issues and voices

Area of Study 1: Understanding issues and voices

- Explore language and visuals that are used to influence an audience
- Use the conventions of discussion and debate, including active listening and questioning
- Identify and explain how language and visuals are used to influence an audience
- Identify reliable and trustworthy sources for research

Area of Study 2: Responding to opinions

- Explore the different structures of written, spoken and multimedia persuasive and influential content
- Investigate the principles of copyright
- Draft, revise and edit persuasive responses to issues
- Provide evidence and argue a point of view persuasively

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Units 1 - 2 VCE Vocational Major Numeracy

Unit 1: Numeracy

Area of Study 1: Number

- Investigate whole numbers and decimals up to two places
- Demonstrate an understanding of reading numbers, place value and decimal place value

Area of Study 2: Shape

- Explain the properties and names of two-dimensional shapes
- Demonstrate an understanding of reflection, rotation and symmetry of simple familiar shapes

Area of Study 3: Quantity and measures

- Use common and familiar measures of distance, perimeter, area, volume and capacity
- Read and interpret units of analogue and digital time and temperature

Area of Study 4: Relationships

- Analyse common and familiar relationships such as rates of change, \$/m, km/hr
- Recognise and represent relationships with simple mathematical expressions or simple pictorial or graphical representations

Unit 2: Numeracy

Area of Study 5: Dimension and direction

- Use location and direction in relation to everyday objects and landmarks
- Find and locate places of interest on a map

Area of Study 6: Data

- In this area of study students will:
- Explore simple data collection tools and processes
- Identify key facts from tables and graphs

Area of Study 7: Uncertainty

- Examine the likelihood of certain events
- Recognise that the likelihood of events occurring can differ

Area of Study 8: Systematics

- Investigate common and unfamiliar information and data inputs and outputs
- Create tables to collate data

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Literacy

Units 1 - 2 VCE Vocational Major Personal Development Skills

Unit 1: Healthy Individuals

Area of Study 1: Personal identity and emotional intelligence

- Investigate the concept of personal identity
- Analyse personal identity and emotional intelligence within different contexts
- Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence

Area of Study 2: Community health and wellbeing

- Explain the concept of health and wellbeing for individuals and groups
- Identify characteristics of inclusive and cohesive communities
- Propose and justify a suitable individual or group activity

Area of Study 3: Promoting a healthy life

- Explore strategies to determine the effectiveness of health-promotion programs
- Investigate health promotion programs that use technology to reach a target audience
- Discuss and analyse the impact of technology on personal identity, health and wellbeing

Unit 2: Connecting with community

Area of Study 1: What is community?

- Explore the concept of community at a local, national and global level
- Apply strategies to promote community participation
- Describe and explain concepts relating to community and citizenship

Area of Study 2: Community cohesion

- Gain a knowledge of a range of different challenges affecting local, national and global communities
- Learn about strategies to foster diversity, inclusion and cohesion within communities
- Outline concepts relating to issues and challenges within the community

Area of Study 3: Engaging and supporting community

- Learn about the concept of community engagement
- Investigate the benefits and challenges of community engagement
- Describe and explain concepts relating to community engagement

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM Literacy
- VCE VM Numeracy

Be Respectful

Be Inclusive

Be Resilient

Units 1 - 2 VCE Vocational Major Work Related Skills

Unit 1: Careers and learning for the future

Area of Study 1: Future careers

- Identify the advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industries
- Explore sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies
- identify and explain key ideas and concepts relating to sources of information about employment
- research, compare and evaluate concepts and strategies relating to sources of information about employment

Area of Study 2: Presentation of career and education goals

- Set goals for future employment, career possibilities and further education and training
- Identify personal strengths and challenges relating to future employment and education opportunities
- Identify, outline and explain key ideas and concepts relating to career and educational goals
- Seek and act on feedback from their teacher

Unit 2: Workplace skills and capabilities

Area of Study 1: Skills and capabilities for employment and further education

- Investigate the changing nature of work
- Discuss the difference between specific occupations and broad skill and interest
- Identify and explain key ideas and concepts relating to personal skills and capabilities
- Collect evidence and artefacts of personal skills and capabilities with relation to industry groupings

Area of Study 2: Transferable skills and capabilities

- Discuss the relationship between transferable skills and employability
- Analyse the ongoing training and development in the growth of essential and technical skills, such as industry exposure, formal education and informal education
- Identify, define and explain key ideas and concepts relating to the development of employability and technical skills
- Propose and justify strategies to improve future career prospects through the development, promotion and application of skills

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM Numeracy

Units 3 - 4 VCE Vocational Major Literacy

Unit 3: Accessing and understanding informational, organisational and procedural texts

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

- Identify the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts
- Investigate the way different organisations, groups and businesses develop their own use of language
- Read, infer and create meaning from texts
- Compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information

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

- Understand the structure and language of different organisational, informational and procedural texts
- Identify the audience and purpose of a text
- Use the conventions of discussion and debate, including active listening and questioning
- Listen and contribute to small group and whole class discussions

Unit 4: Understanding and engaging with literacy for advocacy

Area of Study 1: Understanding and engaging with literacy

- Explain the relationship between language choices, audience and purpose
- Investigate the impact of visual cues and presentation in influencing an audience
- identify the layout, design and structural elements of a variety of written, digital and visual cues
- design and create influential or promotional material appropriate for context and audience

Area of Study 2: Speaking to advise or advocate: Literacy for everyday personal contexts

- Use the elements of oral communication, including eye contact, tone, body language and intonation
- Investigate the way language choice can influence an audience
- Sequence and structure oral content to advocate or present advice to an audience
- Apply the conventions of referencing and acknowledge other creators

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Numeracy

Units 3 - 4 VCE Vocational Major Numeracy

Unit 3: Numeracy

Area of Study 1: Number

- Investigate whole numbers and decimals up to three places
- Solve a range of practical calculations including positive and negative numbers

Area of Study 2: Shape

- Explain the properties and names of two-dimensional shapes and three-dimensional objects
- Demonstrate an understanding of reflection, rotation and symmetry of simple familiar shapes and use these to manipulate subjects

Area of Study 3: Quantity and measures

- Use a range of units of time and temperature
- Read, interpret and calculate units of analogue and digital time and temperature

Area of Study 4: Relationships

- Analyse relevant and straightforward ratios and proportions
- Use and apply formulas to solve real-life problems

Unit 4: Numeracy

Area of Study 5: Dimension and direction

- Use location and direction in relation to maps and technologies
- Find and locate places of interest on a map

Area of Study 6: Data

- Explore data collection tools and processes
- collect, collate and organise data sets and display these in the most appropriate format, including axes and scales

Area of Study 7: Uncertainty

- Examine the likelihood of certain events and how to represent them
- Compare different real-life events or probabilities

Area of Study 8: Systematics

- Investigate relevant and appropriate information and data inputs and outputs
- Choose appropriate technologies such as spreadsheets, software or applications to input or record real-life data and information

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM WRS

Units 3 - 4 VCE Vocational Major Personal Development Skills

Unit 3: Leadership and teamwork

Area of Study 1: social awareness and interpersonal skills

- Identify characteristics of effective leadership
- Use interpersonal skills to support effective and respectful interactions with others
- Use strategies to demonstrate social awareness

Area of Study 2: Effective leadership

- Understand the characteristics of effective leadership
- Use critical and creative thinking in relations to leadership
- Describe concepts relating to leadership

Area of Study 3: Effective teamwork

- Describe concepts relating to effective teamwork
- Discuss, compare and analyse characteristics of effective teamwork
- Apply communication, critical thinking and other skills when working in a team

Unit 4: Community project

Area of Study 1: Planning a community project

- Participate in the process of planning and designing a community project
- Identify an area of concern to focus on
- Investigate previous and current responses to the area of concern

Area of Study 2: Implementing a community project

- Use key elements such as interpersonal skills to implement a community project
- Participate actively and proactively in the project
- Implement strategies to achieve desired objectives

Area of Study 3: Evaluating a community project

- Evaluate the design and implementation of the community project
- Apply reflective processes to the design and implementation process
- Apply critical and creative thinking when evaluating the community project

Assessment

Outcome Tasks
Booklets
Teacher Observations
Feedback from Employers

Resources/camps/excursions

Work Experience
Excursions to Industries
Running of Café
Onsite Mock Job Interviews
Careers Day Out in Shepparton

Pathways

To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

Complimentary Subjects

VCE VM WRS
VCE VM Literacy
VCE VM Numeracy

Units 3 - 4 VCE Vocational Major Work Related Skills

Unit 3: Industrial relations, workplace environment and practice

Area of Study 1: Workplace wellbeing and personal accountability

- Identify an overview of common workplace structures
- Investigate the role of advocacy organisations including unions and employer associations
- Learn effective and appropriate collaboration, teamwork and communication
- Propose and justify methods of contributing to a positive workplace environment

Area of Study 2: Workplace responsibilities and rights

- Gain knowledge of the National Employment Standards and the role of the Fair Work Commission in workplace disputes
- Identify worker classifications
- Identify and explain key ideas and concepts relating to workplace relations
- Propose and justify strategies to improve the workplace environment

Unit 4: Portfolio preparation and presentation

Area of Study 1: Portfolio development

- Gain knowledge of the purpose of a portfolio and its intended audience and uses in different contexts
- The use of portfolios in current relevant industry practice or further education
- Propose the relevant evidence that will be included in a portfolio
- Research the current industry practices for portfolios in a chosen field

Area of Study 2: Portfolio presentation

- Demonstrate employability and personal skills
- Communicate personal skills in a physical, digital and/or hybrid portfolio
- Use portfolios to enhance and support presentation to the panel

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM Numeracy

Be Respectful

Be Inclusive

Be Resilient

VET Subjects

Certificate II in Automotive Vocational Preparation (Mechanical Stream) VET

AUR20720 Certificate II in Automotive Vocational Preparation (Mechanical Stream)

Non scored VCE VET program

The VET Automotive program aims to provide participants with the knowledge, skills, and competency that will enhance their employment prospects and future training pathways in the automotive industries. Provides general knowledge and practical workshop skills in motor mechanics, auto electrical, parts interpreting, light engines and engine reconditioning. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Core Units that will be covered over the two-year course:

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain tools and equipment in an automotive workplace

Elective Units (5 will be selected to study over the two years):

- Carry out basic vehicle servicing operations
- Inspect, test and service batteries
- Operate electrical test equipment
- Solder electrical wiring and circuits
- Set up and use welding equipment
- Remove and replace brake assemblies
- Dismantle and assemble single cylinder four-stroke petrol engines
- Dismantle and assemble multi-cylinder four-stroke petrol engines
- Remove and replace wheel and tyre assemblies
- Construct and test basic electronic circuits
- Remove, inspect and refit light vehicle wheel and tyre assemblies

Assessment

- Competence based
- Online theory modules

Resources/camps/excursions

- Overalls
- Work boots
- VET Shirt

Pathways

- Motor Mechanic
- Vehicle Serviceperson
- Spare Parts Manager
- Automotive Engineer

Complimentary Subjects

- Certificate II Engineering

Be Respectful

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Certificate II Building & Construction (Carpentry) VET

22614VIC Certificate II in Building and Construction (Carpentry)

Non scored VCE VET program

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction industry. Is ideal for students wanting to enter the building and construction industry as apprentice carpenters. Students will gain knowledge and practical skills to work safely in the building and construction industry. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

Year 1 Units to complete:

- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements, policies and procedures in the construction industry
- Prepare to work safely in the construction industry
- Provide basic emergency life support
- Identify and handle carpentry tools and equipment
- Prepare for work in the building and construction industry
- Apply basic levelling procedures
- Interpret and apply basic plans and drawings

Year 2 Units to complete:

- Construct basic wall frames
- Install basic external cladding
- Construct basic sub-floor
- Perform basic setting out
- Erect and safely use working platforms
- Construct basic roof frame
- Install basic window and door frames
- Install interior fixings
- Dismantle basic timber structures
- Construct basic formwork for concreting

Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- VET Shirt
- Overalls/work pants
- Leather boots
- Safety glasses
- Ear muffs
- Nail bag/tool belt
- Red carpenter's pencil
- 1 meter plastic folding ruler (mm only)
- 8m measuring tape (mm only)
- USB
- Laptop is recommended

Pathways

- Carpenter
- Joiner
- Construction Worker
- Building Site Administrator
- Project Manager
- Building Inspector

Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- Product Design and Development

Be Respectful

Be Inclusive

Be Resilient

Certificate II Community Services VCE/VET Units 1 - 2

CHC22015 II in Community Services VCE Units 1 + 2

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Organise and complete daily work activities
- Interact effectively with others at work
- Work with diverse people
- Use strategies to respond to routine workplace problems
- Provide first aid
- Participate in workplace health and safety
- Communicate and work in health or community services
- Provide first point of contact
- Manage personal stress in the workplace

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

Pathways

- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

Complimentary Subjects

- VCE/VET Unit 3 & 4 Community Services
- Health and Human Development
- Physical Education

Be Respectful

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Certificate II in Cookery VCE/VET Units 1-4

SIT202421 Certificate II in Cookery

VCE Scored VET Subject

This subject prepares students with a range of food preparation and cookery skills to prepare food and menu items ready for the hospitality and cooking industries. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Clean kitchen equipment and premises
- Prepare and present simple dishes
- Use food preparation equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare dishes using basic methods of cookery
- Show social and cultural sensitivity
- Prepare and present sandwiches

Year 2 Units 3 + 4 Units to complete:

- Work effectively in a commercial kitchen
- prepare stocks, soups and sauces
- preparing vegetable, fruit, eggs and homemade gnocchi and pasta dishes
- prepare appetisers and salads

Subject highlights:

- Exciting hands-on individual projects
- Local employment opportunities
- Essential life skills

Assessment

- A range of practical cooking activities
- Online assessment modules
- Observation during practical classes
- Work placement in Year 1 and 2 in local restaurants/cafes

Resources/camps/excursions

- Chef uniform/ VET shirt (student supplied)
- All food, text books and online modules are provided
- Small class sizes – capped 14 students

Pathways

- Employment in the hospitality industry throughout Australia
- Certificate III trainee or apprenticeship program in Commercial Cookery
- Certificate IV front of house
- University entrance ATAR score
- Nationally accredited/recognised in most European countries

Complimentary Subjects

- VCE Food Studies
- VCE VM Personal Development

Be Respectful

Be Inclusive

Be Resilient

Certificate II Engineering Studies VCE/VET Units 1-4

22470VIC Certificate II in Engineering Studies

VCE Scored VET Subject

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the engineering industry.

Equips participants with comprehensive skills and knowledge to work in steel and metal industries by introducing computer use in relation to engineering work, use of hand and power tools, engineering science, fabrication techniques and quality concepts. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

Year 1 Units 1 + 2 Units to complete:

- Apply principles of occupational health and safety in the work environment
- Use hand tools
- Report on a range of sectors in the manufacturing, engineering and related industries
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Perform basic fabrication techniques
- Use power tools/hand held operations
- Perform metal fabrication operations

Year 2 Units 3 + 4 Units to complete:

- Undertake a basic engineering project
- Perform basic welding and thermal cutting processes to fabricate engineering structures
- Produce basic engineering components and products using fabrication and machining operations (for VM)
or
- Perform intermediate engineering computations (for VCE)

Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

Pathways

- Fitting and Turning Tradesperson
- Heavy Fabrication (Boilermaker) Tradesperson
- Light Fabrication (Sheetmetal) Tradesperson
- Welder
- Tool Maker

Complimentary Subjects

- VET Certificate II in Construction Pathways
- VCE Product and Design Technology

Be Respectful

Be Inclusive

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Certificate II in Retail Cosmetics

SHB20121 Certificate II in Retail Cosmetics

Non scored VCE VET program 1 year course

Certificate II in Retail Cosmetics is a great introduction for those who want to work in the beauty industry or become a makeup artist.

Year 1 Units to complete:

- Demonstrate retail skin care products
- Advise on beauty products and services
- Design and apply make-up
- Produce visual merchandise displays
- Research and apply beauty industry information
- Communicate as part of a salon team
- Apply safe hygiene, health and work practices

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped salon
- VET Shirt

Pathways

- Retail cosmetic assistant
- Makeup artist
- Salon assistant
- Beauty advisor
- Beauty consultant
- Retail product sales

Complimentary Subjects

- Cert III in Beauty Services
- Cert III in Make-Up
- Cert III in Nail Technology
- Diploma in Beauty Therapy

Be Respectful

Be Inclusive

Be Resilient

Certificate II in Salon Assistant

SHB20216 Certificate II in Salon Assistant

Non scored VCE VET program 1 year course

Provides participants with the knowledge and skills to work in the hairdressing industry, providing students with genuine hands-on experience with clients in our salon on campus. Students will learn how to interact with customers professionally and follow workplace health and safety procedures.

Year 1 Units to complete:

- Contribute to health and safety of self and others
- Provide shampoo and basin services
- Dry hair to shape
- Maintain and organize tools, equipment and work areas
- Greet and prepare clients for salon services
- Recommend products and services
- Research and use hairdressing industry information
- Provide head, neck and shoulder massages for relaxation
- Braid hair

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped salon
- VET Shirt

Pathways

- Hair stylist assistant
- Reception/administrative assistant

Complimentary Subjects

- Cert III in Hairdressing
- Cert III in Barbering

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Certificate III Early Childhood Education and Care

CHC30121 Certificate III in Early Childhood Education and Care

Non scored VCE VET program

Will teach participants a range of practical early childhood skills. Participants will learn to facilitate children's play and leisure to help them to achieve developmentally.

Work Placement

Students will be required to complete mandatory 80 hours of Structured Workplace Learning over 2 years (40 hours per year). Bendigo TAFE will endeavour to provide students/schools with contacts in industry to secure these hours. The school and student is responsible for arranging the SWL with the employer. The teaching portfolio will provide block dates for when SWL hours are to occur.

Year 1 Units to complete:

- Work effectively in children's education and care
- Work with diverse people
- Support children to connect with the natural environment
- Follow basic food safety practices

Year 2 Units to complete:

- Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- Participate in workplace health and safety
- Observe children to inform practice
- Use an approved learning framework to guide practice

Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

Pathways

- Centre-based day care services
- Kindergartens and out-of-school hours service

Complimentary Subjects

- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care

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Certificate III in Visual Arts

CUA31120 Certificate III in Visual Arts

Non scored VCE VET program

Certificate III in Visual Arts supports students to develop a range of visual art skills to prepare for work in a variety of visual arts, craft and design environments. Skills are underpinned by the application of introductory art theory and history. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2. Students learn about creative design processes, drawing to communicate ideas, and have the opportunity to develop skills in a range of areas such as photography, digital imaging, painting, sculpture and more. Students also develop skills to work safely and effectively.

Core Units that will be covered over the two-year course:

- Contribute to health and safety of self and others
- Produce drawings to communicate ideas
- Produce creative work
- Apply knowledge of history and theory to own arts practice

Elective Units (8 will be selected to study over the two years):

- Develop drawing skills to communicate ideas
- Follow a design process
- Produce and prepare photo images
- Produce digital images
- Produce drawings
- Plan a career in the creative arts industry
- Produce paintings
- Capture photographic images
- Make simple creative work
- Produce sculpture
- Participate in collaborative creative projects
- Investigate business opportunities
- Operate digital media technology package

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped studio
- VET Shirt

Pathways

- Art class instructor
- Art, craft or design practitioner
- Studio assistant
- Digital artist
- Art studio tutor
- Illustrator
- Photographer

Complimentary Subjects

- VCE Visual Communications
- VCE Art Creative Practice

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Certificate III Information Technology VCE/VET Units 1 - 4

ICT30120 Certificate III in Information Technology

VCE Scored VET Subject

The Certificate III in IT program develops a broad set of fundamental skills but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields software engineering, gaming, coding, programming, technical support, data management, network management, information security and more. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Work in a team
- Use computer operating systems and hardware
- Operate application software packages
- Run standard diagnostic tests
- Securely manage personally identifiable information and workplace information
- Develop and extend critical and creative thinking skills
- Apply introductory programming techniques

Year 2 Units 3 + 4 Units to complete:

- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain and repair equipment and software
- Provide basic system administration
- Identify IP, ethics and privacy policies in ICT environments

Assessment

- Multiple choice Questions
- Short answer questions
- Projects/assignments
- Practical demonstrations

Resources/camps/excursions

- iVET Online Portal
- Work experience

Pathways

- Certificate IV in Information, Digital Media and Technology
- Diploma in Information, Digital Media and Technology
- IT support positions
- Help Desk support
- Retail, business administration, hospitality and education occupations
- Graphic design
Web designer

Complimentary Subjects

- Visual Communication
- Maths

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Certificate III MUSIC INDUSTRY (Performance) Units 1- 4

CUA30920 Certificate III in Music Industry (Performance)

VCE Scored VET Subject

This course assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. This course is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

Year 1 Units 1 & 2 Units to complete:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Notate music
- Develop ensemble skills for playing or singing music

Year 2 Units 3 + 4 Units to complete:

VCE SAC 1: (Portfolio)

- Clarify performance requirements and develop own performance pieces
- Practise instrument and/or voice
- Observe work health and safety (WHS) principles in private practice, rehearsals and performance
- Implement strategies to overcome the effects of performance anxiety

VCE SAC 2: (Work Performance)

- Explore the range and scope of instrument or voice
- Maintain and care for instrument or voice
- Use personal practice time to extend technical skills
- Perform pieces
- Evaluate own performance

VCE SAC 3: (Work Performance/Stagecraft)

- Develop stagecraft skills
- Apply stagecraft skills
- Maintain stagecraft skills
- Follow safe work practices

Students are required to successfully complete at least one work placement. The course will provide students with these workplace experiences, Including rehearsal workshops, performance and recording opportunities with music industry professionals.

Assessment

- Portfolio
- Performance participation
- Written Reports
- Rehearsal participation

Resources/camps/excursions

- Workbook
- Own Instrument (optional)
- Work Placement

Pathways

- Singer
- Song Writer
- Studio Assistant
- Unit 3 & 4 Music Industry (performance)
- Bachelor of Music
- Certificate IV in Music Industry (performance)
- Diploma of Music

Complimentary Subjects

- Studio Art
- VET Sound Production

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Certificate III Sport and Recreation VCE/VET Units 1- 4

SIS30115 III in Sport and Recreation VCE Units 1 + 2

VCE Scored VET Subject

This certificate has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Organise personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreation sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

Year 2 Units 3 + 4 Units to complete:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- Textbook
- VET Shirt
- Sports Uniform

Pathways

- Leisure Assistant
- Recreational Assistant
- Certificate III/IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- Grounds Assistant

Complimentary Subjects

- Health and Human Development
- Physical Education
- VET Community Services

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Partial Certificate III Community Services VCE/VET Units 3 - 4

CHC22015 III in Community Services VCE Units 3 + 4

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 2 Units 3 & 4 Units to complete:

- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation
- VCE VET Unit 3 & 4 Community Services
- End of Year examination

Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

Pathways

- Completion of Certificate III in Community Services at Tafe
- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

Complimentary Subjects

- Health and Human Development
- Physical Education

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