Wallan Secondary College

SENIOR COURSE SELECTION HANDBOOK – 2023

VCE and VCE Vocational Major

Wallan Secondary College

GENERAL INFORMATION

Senior School Attendance Requirements

All students participating in a Senior School program must demonstrate a minimum of 90% attendance in each of their studies in order to receive an "S" or "Satisfactory" for their outcomes, unless they have an authentic medical certification or have applied for a School Approved Absence. Approved reasons do not include family holidays, driving lessons, social occasions or other events that are of the student or families choosing.

Should a student's attendance fall below 90% the College may assign 'N' for one or more outcomes and thus the unit.

VCE Curriculum Overview

VCE is a four semester course undertaken over Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4). Over the four semesters most students will undertake 22 units of study. Normally this involves 6 studies in Year 11 (12 units) and 5 studies in Year 12 (10 units). The College offers a wide range of subjects across all Learning Areas. To be awarded their VCE certificate, students must satisfy the Learning Outcomes in at least 16 units of study including a minimum of 3 units of an English study and at least 3 pairs of unit 3/4 studies other than English.

English students must take at least 2 units per year in a study of English and must satisfy the Learning Outcomes in at least 3 units across the two years. It is strongly recommended that all students study VCE English as their core English, unless they are of high academic ability to undertake VCE Literature.

If a student's VCE course selection does NOT run, their reserve subjects will be utilised. Please note that for courses to run, they are subject to sufficient student demand for units, availability of staff to teach units and timetabling arrangements, which minimise unit clashes.

If a subject is not running at Wallan Secondary College, students may complete them through other providers (e.g. Distance Education). Students may undertake Vocational Education and Training (VET) programs at a local TAFE or school to contribute to the VCE and the attainment of a VET Certificate. You can refer to the section in this booklet 'School to TAFE Pathways' for more information.

Students are encouraged to undertake Language units that are not offered by Wallan Secondary College, at the Victorian School of Languages (Saturday morning School) or other private providers.

How the VCE Units are calculated

The typical VCE Course is studied over a two year period > Years 11 & 12

Year 11 > Units 1 & 2

Unit 1 is studied during Terms 1 & 2 (Semester 1)

Unit 2 is studied during Terms 3 & 4 (Semester 2)

Year 12 > Units 3 &4

Unit 3 is studied during Terms 1 & 2 (Semester 1)

Unit 4 is studied during Terms 3 & 4 (Semester 2)

Satisfactory Completion of VCE

For satisfactory completion of a VCE unit, students must demonstrate achievement of a set of outcomes, as specified in the subject study designs. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on completion of coursework and assessment tasks for each unit. Satisfactory completion ofthese tasks is evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is different from the assessment of levels of achievement.

The student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily. For this to occur the student must

produce work that demonstrates achievement of the outcomes

submit work on time

submit work that is clearly their own

observe the VCAA rules at all times

observe the rule with regard to 90% attendance in every class.

N - Not Satisfactory VCE Unit Result

A student can receive 'N' for a unit or a series of units when one or more of the outcomes are not achieved because

the work does not demonstrate achievement of the outcomes

the student has failed to meet a school deadline

the work cannot be authenticated

there has been a breach of the rules of the VCAA or the school (including the 90% attendance rule)

SACs - School Assessed Coursework

SACs are assessed by the subject teacher and are based on the VCAA Study Designs. These are conducted during the school year, mostly during class time, with the exception of subjects with more than one class who will complete SACs after school.

This work will consist of a variety of methods of assessment and may include

case study analysis

data analysis

writing tasks

investigations

experiments

multi-media presentations

oral presentations

tests

SACs are mostly conducted during class time, with the exception of subjects with more than one class who will complete SACs afterschool. SAC results count for 25% - 50% of your study score. This will vary between studies.

SACs are marked at school with numerical scores that are then sent to the VCAA.

"Grades are subject to change and are moderated on the basis of the students own external exam results".

SATs - School Assessed Tasks

SATs are set by the VCAA and are only conducted in:

- Art
- Product, Design & Technology (Wood/Textiles)
- Media
- Studio Arts,
- Visual Communication & Design
- Computing

This work usually consists of folios of work.

The SATs are marked at school against strict SAT Assessment Criteria prescribed by the VCAA.

Teachers of these subjects will provide students with information on the Assessment Criteria for each SAT.

SAT results are released; date to be advised, as part of the student's statement of VCE results.

SAT folios and any related piece of work will not be able to be given back to students until date to be advised

Taking a Unit 1 &2 Study in Year 10 or Unit 3 & 4 Study in Year 11

It is possible for a Year 11 student to take a Unit 3/4 study, normally after completing Units 1 and 2 when in Year 10.

Students join the Year 11 or Year 12 class in order to complete all the work set for that subject. On completion of the VCE, all Unit 3/4 studies count toward the student's final ATAR Score.

The program for a Year 10 student taking a Unit 1/2 study would be

Year 10 English and Mathematics,
Science
Humanities
One Year 10 Elective
One Unit 1|2 study

The program for a Year 11 student taking a Unit 3/4 study would be:

English Units 1 and 2
Four Unit 1|2 studies
One Unit 3|4 study.

When the student is in Year 12, they would be expected to take five Unit 3/4 studies.

Taking a Unit 1/2 study in Year 10 or a 3/4 study in Year 11 is only an option for students who have demonstrated *strong academic ability* across <u>all</u> their subjects, together with *excellent* study and organisational skills. Students must apply to take a Unit 1/2 at Year 10 or a 3/4 study at Year 11.

The Senior School Leader, the Senior Assistant Principal, the College Principal and the relevant subject teacher as to their suitability to cope with demands of an accelerated study, will then assess this. The student will then complete an interview.

No student will be permitted to take more than 1 x Unit 1 & 2 subject in Year 10 or 1 x Unit 3 & 4 subject in Year 11 without special permission.

Year 11 Subjects in 2023

English
English Literature
(At least one form of English is compulsory)

Humanities
Business Management
Geography
History
Legal Studies
Sociology

Mathematics
Foundation Mathematics
General Mathematics
Mathematical Methods

Science
Chemistry
Physics
Psychology
Biology
Environmental Science

Health & PE
Health & Human DevelopmentPhysical Education
Outdoor Education

The Arts
Drama
Media
Art Creative Practice

Visual Communication and Design

Technology
Computing
Food Studies
Product Design- Materials

Year 12 Subjects in 2023

English

English Literature
(At least one form of English is compulsory)

Humanities
Geography

Business Management

History- Revolutions

Legal Studies

Mathematics
Foundation Maths
General Math
Mathematical Methods

Science
Chemistry

Physics

Psychology
Biology
Environmental Science

Health & PE

HHD
Physical Education

The Arts
Drama

Media

Art Creative Practice

Visual Communication

Technology
Food Studies

Product Design- Materials

Computing- Data Analysis

ENGLISH

Unit 1 *(Year 11)*

Description

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written,spoken and multimodal texts.

Area of Study 1: Reading and exploring texts

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

Area of Study 2: Crafting Texts

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

Unit 2 *(Year 11)*

Description

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

Area of Study 1: Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Area of Study 2: Exploring Argument

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

ASSESSMENT TYPES:

- **Essays**
- **Oral Presentation**

ENGLISH

Unit 3 (Year 12)

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1: Reading and creating texts

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Area of Study 2: Analysing Argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience.

Unit 4 (Year 12)

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

Area of Study 1: Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Area of Study 2 Presenting Argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Assessment Types across Unit 3 and 4

- Essays (Text response, analytical and comparison)
- Oral Presentations

More details on Unit 3I4 English: https://www.vcaa.vic.edu.au/Documents/vce/english/2016EnglishEALSD.pdf

HUMANITIES

Business Management

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

Unit 1: Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Area of Study One: The Business Idea

Area of Study Two: External Environment

Area of Study Three: Internal Environment

Unit 2: Establishing a Business

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

Area of Study One: Legal requirements and financial considerations

Area of Study Two: Marketing a business

Area of Study Three: Staffing a business

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Area of Study One: Business Foundations

Area of Study Two: Managing employees

Area of Study Three: Operations management

Unit 4: Transforming a Business

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

Area of Study One: Reviewing performance- the need for change

Area of Study Two: Implementing change

More information found: https://www.vcaa.vic.edu.au/Documents/vce/businessmanagment/BusinessManagementSD-2017.pdf

Geography

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Unit 1: Hazards and Disaster

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Area of Study One: Characteristics of Hazards

Area of Study Two: Responses to Hazards & Disasters

Unit 2: Tourism: Issues and Challenges

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

Area of Study One: Characteristics of Tourism

Area of Study Two: Impact of tourism: Issues and Challenges

Unit 3: Changing the Land

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

At a local scale, students investigate land change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Area of Study One: Land cover change

Area of Study Two: Land use change

Unit 4: Human Population: Trends and Issues

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

Area of Study One: Population Dynamics

Area of Study Two: Population Issues and Challenges

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx

Modern History Unit 1 & 2

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding.

Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Area of Study One: Ideology and Conflict

Area of Study Two: Social and Cultural Change

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Area of Study One: causes, course and consequences of the Cold War

Area of Study Two: challenge and change

History Revolutions Unit 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on the regime's ideology.

Students will study the following revolutions at Wallan Secondary College

American Revolution

Russian Revolution

Area of Study One: Causes of the Revolution

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideologies, individuals and popular movements and how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, colonial responses to the Boston Tea Party.

Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

Area of Study Two: Consequences of Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution, maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

In analysing the past, students examine the historical perspectives of those who lived in the post-revolutionary society and their experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia

Students evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

More information found at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

Legal Studies

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1: Guilt & Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Area of Study One: Legal Foundations

Area of Study Two: Presumption of Innocence

Area of Study Three: Civil Liability

Unit 2: Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Area of Study One: Sanctions

Area of Study Two: Remedies

Area of Study Three: Rights

Unit 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study One: The Victorian Criminal Justice System

Area of Study Two: The Victorian Civil Justice System

Unit 4: The People and the Law

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

Area of Study One: The People and the Australian Constitution

Area of Study Two: The People, the Parliament and the Courts

Sociology

The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change. VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective.

Unit 1: Youth and Family

Students explore the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space.

They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live.

Students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family.

Area of Study One: Category and experiences of youth

Area of Study Two: The family

Unit 2: Social Norms: Breaking the Code

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

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

Area of Study One: Deviance

Area of Study Two: Crime

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FACULTY: HEALTH & PE

Outdoor & Environmental Studies

Outdoor and Environmental Studies cost per student is $250 per semester ($500 for the whole year), payable prior to the start of each semester beginning.

Unit 1: Exploring outdoor experiences

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

Outcome 1: Motivations for outdoor experiences

On completion of this unit the student should be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

Outcome 2: Influences on outdoor experiences

On completion of this unit the student should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

Unit 2: Discovering outdoor environments

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

Outcome 1: Investigating outdoor environments

On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Outcome 2: Impacts on outdoor environments

On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

Assessment Tasks

Tasks may be assessed in the following manner:

- Journal or report
- Case study
- Oral presentation
- Data analysis
- Structured questions

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx

Health & Human Development

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Outcomes:

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explainindicators used to measure health status and analyse factors that contribute to variations in health status of youth.
On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of foodand the evaluation of nutrition information.
On completion of this unit the student should be able to interpret data to identify key areas for improving youthhealth and wellbeing, and plan for action by analysing one particular area in detail.

Assessment Tasks

Outcome 1 test

Outcome 2 test

Health issue research assignment

Midyear exam

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Outcomes

On completion of this unit the students should be able to explain developmental changes in the transition from youthto adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages ofthe lifespan and explain health and wellbeing as an intergenerational concept. Student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the useof new and emerging health procedures and technologies.

Assessment tasks

Outcome 1 data analysis

Outcome 2 test

Research assignment

End of Year Exam

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Outcome 1

On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Outcome 2

On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non- government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Outcome 1

On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2

On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment Tasks across Unit 3I4:

- Data analysis
- Test
- Case study analysis

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx

Physical Education

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function ofthe main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

They also recommend and implement strategies to minimise the risk of illness or injury to each system

Areas of study

Musculoskeletal system and human movement

Cardiorespiratory system function at rest and during physical activity

Assessment Tasks

Tasks may be assessed in the following manner:

Outcome test(s)

Practical report

Research task

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in theirown health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Areas of study

What are the relationships between physical activity, sport, health and society

Contemporary issues associated with physical activity and sport

Assessment Tasks

Tasks may be assessed in the following manner:

Case study analysis

Data analysis

Research and Implementation

Outcome test (s)

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of study

How are movement skills improved?

How does the body produce energy?

Assessment Tasks

Structured questions

Laboratory reports

Analysis

Unit 4: Training to improve performance

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

Areas of study

What are the foundations of an effective training program?

How is training implemented effectively to improve fitness?

Assessment Tasks

Written reports

Reflective folio

Analysis/structured questions

More information found at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx

MATHEMATICS

Foundation Mathematics Units 1 - 4

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

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

Unit 1

Prerequisites: A year 10 pass in mathematics

Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

The areas of study for Unit One are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Outcomes

Apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

Completion of set exercise
School assessed coursework (SACs)
Mathematical Investigation Tasks
Exam

Unit 2

Prerequisites: A unit 1 pass in mathematics or a year 10 pass in mathematics

The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Outcomes

Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

Completion of set exercises
School assessed coursework (SACs)
Mathematical Investigation Tasks
Exam

Equipment – Scientific Calculator

Foundation Mathematics Units 3 and 4

Prerequisites: Foundation Maths (Units 1 or 2), General Maths (Units 1 or 2) or Mathematical Methods (Units 1 or 2)

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

The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit.

Outcomes

Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by a combination of School-assessed Coursework and an External assessment. The School-assessed Coursework will contribute 60 per cent and the examination will contribute 40 per cent to the study score.

Completion of set exercise
Mathematical Investigation Tasks (3 in total)
School Assessed Coursework

Topic tests

VCAA Exam (40%) 2 hours

Equipment – Scientific Calculator

More information found at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationmathematics/Pages/Index.aspx

General Mathematics Units 1 to 4

EQUIPMENT: All students are expected to purchase a Graphical Calculator TI-Inspire CAS TEXAS INSTRUMENT for this subject.

Unit 1

Prerequisites: A year 10 pass in General or Advanced mathematics

In this unit you will cover:

- types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.
- The concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.
- Linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.
- The concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 2

Prerequisites: A Unit One pass in general mathematics or mathematical methods

In this unit you will cover:

- the association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.
- the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.
- direct and inverse variation, transformations to linearity and modelling of some non-linear data.
- units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications.

Assessment Tasks

- School Assessed Coursework (SACs)
- Topic tests
- Application and analysis tasks
- End of Unit Examination
- Completion of minimum bookwork

Equipment: All students are expected to purchase a Graphical Calculator TI-Inspire CAS TEXAS INSTRUMENT for this subject.

Units 3 and 4

Prerequisites: A unit 3 pass in general mathematics or mathematical methods

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

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

Outcomes

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

- to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

- School Assessed Coursework (SACs)
- Application and analysis tasks
- VCAA Exam 1 (multiple choice) I hour
- VCAA Exam 2 (extended response) 2 hours

VCAA exams contribute to 60% of the study score.

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx

Mathematical Methods Units 1 - 4

Prerequisites: Students must have achieved the expected level or above (C, B or A) in Year 10 Advance General Mathematics to enrol in this subject

Unit 1

Mathematical Methods Units 1 provides an introductory study of elementary functions of a single real variable. Applicationsof these functions are investigated in a variety of practical and theoretical contexts. It is designed as preparation for Mathematical Methods Units 3 & 4 and contains assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'

Outcomes

On completion of this unit the student will be able:

- To define and explain key concepts as specified in the content from the areas of study, and to apply a range of relatedmathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics.'

Outcomes

On completion of this unit the student will be able:

- To define and explain key concepts as specified in the content from the areas of study, and to apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

- Workbook
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Extended response tasks
- Exam

Prerequisites: Mathematical Methods Units 3 and 4 consists of the following areas of study: 'Functions and graphs', "Calculus', Algebra' and 'Probability' which must be covered in progression from Unit 3 to Unit 4. A sound understanding of Mathematical Methods Units 1 & 2 is required before this subject can be undertaken.

Unit 3

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

Outcomes: On completion of this unit the student will be able:

- To define and explain key concepts as specified in the content from the areas of study, and to apply a range of relatedmathematical routines and procedures
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical idea, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques
  or approaches.

Unit 4

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

Outcomes: On completion of this unit the student will be able:

- To define and explain key concepts as specified in the content from the areas of study, and to apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques
  or approaches.

Assessment Tasks

- Topic tests
- Checkpoints /past examination questions
- School-assessed coursework
- VCAA Exam 1 (technology free) I hour
- VCAA Exam 2 (multiple choice – section 1, analysis – section 2) 2 hours

EQUIPMENT: All students are expected to purchase a Graphical Calculator TI-Inspire CAS TEXAS INSTRUMENT for this subject

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx

SCIENCE

Biology

Unit 1

How do organisms regulate their function?

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

Outcomes

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

Unit 2

How does inheritance impact on diversity?

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

Outcomes

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

Assessment Tasks

Suitable tasks for Outcome 1 and 2 may include:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to a bioethical issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster.

Unit 3

How do cells maintain life?

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

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

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

Outcomes

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

Unit 4

How does life change and respond to challenges?

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

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

Outcomes

- Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment

Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.

School-assessed coursework (SAC) for Unit 3 and 4 will contribute 20% each (40% total) to the study score and will be based on:

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

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. This will contribute 10% to the study score.

- The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.
- When undertaking the investigation students are required to apply the key science skills to develop a question, state an aim, formulate a hypothesis and plan a course of action to answer the question, while complying with safety and ethical guidelines. Students then undertake an investigation to generate primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to scientific ideas, discuss implications of the results, and draw a conclusion in response to the question.

Chemistry (New study design for 2023: Unit 1 and 2 only)

Unit 1

How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

Outcomes

- Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures
- Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
- Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

For Outcome 3:

- a response to a question involving the production or use of a selected material, including reference to sustainability

Unit 2

How do chemical reactions shape the natural world?

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

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

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

Outcomes

- explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
- calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
- draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Assessment Tasks

- Suitable tasks for assessment may be selected from the following for Outcomes 1 and 2 a report of a laboratory or fieldwork activity, including the generation of primary data
- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- reflective annotations of one or more practical activities from a logbook
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- analysis and evaluation of generated primary and/or collated secondary data
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-life context
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- an infographic
- a scientific poster.

For Outcome 3:

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

Unit 3

How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems.

They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Outcomes:

•compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

•apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Unit 4

How are organic compounds categorised, analysed and used?

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

Outcomes

- Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks:

Suitable tasks for assessment may be selected from the following:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- analysis of data including generalisations and conclusions
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to comparison of organic structures or pathways
- Response to stimulus material.
- A report of a laboratory investigation.
- A comparison of food molecules
- A reflective learning journal/blog related to selected activities or in response to an issue
- A structured scientific poster according to the VCAA standard template.

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

Environmental Science

Unit 1

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

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.
In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere.

Outcomes:

- Describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
- Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
- Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

Assessment Tasks:
Suitable tasks for assessment may be selected from the following:

Outcomes 1 and 2

- a laboratory or fieldwork activity involving the generation, analysis and evaluation of primary data, presented as a report or scientific poster
- an investigation or literature review involving the collation of secondary data
- reflective annotations from a logbook of practical activities
- analysis of data/results including generation of appropriate graphical representations and formulation of generalisations and conclusions
- analysis and evaluation of a case study
- a response to an issue or media article
- a graphic organiser showing how Earth's systems are impacted by an action, innovation or management strategy
- a photojournalism article, presented as an essay or as a multimedia production
- a modelling or simulation activity
- problem solving involving environmental science concepts, skills and/or issues
- a designed solution to an environmental issue or challenge
- evaluation of stakeholder perspectives in environmental management.

Outcome 3:

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

Unit 2

How can pollution be managed?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Outcomes:

- Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
- Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.
- Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security

Assessment Tasks:

Suitable tasks for assessment may be selected from the following:

For Outcome 1 and 2:

- a laboratory or fieldwork activity involving the generation, analysis and evaluation of primary data, presented as a report or scientific poster
- an investigation or literature review involving the collation of secondary data
- reflective annotations from a logbook of practical activities
- analysis of data/results including generation of appropriate graphical representations and formulation of generalisations/conclusions
- analysis and evaluation of a case study
- a response to an issue or media article
- a graphic organiser showing how Earth's systems are impacted by an action, innovation or management strategy
- a photojournalism article, presented as an essay or as a multimedia production
- a modelling or simulation activity
- problem solving involving environmental science concepts, skills and/or issues
- a designed solution to an environmental issue or challenge
- evaluation of stakeholder perspectives in environmental management

For Outcome 3

- A response as to how science can be applied in the management of a selected pollutant or in securing food and/or water, communicated in an appropriate format for a specified audience, chosen from:
- an article for a scientific publication
- an oral or multimedia presentation to a peer group
- a brochure for public information
- a written report for media publication.

Unit 3

How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Outcomes:

•Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

•Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

Unit 4

How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

Outcomes:

•Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.

•Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.

Assessment Tasks:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score. School-assessed coursework (SAC) for Unit 3 and 4 will contribute 20% each (40% total) to the study score and will be based on:

•Presentation of recommendations using evidence-based decision-making including analysis and evaluation of primary data
•Designed or practical response to a real or theoretical environmental issue or challenge
•Analysis and evaluation of a case study, secondary data or a media communication, with reference to sustainability principles and stakeholder perspectives
•Application of Earth systems thinking in the evaluation of a response to an environmental scenario, case study, issue or challenge.
Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. This will contribute 10% to the study score.

Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Physics (New study design for 2023: Unit 1 and 2 only)

Unit 1

How is energy useful to society?
Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Outcomes

- model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- 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.

Unit 2

How does physics help us to understand the world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Outcomes

- Investigate, analyse, mathematically model and apply force, energy and motion.
- Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment Tasks
Suitable tasks for assessment may be selected from the following: For Outcomes 1, 2 and 3

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

Unit 3

How do things move in contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Outcomes

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

Assessment Tasks

The examination will contribute 60 per cent. School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.

At least one task (which is different from the task/s selected for Outcomes 1,2 and 3) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes or not exceeding 1000 words for each task)

Unit 4

How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

How are light and matter similar?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave- like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about therelationship between light and matter, where matter had been modelled previously as being made up of particles.

Outcomes

- On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
- On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks

The examination will contribute 60 per cent. School-assessed Coursework for Unit 3 will contribute 19 per cent to the study score.

At least one task (which is different from the task selected for Outcome 2) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or physical model
- an explanation of the operation of a device or physical model
- a proposed solution to a scientific or technological problem
- a response to structured questions

Psychology (New study design for 2023)

Unit 1

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

Outcomes

- to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Assessment Tasks
Suitable tasks for assessment may be selected from the following:
For Outcomes 1 and 2:
- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

For Outcome 3:
- a response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

Unit 2

How do internal and external factors influence behaviour and mental processes?

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

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

Outcomes

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment Tasks

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

For Outcome 3:

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

Unit 3

How does experience affect behaviour and mental processes?

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

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

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

Outcomes

- Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Assessment Tasks

The examination will contribute 50 per cent. School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score and will be based on:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts.

Unit 4

How is mental wellbeing supported and maintained?

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

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

Outcomes

- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment Tasks

The examination will contribute 50 per cent. School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score and will be based on:

At least one task (which is different from the task/s selected for Outcomes 1 and 2) selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts.

For Outcome 3:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

More information at: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx

THE ARTS

MEDIA

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

Unit 1

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Outcomes

- Media Representations: Be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
- Media forms in production: be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Australian stories: be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment Tasks

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

- audiovisual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports.
- End-of-semester examination

Unit 2

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

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms

Outcomes

•Narrative, style and genre: be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
•Narratives in production: be able to apply the media production process to create, develop and construct narratives.
•Media and Change: be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment Tasks

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

•audiovisual or video sequences
•radio or audio sequences
•photographs
•print layouts
•sequences or presentations using digital technologies
•posters
•written responses
•oral reports.
•End-of-semester examination

Use of Computers: Students are expected to make extensive use of computers and recording equipment (including video and sound) during the course of Media subjects. They will be expected to sign a borrowing agreement for the use of school equipment and to show appropriate care and expertise in the use of the equipment

Unit 3

Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Outcomes

Narrative and ideology: be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
Media production development: be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
Media production design: be able to develop and document a media production design in a selected media form for a specified audience.

Assessment Tasks

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

- a written report
- an essay
- short responses
- structured questions
- an annotated visual report
- an oral report
- a presentation using digital technologies.

Unit 4

Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Outcomes

- Media production: be able to produce, refine and resolve a media product designed in Unit 3.
- Agency and control in and of the media: be able to discuss issues of agency and control in the relationship between the media and its audience.

Assessment Tasks

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

- a written report
- an essay
- short responses
- structured questions
- an annotated visual report
- an oral report.

Art Creative Practice

VCE Art Creative Practice encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. Students develop an understanding of the way artists work in a range of cultures and periods of time. It equips students with the knowledge and skills to pursue and follow tertiary and industry pathways in fine art, media, research and education.

Furthermore, Art creative practice explores art as a visual language to communicate personal experiences and ideas, cultural values, beliefs and viewpoints on experiences and issues in contemporary society. Through the study of artworks and the practices of artists, students develop their individual art practice and communicate ideas and meaning, using a range of materials, techniques and processes.

In the practice of making and responding, students develop their skills in critical and creative thinking, innovation, problem solving and risk-taking. Students will learn to recognise the interplay between research, art practice and the analysis and interpretation of art works.
Alongside creating artworks, students develop a comprehensive folio, with written documentation of their creative process. Students must be prepared to dedicate at least 50% of their subject time, to written annotations, responses and reflections.

There is a lot of writing in art! Alongside practical work, students are expected to complete holiday homework both prior to entering unit 1 (this will be provided during Step up), through to unit 4. Throughout each term, it is expected that students spend as a minimum, 3 hours outside of class time, in order to meet the demands of documenting their work and developing a body of work in their folio. The folio is a major part of assessment, accounting for more marks than final works (dependent on each unit). There are example folios below.

Unit 1

Interpreting artworks and exploring the Creative Practice.

This unit is made up of three areas of study, each aligned to one outcome/assessment task

Area of Study 1 – Artists, artworks and audiences. This area of study focuses on the analysis and understanding of artists and artworks, by looking at them through various structural lenses. Students will learn to talk about artists and artworks through these lenses and in doing so, will develop a visual language, develop their own point of view on the works, interpret meanings and messages of works and develop an understanding of the relationship of these works, to a broader audience and contexts.

Area of Study 2 – Creative Practice. In this area of study, students build practical skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses. Students will look to the practices of other artists, to influence their own experimentation and investigation.

Area of Study 3 – Documenting and Reflecting on Creative Practice. This area of study, is focussed on developing a folio of work, that records and documents students' creative process, as the unit progresses. They respond to their own and other artists' processes of making, through research and annotation, reflective notes and sketches, and develop an understanding of the importance of evaluation, in the creative process.

Assessment Tasks

Outcome 1 - Artist and Artwork analysis. Written response or oral and visual presentation. (30%)

Outcome 2 – Exploration of materials, techniques and artforms. (20%)

Outcome 3 - Folio of Artworks including documentation of creative practice. (50%)

Unit 2

Interpreting artworks and exploring the Creative Practice.

This unit is made up of three areas of study, each aligned to one outcome/assessment task

Area of Study 1 – The Artist, society and culture. In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They will apply the Cultural Lens to study the practices of at least three artists from different cultures and times
Area of Study 2 – The collaborative Creative Practice. In this area of study, students extend upon their knowledge of creative practice, by exploring the ideas and practicalities of working collaboratively. This is especially helpful, if they are considering a degree In creative or fine art, as they will be working within shared studio spaces! Students also continue to delveop their own creative practice, furthering their exploration of culture from area of study 1, through the development of materials and techniques.

Area of Study 3 – Documenting of collaboration, using the Creative Practice. Students continue to develop their body of work in their folios, as they progressively document and reflect on their own creative practice. This area of study extends this to reflect on their processes and experiences of collaboration. Towards the end of this unit, students learn to critique not only their own creative works, but also their creative practices and processes to date.

Assessment Tasks

Outcome 1 - Artist and Artwork analysis. SAC – School Assessed Coursework. (Held as an exam, within exam week). (40%)

Outcome 2 – Presentation of at least one finished artwork. (20%)

Outcome 3 – Final evaluation and critique of students' creative practice. Submitted alongside a folio of Artworks including documentation of creative practice. (40%)

Prerequisites

Study of Photography, and/or Art and/or Visual Communication Electives at Year 9 and 10 levels. It is not advisable to select more than two folio subjects at VCE level.

Students are expected to have all items listed on the subject's booklist. Throughout the course students will be expected to purchase some of their own materials, and to maintain credit for printing throughout the duration of the study.

Unit 3

Investigation, ideas, artworks and the Creative Practice

Outcomes

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They use critical and creative thinking skills to explore and develop ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. Furthermore, students continue to develop a Body of Work through Inquiry learning**.** They use the Creative Practice to develop their own visual responses inspired by ideas and experiences. Students document, critically analyse and evaluate their responses and art making throughout the Creative Practice, using art terminology. Students document their journey and annotate their art making throughout the Creative Practice.

Assessment Tasks

School Assessed Task work:

- Study and research of one artist and artwork that will inspire the production of one final artwork using the process of creative practice.
- A folio; a body of work documenting materials, techniques and processes as well as the students creative practice journey; reflecting, developing, refining, evaluating and critiquing the use of creative practice and finished artworks.
- A folio part 2; students further apply and explore ideas focusing on an area of their own personal interest using the creative practice and develop their own visual language to communicate personal ideas, further documenting their journey through annotating, reflecting, developing, refining and evaluating the use of creative practice.

Unit 4

Interpreting, resolving and presenting artworks and the Creative practice

Outcomes

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

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

The students' use of the Creative Practice involves both Making and Responding.

Assessment Tasks/ School assessed Task work:

Outcome 1: present a critique to inform the refinement and resolution of a Body of Work.

Outcome 2: resolve and present a Body of Work.

What this means:

Folio; refinement and resolution of a Body of work; development, refinement and resolution of ideas presented as Final Artworks; this includes documentation of the making and creating process of the final artworks. Students must critique their work and then apply changes to refine and resolve their work before presenting their final artworks.

- School-assessed coursework: Comparison of Artists, their practice and their artworks
- End of year examination

What do you need?

Study of Photography, and/or Art and/or Visual Communication Electives at Year 9 and 10 levels. It is not advisable to select more than two folio subjects.

*Students are expected to have all items listed on the subject's booklist. Throughout the course students will be expected to purchase some of their own materials, and to maintain credit for Internet browsing and printing throughout the duration of the study.

Visual Communication and Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors.

Use of Computers

Students are expected to demonstrate competent use in a number of office and design related software packages including Microsoft Office, Solidworks, (an industry standard program for the generation of engineering components and technical drawings), and the Adobe Design Suite for the generation of images, illustrations, and concept boards. Students will also be required to utilise the school's large format printer for their working drawings and presentation boards.

Additional Costs

Students undertaking the subject are expected to have all items listed on the subject's booklist. Throughout the study of the course students may be required to purchase their own materials including specialty papers, card, foamcore and other substrates, media including pens, pencils, markers. Students are expected to have and maintain account credit for internet browsing and printing throughout the duration of the study.

Unit 1

Introduction to Visual Communication

This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Areas of Study

- Drawing as a means to communication
- Freehand drawing and rendering
- Visual communication design in context

Outcomes

- A folio of observational, visualisation, and presentation drawings created using manual and/or digital methods
- Final presentations using manual or digital methods
- Written report, annotated visual report or oral report supported by notes and visual material of a case study

Unit 2: Applications of Visual Communication Design

Unit 2 of Visual Communication and Design focuses on developing and refining practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communication technology. Students develop visual communications and gain an awareness of how the design process facilities exploration and experimentation and how information and ideas are communicated.

Area of Study

- Technical drawing in context
- Type and imagery
- Applying the design process

Outcomes

- A folio of drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field
- A folio of type and images to create visual communications suitable for print and screen- based presentations, taking into account copyright
- A folio demonstrating the stages of the design process to create a visual communication appropriate to a given brief.

What do you need?

Study of Photography, and/or Art and/or Visual Communication Electives at Year 9 and 10 levels. It is not advisable to select more than two folio subjects.

*Students are expected to have all items listed on the subject's booklist. Throughout the course students will be expected to purchase some of their own materials, and to maintain credit for Internet browsing and printing throughout the duration of the study.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Areas of Study

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Outcomes

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Assessment

In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of:

two- or three-dimensional presentation drawing
use of manual and digital methods.
AND

An analysis of the connections between the three visual communications and the stimulus material using one of the following forms:

- annotated visual communications
- written or oral report supported by visual evidence.

Any one or a combination of the following tasks:

•a written report
•short and extended responses
•structured questions
•an annotated visual report.

Unit 4 Visual communication design development, evaluation and presentation

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

Area of Study

•Development, refinement and evaluation
•Final presentations
Outcomes

•Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
•Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.
Assessment Tasks

A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief.

The development folio for each need will include evidence of:

•use of design process and design thinking strategies
•annotated research for information and inspiration
•observational and visualisation drawings
generation of a wide range of design ideas.
A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of:

- use of design process and design thinking strategies
- application of manual and digital methods, media, materials, design elements, design principles, presentation formats
- development and refinement of concepts
- construction and presentation of a pitch to an audience
- reasons for selection of preferred concepts for each need.

Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.
Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications

What do you need?

Study of Photography, and/or Art and/or Visual Communication Electives at Year 9 and 10 levels. It is not advisable to select more than two folio subjects.

*Students are expected to have all items listed on the subject's booklist. Throughout the course students will be expected to purchase some of their own materials, and to maintain credit for Internet browsing and printing throughout the duration of the study.

VCE DRAMA UNIT 1 AND 2

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

Unit 1 – Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non- naturalism. Students examine storytelling through the creation of solo and/or ensemble devised performance/s.

Outcomes

•Outcome 1 - On completion of this unit the student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories

•Outcome 2 - On completion of this unit the student should be able to perform a devised drama work/s to an audience.

•Outcome 3 - On completion of this unit the student should be able to analyse the development and performance to an audience of their own work

•Outcome 4 - On completion of this unit the student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Assessment Tasks

•Creating a devised performance

•Presenting a devised performance

•Analysing a devised performance (written pieces)

•Analysing drama performances presented by other practitioners (Written pieces)

Unit 2 - Non-naturalistic Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might: be Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives. Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Outcomes

Outcome 1- On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.

Outcome 2 - On completion of this unit the student should be able to present a performance of a devised non naturalistic work to an audience.

Outcome 3 - On completion of this unit the student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work.

Outcome 4- On completion of this unit the student should be able to analyse a performance of an Australian drama work.

Assessment Tasks

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance (written pieces)
- Analysing a drama performance presented by others (written pieces)

Unit 3 - Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Outcomes

Outcome 1 - On completion of this unit the student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories

Outcome 2 - On completion of this unit the student should be able to perform a devised drama work/s to an audience.

Outcome 3 - On completion of this unit the student should be able to analyse the development and performance to an audience of their own work

Outcome 4 - On completion of this unit the student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Assessment Tasks

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance (written pieces)
- Analysing drama performances presented by other practitioners (Written pieces)

Unit 4 - Devised solo performance.

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Outcomes

Outcome 1- On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.

Outcome 2 - On completion of this unit the student should be able to present a performance of a devised nonnaturalistic work to an audience.

Outcome 3 - On completion of this unit the student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work.

Outcome 4- On completion of this unit the student should be able to analyse a performance of an Australian drama work

Assessment Tasks

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance (written pieces)
4. Analysing a drama performance presented by others (written pieces)

VET BUSINESS

The VCE VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training within a range of business and industry settings.

More information at: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/business.aspx

VET HOSPITALITY

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

More information at: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx

VET Music Industry (Sound Production or Music Performance)

Second year only

Students with a passion and aptitude for playing instruments, performing recording and sound production are encouraged to apply for this VET programme which runs over 2 years and contributes to a student's Year 12 ATAR. This program operates all day on Wednesdays; students therefore will miss timetabled classes, requiring catch up work to be undertaken.

FACULTY: TECHNOLOGY

Product Design & Technology

This VCE study is the same for both resistant materials and non-resistant materials. At Wallan Secondary College, these specialisation areas are known as Wood and Textiles, and run as separate classes for VCE however, as they come under the same Study Design, you can only choose ***ONE***.

Unit 1: Sustainable Product Redevelopment

This area of study introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices.

Students investigate and consider how a product could be sustainably redeveloped. They write a design brief for the redevelopment of a product, improving the purpose and/or function and sustainability of the original product. Students develop criteria to evaluate design options and the finished product.

Areas of Study

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

Outcomes

- Be able to design and plan the redevelopment of a product with the intention of developing a different product withconsideration of sustainability issues.
- Be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

Students work as a member of a team to design and develop a range or contribute to the design and production of a group product. Throughout the unit students learn to work both individually and as a member of a team to address a design problem that requires a product range, themed products or a product with individually produced component parts.

Students investigate an historical or a contemporary design movement or style for inspiration. These movements or styles include but are not restricted to Bauhaus, Art Deco, Memphis, Minimalism, Organic Design Style, Biomorphism, Oriental and Gothic. Alternatively, students may investigate music genres, sub-cultures, technological themes, specific designers, brands, orfashion houses.

Areas of Study

- Designing as a team
- Producing and evaluating a collaboratively designed product

Outcomes

- Be able to design and plan a product or range of products collaboratively in response to a design brief.
- Be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and asa member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief**.**

Additional Costs

Students undertaking the subject are expected to have all items listed on the subject booklist. Throughout the study ofthe course students may be required to contribute to the purchasing of non-standard materials and components including specialty timbers, metals, or plastics, and fittings and fixtures for cabinetry. Textiles students are required to purchase their own fabrics. Students are expected to have and maintain account credit for internet browsing and printing throughout the duration of the study.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through adesign process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Areas of Study

- Designing for end-user/s
- Product development in industry

Outcomes

- Be able to design and plan the redevelopment of a product with the intention of developing a different product withconsideration of sustainability issues.
- Be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this withthe original product.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Areas of Study

- Product analysis and comparison
- Product manufacture
- Product evaluation

Outcomes

- Be able to design and plan a product or range of products collaboratively in response to a design brief.
- Be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and asa member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

Additional Costs

Students undertaking the subject are expected to have all items listed on the subject booklist. Throughout the study of the course students may be required to contribute to the purchasing of non-standard materials and components including specialty timbers, metals, or plastics, and fittings and fixtures for cabinetry. Textiles students are required to purchase their own fabrics. Students are expected to have and maintain account credit for internet browsing and printing throughout the duration of the study.

Food Studies

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students consider the origins and significance of food through inquiry into particular food -producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Outcomes

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

- identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities
- describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Assessment Tasks

- A range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.
- Short research report on movement of food flavourings

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, studentsdesign new food products and adapt recipes to suit particular needs and circumstances.

Outcomes

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

- describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles
- compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial **context.**

Assessment Tasks

- Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community

Unit 3: Food in Daily Life:

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food; our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changesthat occur during food preparation and cooking.

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

The practical component of this unit enables students to understand food science terminology and to apply specifictechniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

- explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of foodallergies, food intolerances and food contamination, analyse food selection models,
- explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values.

Assessment tasks:

- a range of practical activities and records of two practical activities related to healthy meals for children and families
- Short written report
- Case study analysis

Unit 4: Food Issues, Challenges and Futures Food issues, challenges andfuture

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about theenvironment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of foodsecurity, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology tonavigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

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

- explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals
- explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment tasks:

- a range of practical activities and records of two practical activities related to sustainable/ethical food choices
- Written report
- Case study analysis

Applied Computing

Unit 1

Area of study 1 in Unit 1 of Applied Computing requires students to use software tools to create data visualisation in re-sponseto prescribed requirements and designs. This means students use computers to represent data in different forms of graphs, charts, histograms, maps and network diagrams. Students will use software tools to collect and analyse the data that they wish to represent in this area of study.

Students will be required to use spreadsheet, database and data visualisation software. Students will learn to validate and manipulate data using computer functions in this area of study.
Area of study two is programming. Students learn how to apply the problem-solving methodology of design, development and evaluation by producing a software solution in response to a teacher provided solution requirement

Students use software to plan tasks and sequence them including time allocation, dependencies and critical path. Students monitor their own progress through the Problem solving methodology.

Areas of Study

- Data Analysis
- Programming

Assessment

- Produce a report using data visualisation software in response to a teacher provided prompt
- Apply stages of the problem-solving methodology to create a solution using a programming language
- Examination

Unit 2

Unit 2 is comprised of 2 areas of study, the first is Innovative solutions and the second is Network Security.

Area of Study 1 students are required to work collaboratively to develop an innovative solution to an identified need or opportunity.

The innovative solution may take the form of a proof of concept, prototype or product. Students choose from areas such as artificial intelligence, machine learning or neural networks. This area of study can also use drones or robotic devices, it also allows for game development and virtual reality. This list is not exhaustive, students are simply required to produce an innovative solution.

Project planning and use of the problem solving methodology is continued in this unit and students are required to use this methodology to manage their work and keep track of their progress over the course of the unit.

Area of study 2, network security, involves students learn hose networks enable data and information to be exchanged locallyand globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

Areas of Study

Innovative Solutions
Network Security

Assessment

- Produce a report on a real world problem and demonstrate an ability to solve that problem
- Assignment on producing a network
- Test on knowledge of network devices
- Examination

Unit 3 Computing: Data Analysis

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

In area of study 1 students respond to teacher-provided solutions requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In area of study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations.

Area of study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study

- Organisations and data management
- Data analytics: drawing conclusions

Assessment

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

Unit 4 Computing: Data Analysis

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

In area of study 1 students apply the problem-solving stages of development and evaluation to develop their preferred designprepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed SAT.

In area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information;evaluate security strategies for protecting data and information.

Students apply systems thinking skills when investigating data and information security strategies within an organisation, and when recommending strategies to reduce threats.

Areas of Study

- Data Analytics: development and evaluation
- Cyber Security: data and information security

Assessment

- Respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices
- SAT – Develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress

Units 3 and 4 are also assessed through an end of year, external examination

VCE Vocational Major (replacing VCAL as of 2023)

Overview

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach". Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Program Structure

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Students must successfully finish at least 16 units, including:

3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)

3 other Unit 3-4 sequences

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 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Structured Workplace Learning and School Based Apprenticeship or Traineeships

Students completing the VCE Vocational Major will be expected to participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as part of their course.

The VCE Vocational Major is a program designed to aid the transition from Secondary School to the workplace. It is expected that students will organise a work placement which complements their VET study. Students will be able to gain credit points for participating in SWL or an SBAT.

It is the student's responsibility to organise an approved work placement or SBAT. Our Careers and Pathways Manager will help prepare students to approach employers, but will not organise workplaces for students.

Students will need to complete a minimum of 200 hours over the course of the year. They will attend work placement one day a week and maintain a workplace journal to be checked by VCE Vocational Major staff weekly.

The work placement is an invaluable part of the applied learning method. It provides students with real work experience and contextualizes a lot of the learning which takes place during class time.

VCE Vocational Major Subject Overviews

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

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

Numeracy
VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills
The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills
VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.
Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

VET (Vocational Education and Training)

VET in Schools offer VCE and VCE Vocational Major pathways and are available for students aged 15 years on enrollment to commence an early start into their career pathway with a nationally recognized qualification.

Prerequisites: Students wishing to undertake a VET in Schools course to make an early start to their career pathway while continuing their senior years at school, must be committed to their studies and be able to meet the demands of studying at a VET/ VCE level and have sought approval from their Year Level Leader.

VET in school courses are available through local TAFE providers, private RTO's and our VET Cluster School arrangements – please direct all inquiries to the Careers & Pathways Manager.

For more information regarding VET, please see the following websites for students guides and videos
https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx

SBAT (School-based Apprenticeships and Traineeships)

An SBAT offers students the option through their senior secondary program of either VCE or VCE Vocational Major to commence an apprenticeship or traineeship, combining part-time employment and training in their preferred career pathway with a senior school qualification.

The program is undertaken under a Training Contract with an employer, a Training Plan signed by the school, formally lodged with the Australian Apprenticeship Support Network (AASN) which leads to a nationally recognised qualification.

SBAT's can be included in a VCE Vocational Major or VCE pathway and can contribute to the VCE ATAR score with an increment of 10% as a 5th or 6th study increment.

Certificate III SBAT'S can commence with or without a previous or current VET subject enrolment.
A Structured Workplace Learning work placement is strongly encouraged prior to commencing this process and the minimum age to commence an SBAT is 15 years old.

Head Start is a new apprenticeship and traineeship pathway for secondary students

A Head Start Apprenticeship or Traineeship (HSAT) has three core components:
1. Flexible delivery of VCE Vocational Major and VCE, to help maximise time on the job, and with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job, to support achievement of competencies
3. Maximised time in employment, with time on the job increasing each year to support genuine progression through the apprenticeship or traineeship.

Depending on the requirement of the employer, it is expected that at a minimum, average students will undertake:

- one day per week paid employment in Year 10
- two days per week paid employment in Year 11
- three days per week paid employment in Year 12 (which may be undertaken over two years if required).

Head Start's objectives are to:

- allow students to spend significantly more time training on the job, while still completing senior secondary qualifications
- increase the number of qualified apprentices and trainees in growing trades and industries, aligned with local economic and social needs
- give employers the opportunity to train and mentor young apprentices and trainees who are ready for work, and who have appropriate literacy, numeracy and employability skills
- ensure students undertake high-quality apprenticeships and traineeships with genuine employers
- provide continuous and dedicated support for all parties to help students progress to completion
- develop best practices to improve the delivery and experience of apprenticeships and traineeships for school students.

For more information about School Based Apprenticeships, please speak to the Careers & Pathways Manager at Wallan Secondary College.

https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/School-basedApprenticeshiporTraineeship.aspx

https://vimeo.com/369449825/0dbf9d0202