



VCE SUBJECT HANDBOOK

LEARNING FOR LIFE

2026

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VCE CURRICULUM OVERVIEW

COURSE STRUCTURE

The typical VCE Course is studied over a two-year period in Year 11 and 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)

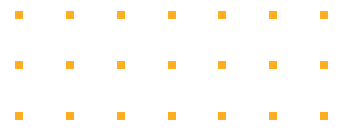
VCE is a four semester course undertaken over Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4). Over the four semesters most students will undertake 22 units of study. Normally this involved 6 studies in Year 11 (12 units) and 5 studies in Year 12 (10 units). The College offers a wide range of subjects across all Learning Areas as well as the VCE Vocational Major. To be awarded the VCE 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. 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. More information is provided in the VET section of this handbook.

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.

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 of these 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.

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 "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.

NOT SATISFACTORY (N) 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)

SCHOOL ASSESSED COURSEWORK (SACs)



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.

If a student is absent for a SAC, a medical certificate must be provided. Failure to provide a medical certificate will result in a score of 0 being awarded and may place a student at risk of receiving an N.

SCHOOL ASSESSED TASKS (SATs)



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

- Product, Design & Technology (Wood/Textiles)
- Media
- Art Creative Practice
- 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.

ACCELERATED VCE



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, 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 all 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.

Note: English/Literature is not available as an accelerated VCE option.

YEAR 11 SUBJECTS IN 2026



<p>LANGUAGES English English Literature</p> <p><i>At least one subject in English is compulsory.</i></p>	<p>MATHEMATICS Foundation Mathematics General Mathematics Mathematical Methods</p>
<p>HUMANITIES Business Management Geography History Legal Studies Sociology</p>	<p>SCIENCE Biology Chemistry Physics Psychology</p>
<p>HEALTH & PE Health & Human Development Outdoor & Environmental Studies Physical Education VET Sport & Recreation</p>	<p>THE ARTS Art Creative Practice Media Music Visual Communication</p>
<p>TECHNOLOGY Food Studies Product Design- Materials VET Cookery</p>	<p>VCE VM Literacy Numeracy Personal Development Skills Work Related Skills</p> <p><i>A combination of these subjects are compulsory for enrolment in VCE VM.</i></p>

YEAR 12 SUBJECTS IN 2026



<p>LANGUAGES English English Literature</p> <p><i>At least one subject in English is compulsory.</i></p>	<p>MATHEMATICS Foundation Mathematics General Mathematics Mathematical Methods</p>
<p>HUMANITIES Business Management Geography History Legal Studies Sociology</p>	<p>SCIENCE Biology Chemistry Physics Psychology</p>
<p>HEALTH & PE Health & Human Development Outdoor & Environmental Studies Physical Education VET Sport & Recreation</p>	<p>THE ARTS Art Creative Practice Visual Communication</p>
<p>TECHNOLOGY Food Studies Product Design- Materials VET Cookery</p>	<p>VCE VM Literacy Numeracy Personal Development Skills Work Related Skills</p> <p><i>VCE VM subjects can only be undertaken as part of VCE VM. These subjects are compulsory for enrolment in VCE VM.</i></p>

ENGLISH

UNITS 1 & 2



SUBJECT OVERVIEW

Students engage with a range of texts, deeply and critically, to explore their sense of self, their world, and their place within it. Through the curriculum students become confident, articulate, and critically aware communicators who are prepared to participate in our global community.

UNIT 1 DESCRIPTION

Students read and respond personally and analytically to a text. They learn about the creative writing process through mentor texts and create a folio of work related to the framework 'Trapped'.

UNIT 2 DESCRIPTION

Students critically analyse media texts and consider how vocabulary, text structures, and language features are used by authors to position an audience. They create their own persuasive speeches on a topic of their choice. Students also respond analytically to the film 'Gattaca'.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Analytical skills
- Critical and creative thinking
- Effective communication skills
- Media Literacy
- Connections between texts and contexts
- Persuasive skills
- Punctuation and grammar
- Editing and refining skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

A range of School-Assessed Coursework and an end-of-year exam.

This includes:

- Analytical responses to texts
- Creative responses to texts
- Argument analysis
- An oral presentation

WHAT ELSE DO I NEED TO KNOW?

- You must take an English subject in both Years 11 and 12.
- You are required to purchase a copy of the set text from the booklist along with a dictionary.

ENGLISH

UNITS 3 & 4



SUBJECT OVERVIEW

Students engage with a range of texts, deeply and critically, to explore their sense of self, their world, and their place within it. Through the curriculum students become confident, articulate, and critically aware communicators who are prepared to participate in our global community.

UNIT 3 DESCRIPTION

Students read and respond analytically to texts through our study of the groundbreaking Australian film 'High Ground'. They learn about the creative writing process and create a folio of work related to the central framework 'Protest'.

UNIT 4 DESCRIPTION

Students critically analyse media texts and consider how vocabulary, text structures, and language features are used by authors to position an audience. They create their own persuasive speeches on a topic of their choice. Students also respond analytically to the Gabriel García Márquez's compelling novella 'Chronicles of a Death Foretold.'

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Analytical skills
- Critical and creative thinking
- Effective communication skills
- Media Literacy
- Connections between texts and contexts
- Persuasive skills
- Punctuation and grammar
- Editing and refining skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

A range of School-Assessed Coursework and an end-of-year exam. This includes:

- Analytical responses to texts
- Creative responses to texts
- Argument analysis
- An oral presentation

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Bachelor of Arts
- Journalism
- Medicine
- Teaching
- Law
- Writer
- Librarian

WHAT ELSE DO I NEED TO KNOW?

- You must take an English subject in both Years 11 and 12.
- You are required to purchase a copy of the set text from the booklist along with a dictionary.

LITERATURE

UNITS 1 & 2

SUBJECT OVERVIEW

In Literature, students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

UNIT 1 DESCRIPTION

In this unit students consider how language, structure, and style choices across literary forms create meaning with a focus on a range of texts. Students explore distinctive styles and how ideas and concerns are shared by texts through authors' choices.

UNIT 2 DESCRIPTION

In this unit students explore a variety of cultures, people and societies focussing on how writers, poets and playwrights explore ideas of culture, place and identity through texts. Students explore historical, social, and cultural contexts and the impact of these contexts on the meanings implicitly or explicitly inscribed in texts.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Critical thinking skills
- Analytical skills
- Close analysis skills
- Media literacy
- Creative writing skills
- Understanding of social, historical, political and cultural contexts and their impacts on textual meaning.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

A range of School-Assessed Coursework and an end-of-year exam.

This could include:

- Close analysis
- Written analytical responses
- Discussions/debates
- Presentation
- Creative writing

WHAT ELSE DO I NEED TO KNOW?

Students are expected to purchase a copy of the set texts. Students are expected to have read the texts once prior to commencement of study. You do not need to have done Year 10 Literature to take it in VCE, though it does help. The skills learnt in Literature translate well to English. Literature can count as the compulsory English subject required to Year 12.



LITERATURE

UNITS 3 & 4



SUBJECT OVERVIEW

In Literature, students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Students explore the complexity and meaning of texts, and how this is constructed within the text.

UNIT 3 DESCRIPTION

In this unit, students explore adapted texts and analyse how a change in context can alter the meaning and interpretations of texts through the adaptation process. They also engage closely with poetic works and complete close analysis of these poems for meaning. Their interpretation is supported and challenged by supplementary texts which expose students to high-level analytical thinking.

UNIT 4 DESCRIPTION

In this unit, students will respond critically and creatively to texts to show an understanding of how texts are crafted. They explore these ideas by considering form, features, and language through close analysis to explore the views and values of the texts.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Critical thinking skills
- Analytical skills
- Close analysis skills
- Media literacy
- Creative writing skills
- Understanding of social, historical, political and cultural contexts and their impacts on textual meaning.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

A range of School-Assessed Coursework and an end-of-year exam. This could include:

- Close analysis
- Written analytical responses
- Discussions/debates
- Presentation
- Creative writing

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Journalism
- Writer
- Academia
- History
- Editing
- Teaching
- Critic

WHAT ELSE DO I NEED TO KNOW?

Students are expected to purchase a copy of the set texts. Students are expected to have read the texts once before the commencement of study. Literature can count as the compulsory English subject required in Year 12.

FOUNDATION MATHS

UNITS 1 & 2



SUBJECT OVERVIEW

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.

UNIT 1 DESCRIPTION

Students study algebra in an everyday context (estimations, approximations, ratios, percentages and rates), Data (collection, presentation and analysis), Financial Mathematics and Measurement (including time).

UNIT 2 DESCRIPTION

Students study algebra (construction, use and interpretation of formulas and estimation, approximation and reasonableness of calculations).

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Estimation
- Problem solving
- Data analysis
- Mathematical modelling

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School assessed coursework (SACs) will assess your knowledge of the course content, ability to use technology and select and apply mathematical techniques. Assessments include investigation tasks, modelling tasks, problem solving tasks and tests. Class work and hurdle tasks will also be part of the evidence of meeting the course requirements.

WHAT ELSE DO I NEED TO KNOW?

This course requires purchasing a scientific calculator and the Jacaranda Maths Quest 11 Foundation Mathematics VCE Units 1 and 2 2E textbook.



UNITS 3 & 4

SUBJECT OVERVIEW

Foundation Mathematics Units 3 and 4 builds on the content knowledge from Foundation Mathematics Units 1 and 2. Students work on their real-life applied mathematics from a range of contexts including; financial mathematics, measurement, analysis of data and estimation and approximation.

UNIT 3 & 4 DESCRIPTION

Students cover estimation, calculations, algorithmic and computational thinking. They also look at collection, presentation and analysis of gathered and provided data. Money management (including GST, BAS, credit cards, home loans etc), the taxation system and economic trends are also studied. Finally students look at the use and application of the metric system and related measurement.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Estimation skills
- Computational thinking
- Critical thinking
- Problem solving

HOW WILL I BE ASSESSED IN THIS SUBJECT?

There are nine School Assessed tasks (SACs) and one end of year written examinations, where technology (Calculator) and notes (bound books) is allowed.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

Supports students undertaking VET studies, students looking to go into apprenticeships and some university course will accept a 1-4 sequence of foundation mathematics as their maths (please seek up to date advice).

WHAT ELSE DO I NEED TO KNOW?

This course requires purchasing a scientific calculator and the Jacaranda Maths Quest 11 Foundation Mathematics VCE Units 3 and 4 2E textbook.

GENERAL MATHS

UNITS 1 & 2

SUBJECT OVERVIEW

General Mathematics is a continuation of the topics studied in Year 10 Mathematics, including linear algebra, statistics, geometry and financial arithmetic as well as some new topics: matrices, networks, number patterns and recursion. This course leads to General Mathematics Units 3 & 4, a prerequisite for many tertiary courses.

UNIT 1 DESCRIPTION

Students study data analysis, linear relations and matrices.

UNIT 2 DESCRIPTION

Students study data analysis, number patterns and recursion, graphs and networks, variations, measurement and trigonometry.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Problem solving
- Data analysis
- Mathematical modelling

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School assessed coursework (SACs) will assess your knowledge of the course content, ability to use technology and select and apply mathematical techniques.

Assessments include investigation tasks, modelling tasks, problem solving tasks and tests. Class work and hurdle tasks will also be part of the evidence of meeting the course requirements.

WHAT ELSE DO I NEED TO KNOW?

This course requires purchasing a TiNspire CAS calculator and the textbook or ebook Cambridge Senior General Mathematics VCE Units 1 and 2.

This subject follows on from General or Advanced maths at year 10.



GENERAL MATHS

UNITS 3 & 4

SUBJECT OVERVIEW

General Mathematics builds on the content from General Mathematics Units 1 & 2. Students develop problem solving and analysis skills that are highly desired by employers and useful in a range of real world contexts such as financial mathematics, workflow management and data analysis. This course is a prerequisite for many tertiary courses

UNIT 3 DESCRIPTION

In Unit 3, students study 'Data Analysis' which includes univariate and bivariate data, linear modelling and time series data, and 'Recursion and Financial Modelling' which includes methods of calculating interest and depreciation, loans, annuities and perpetuities.

UNIT 4 DESCRIPTION

In Unit 4, students study 'Matrices' which includes representing information in a matrix, matrix arithmetic, inverse matrices, transition matrices and Leslie matrices, and 'Networks and Decision Mathematics' which includes paths, circuits, spanning trees, shortest path problems, problems involving flow through network and scheduling problems.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Problem solving
- Data analysis
- Mathematical modelling

HOW WILL I BE ASSESSED IN THIS SUBJECT?

There are four School Assessed tasks (SACs) and two end of year written examinations, where technology (CAS Calculator) and notes (bound books) is allowed.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Statistics
- Business
- Economics
- Teaching
- Accounting
- Science
- Nursing
- IT

WHAT ELSE DO I NEED TO KNOW?

This course requires purchasing a TiNspire CAS calculator and the textbook or ebook Cambridge Senior General Mathematics VCE Units 3 and 4.



MATHS METHODS

UNITS 1 & 2

SUBJECT OVERVIEW

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

UNIT 1 DESCRIPTION

The focus of Unit 1 is the study of simple power and polynomial functions, introduction to rates of change and counting principles and their application to probability. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

UNIT 2 DESCRIPTION

The focus of Unit 2 is the study of simple circular, exponential and logarithmic functions, the calculus of polynomial functions and related modelling applications. Students cover differentiation and anti-differentiation of polynomial functions by rule and related applications including the analysis of graphs.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Ability to apply mathematical techniques, routines, and processes to solve real world and mathematical problems
- Development of mental and by-hand approaches to estimation and computation.
- Skills in the use of technology to solve both mathematical and real-world problems

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School assessed coursework (SACs) will assess your knowledge of the course content, ability to select and apply mathematical techniques and your ability to use CAS technology (the CAS calculator) to solve mathematical problems. Assessment includes investigation tasks, modelling tasks, problem solving tasks and tests.

WHAT ELSE DO I NEED TO KNOW?

- This course requires purchasing a TiNspire CAS calculator and the textbook or ebook Cambridge Senior Mathematical Methods VCE Units 1 and 2.
- This subject follows on from Advanced Maths at Year 10 (non advanced math students may be considered at the recommendation of their teacher).
- This subject is algebra and graph (function) heavy.
- This subject is fast paced with a high workload.



MATHS METHODS

UNITS 3 & 4



SUBJECT OVERVIEW

Mathematical Methods Units 3 and 4 extend the Unit 1 & 2 study of simple functions to include combinations of these functions, algebra, calculus, probability and statistical distributions and their applications in a variety of practical and theoretical contexts. It provides a foundation for study in various scientific fields including medical technology, economics, data analytics and engineering.

UNIT 3 DESCRIPTION

The focus of Unit 3 is the study of functions, relations and graphs, applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs.

UNIT 4 DESCRIPTION

Unit 4 includes 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 discrete and continuous random variables and statistical inference.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Ability to apply mathematical techniques, routines, and processes to solve real world and mathematical problems.
- Development of mental and by-hand approaches to estimation and computation.
- Skills in the use of technology to solve both mathematical and real-world problems.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

SACs will assess your knowledge of the course content, ability to select and apply mathematical techniques and your ability to use CAS technology (the CAS calculator) to solve mathematical problems. There are two end of year exams, a one hour exam with no calculator or notes and a two hour exam with CAS calculator and one bound reference.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Engineering
- Science
- Pharmacy
- Computing
- Biomedicine
- Mathematics
- Statistics

WHAT ELSE DO I NEED TO KNOW?

- A TiNspire CAS calculator is compulsory.
- Mathematical Methods Unit 1 & 2 content is assumed knowledge.
- Course is fast paced and high workload.
- Some SACs may take place after school.

BUSINESS MANAGEMENT



UNITS 1 & 2

SUBJECT OVERVIEW

Do you want to run your own business? Be a CEO for a multinational or transnational business? Are you a champion of sustainable business practices, or fancy yourself a persuasive salesperson? If so, then Business Management is for you! Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers the changes that are needed to ensure continued success of a business.

UNIT 1 DESCRIPTION

This unit focuses on planning a business. 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.

UNIT 2 DESCRIPTION

This unit focuses on establishing a business. In this unit, 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.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- How to establish a business
- Business operations
- Management practices
- Local, national and global markets
- Business problem-solving strategies
- Marketing a business

HOW WILL I BE ASSESSED IN THIS SUBJECT?

The following tasks may be assessed for School Assessed Coursework:

- Case study
- Business research report
- Small Business operation
- Structured questions
- Marketing pitch

WHAT ELSE DO I NEED TO KNOW?

- Undertaking this subject will include a possible excursion to visit a factory or business.
- Students are required to purchase a copy of the Unit 1 and Unit 2 textbooks.



UNITS 3 & 4

SUBJECT OVERVIEW

Business Management examines a range of management theories and compares them with management in practice through business case studies. Students learn to evaluate alternative strategies in response to contemporary challenges in operating a business and investigate changes that need to be made to ensure the continued success of a business.

UNIT 3 DESCRIPTION

This unit focuses on managing a business. Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business 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.

UNIT 4 DESCRIPTION

This unit focuses on transforming a business. Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Apply business concepts
- Business operations & opportunities
- Management strategies
- Analysing change in business

HOW WILL I BE ASSESSED IN THIS SUBJECT?

The following tasks may be assessed for School Assessed Coursework:

- Case study
- Structured questions
- Essay
- Report

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Operations
- Commerce
- Management
- Project Management
- Human Resource Management
- Advertising and Marketing
- Change Management
- Management Consultant
- Supply Chain Logistics

WHAT ELSE DO I NEED TO KNOW?

- Undertaking this subject will include a possible excursion/incursion to visit a factory or a business.
- Students are required to purchase a copy of the Unit 3 and 4 textbooks.

GEOGRAPHY

UNITS 1 & 2



SUBJECT OVERVIEW

Students cultivate a sense of wonder and curiosity about people, cultures and environments throughout the world and develop knowledge and understanding of geographic phenomena. Units 1 and 2 cover disasters and tourism, and students will learn the complexity of natural and human-induced geographic phenomena across the Earth's surface.

UNIT 1 DESCRIPTION

This unit focuses on hazards and disasters. Students will investigate the characteristics of hazards and their effects on people, places and environments, with particular emphasis on how people attempt to reduce their vulnerability to hazards.

UNIT 2 DESCRIPTION

This unit focuses on tourism. Students will investigate the characteristics of tourism and its effects on people, places and environments, with particular emphasis on where it has developed, its various forms and how people manage it.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Fieldwork, research and report writing
- Data analysis and interpretation
- Sophisticated online mapping technology
- Read, analyse and interpret maps, data and geographic information
- Evaluate the impacts of events and phenomena
- Predict and evaluate outcomes of changes and the impact on society
- Describe patterns of change

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Case studies
- Fieldwork reports
- Structured questions
- Analysis of data

WHAT ELSE DO I NEED TO KNOW?

- GTAV VCE Geography Textbooks for Units 1 and 2 are required.
- Some fieldwork may require small expenses relating to travel and supplies.
- This subject involves a lot of numeracy skills.

GEOGRAPHY

UNITS 3 & 4



SUBJECT OVERVIEW

Students cultivate a sense of wonder and curiosity about people, cultures and environments throughout the world and develop understanding of geographic phenomena.

UNIT 3 DESCRIPTION

This unit focuses on changing the land and includes an overview of global land cover and changes that have occurred over time with regard to deforestation and ice loss.

Students will also investigate the nature, processes and impacts of land use change around Melbourne through conducting fieldwork.

UNIT 4 DESCRIPTION

This unit focuses on human population and includes an investigation into the geography of human population. Students 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.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Read, analyse and interpret maps, data and geographic information
- Evaluate the impacts of events and phenomena
- Predict and evaluate outcomes of changes and the impact on society
- Describe patterns of change

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Case studies
- Fieldwork reports
- Structured questions
- Analysis of data

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Geography
- Architecture
- Planning
- Engineering
- Earth Sciences
- International Studies
- Politics
- Global Security
- Logistics
- Environmental Studies

WHAT ELSE DO I NEED TO KNOW?

- GTAV VCE Geography Textbooks for Units 1 and 2 are required.
- Some fieldwork may require small expenses relating to travel and supplies.
- This subject involves a lot of numeracy skills.

MODERN HISTORY

UNITS 1 & 2

SUBJECT OVERVIEW

History involves making meaning of the past and the present. Students examine the power structures, ideas, key individuals that help learners to understand themselves, others and the contemporary world. Modern History examines the causes and consequences of conflict and change in the modern era.

UNIT 1 DESCRIPTION

Students explore the interwar period between WWI and WWII. Students will investigate the impacts of treaties, growing hostility, and rising instability in the world. Students will also look at the technological, political and economic changes. They will explore how daily life was impacted by these changes and how this was reflected through the arts and cultural expression.

UNIT 2 DESCRIPTION

In this unit students investigate the nature and impact of the Cold War. Students then explore multiple contexts of the late-twentieth and twenty-first century including terrorism, regional conflicts and self-determination conflicts. This may include, but not limited to: The Vietnam War, the Irish Republican Army and so on.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Ask and use a range of historical questions
- Analyse sources
- Construct arguments
- Evaluate significance
- Employability Skills: planning, problem-solving, communication, initiative and enterprise, self-management

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended response
- A multimedia presentation

WHAT ELSE DO I NEED TO KNOW?

Textbooks for Units 1 and 2 are required.

REVOLUTIONS

UNITS 3 & 4

SUBJECT OVERVIEW

What were the significant causes and consequences of revolution?

Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. A History subject that explores how revolution attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

UNIT 3- AMERICAN REVOLUTION

UNIT 4- RUSSIAN REVOLUTION

Each unit examines a different revolution and is divided into two outcomes: Causes of Revolution and Consequences of Revolution. Students examine the long-term and short-term triggers of revolutions, such as economic and social inequalities in tsarist Russia and colonial experience, British mercantilist policy. Students explore the consequences of the revolution, investigating the challenges new regimes faced in consolidating power. Students evaluate the influence of key individuals such as Vladimir Lenin and King George III.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Evaluate sources for use as evidence
- Analyse perspectives
- Construct arguments
- Evaluate significance
- Employability Skills: planning, problem-solving, communication, initiative and enterprise, self-management.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A historical inquiry
- An essay
- Evaluation of historical sources
- Extended responses

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Law
- Journalism
- Historian
- Art Historian
- Criminologist
- Writer

WHAT ELSE DO I NEED TO KNOW?

Unit 3 and Unit 4 Textbook will have to be purchased along with attending support lectures to prepare for the exam.

LEGAL STUDIES

UNITS 1 & 2



SUBJECT OVERVIEW

Legal Studies investigates criminal and civil law, evaluating how they protect the rights of individuals in society. This subject is about enforcing and instituting the law. Students examine how the law is applied to determine the outcome of both criminal and civil cases.

UNIT 1 DESCRIPTION

What is the difference between murder and manslaughter? What must be proven for someone to be convicted of a crime? In Unit 1 students answer these questions and explore the basis of criminal law and sanctions, including key concepts and types of crimes.

UNIT 2 DESCRIPTION

Civil law aims to protect individual rights. When infringements occur, disputes may arise requiring resolution and remedies. This unit covers key civil law concepts, applying them to scenarios to determine liability. Students explore various civil law areas and resolution methods. They investigate recent civil cases like *Rebel Wilson vs. Bauer Media* and explore the remedies in place for resolving civil disputes.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Use key legal terminology effectively
- Research and analyse legal information
- Apply legal reasoning and principles to actual legal cases and scenario

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Folio of exercises
- Structured questions
- Classroom presentation
- Role-play
- Debate
- A report or a question-and-answer session

WHAT ELSE DO I NEED TO KNOW?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law.

LEGAL STUDIES

UNITS 3 & 4

SUBJECT OVERVIEW

Unit 3 Legal Studies examines the Victorian justice system including the role and rights of all people involved in the criminal and civil justice systems. Students also consider the process and appropriateness of criminal sanctions and civil remedies. In Unit 4, students explore the relationship between parliament and the courts with a consideration of the Australian Constitution and Commonwealth, the High court and the roles of the media and law reform bodies in influencing law reform.

UNIT 3 DESCRIPTION

This unit focuses on rights and justice. You will explore the Victorian criminal and civil justice systems, its personnel and institutions and the various ways it determines criminal and civil cases. This includes the rights of people involved and the appropriateness of criminal sanctions/civil remedies.

UNIT 4 DESCRIPTION

This unit focuses on people and the law. You will analyse how High Court disputes can be effectively resolved and reforms needed to improve our justice system. You will 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 changing laws.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Synthesise and apply legal principles
- Evaluate the ability of the justice system to achieve the principles of justice.
- Discuss the role of legal and political institutions

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework could include: a case study; structured questions; an essay; a report or a folio of exercises. There is a mid-year and also an end of year examination.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Law
- Law Enforcement
- Policy and Law Making
- Business
- Education
- Social Justice

WHAT ELSE DO I NEED TO KNOW?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law.

SOCIOLOGY



UNITS 1 & 2

SUBJECT OVERVIEW

In Sociology we focus on the study of human behaviour and social interaction to build an understanding of how societies are organised, develop, and change. We use a constantly critiquing mindset to question assumptions and reflect on our understanding of social relations.

UNIT 1 DESCRIPTION

In this unit, students explore the ways in which youth has been constructed as a social category. They examine the ways in which the experiences of young people have changed based on historical and geographical context.

They also explore the idea of family as a social institution. They consider the idea through a range of theoretical lenses to critically consider how the role of the family changes depending on context.

UNIT 2 DESCRIPTION

In this unit, students explore the ideas of deviance and crime. They use the sociological imagination to explore why criminal and deviant behaviours emerge within society. They also consider the relationship between crime and other social aspects. Students reflect critically on methods of punishment for criminal behaviour and consider the extent to which they serve the aims of the punishment.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Critical thinking skills
- Understanding of Sociological theories and frameworks
- Understanding of how historical, geographical, and social context impact on social structures and institutions
- Critical media analysis skills
- Empathy

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Representation analysis
- Research projects
- Reports
- Presentations
- Extended response
- Short answer questions

WHAT ELSE DO I NEED TO KNOW?

- Students are expected to purchase the textbook from the booklist.

SOCIOLOGY

UNITS 3 & 4

SUBJECT OVERVIEW

In Sociology we focus on the study of human behaviour and social interaction to build an understanding of how societies are organised, develop, and change. We use a critical mindset to question and reflect on social issues.

UNIT 3 DESCRIPTION

In this unit, students explore the rich culture of Australia's First Nations peoples. We examine the level of understanding of this culture within mainstream Australia and challenge misconceptions about First Nations cultures. We also explore the experiences of ethnically diverse people in Australia's multicultural society. We examine the ways in which a sense of inclusion and belonging can be fostered, but also examine how experiences of ethnicity shape identity.

UNIT 4 DESCRIPTION

In this unit, students explore the concept of community and how this concept has changed over time depending on changing contexts. We explore the importance of community, challenges to community, and the experience of community. Students then explore the role of social movements and how they work to achieve social change. We examine the evolution of social movements and closely examine non-violent forms of civil disobedience.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Critical thinking skills
- Understanding of Sociological theories and frameworks
- Understanding of how historical, geographical, and social context impact on social structures and institutions
- Critical media analysis skills
- Empathy

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A range of school assessed coursework and an end-of-year examination.
- Representation analysis
- Research projects and reports
- Extended response
- Short answer questions

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Lawyer
- Academic
- Social worker
- Teacher
- Market analyst
- Policy development
- Urban planning

WHAT ELSE DO I NEED TO KNOW?

- Students are expected to purchase the textbook from the booklist.
- There is a case study/research task for each outcome.

BIOLOGY

UNITS 1 & 2

SUBJECT OVERVIEW

In Units 1 and 2 Biology, students learn about how life is sustained at cellular, systems, and species levels. Students learn about cells and cellular interactions, the inheritance of genetic traits, and how the scientific method and ethical considerations apply to biological concepts.

UNIT 1 DESCRIPTION

Students learn about cells as the base unit of life and the requirements for sustaining life. Students discover how substances cross the membrane of cells, and focus on cell growth, replacement and cell death, and how stem cells differentiate into a range of cell types. They explore systems in vascular plants and animals and learn about homeostasis for maintaining a healthy life. Students learn to design and run an investigation and present their findings in a scientific poster.

UNIT 2 DESCRIPTION

Students learn the fundamental concepts of genetics and inheritance in living things. They investigate reproductive strategies, survival through adaptations and regulation, and relationships between organisms within an ecosystem. They explore how ethics and biology are intertwined and investigate a contemporary bioethical issue.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Critical and creative thinking
- Bioethical analysis
- Collaborative teamwork in practical activities
- Mathematical knowledge in science

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Logbook of practical activities and application of knowledge
- Analysis of secondary data
- Scientific poster
- Case study analysis
- Problem solving
- Bioethical presentations
- Coursework
- Exams

WHAT ELSE DO I NEED TO KNOW?

- This subject involves many practical activities.

BIOLOGY

UNITS 3 & 4

SUBJECT OVERVIEW

Students learn about the process of gene to protein, then expand their knowledge to genetic manipulation. They apply this to cellular processes. Students learn about human immunity and evolution over time.

UNIT 3 DESCRIPTION

Students explore the relationship between nucleic acids and proteins, and how small changes to DNA can have significant repercussions. Students learn about a variety of methods used to manipulate DNA in modern science, agriculture, and society. They learn about cellular processes of photosynthesis and respiration. They analyse the societal, biological, and ethical impacts of DNA modification across a range of topics.

UNIT 4 DESCRIPTION

Students learn about the continual changes and challenges to life on Earth. They study the human immune system and responses to pathogens, and consider how modern science has changed immunity. Students learn about human evolution and how a range of techniques, including DNA analysis, can be used to identify evolutionary relationships between species.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Critical and creative thinking
- Bioethical analysis
- Collaborative teamwork in practical activities
- Mathematical knowledge in science

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Investigation design and communication
- Critical and creative thinking
- Bioethical analysis
- Collaborative teamwork in practical activities
- Mathematical knowledge in science

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Health care: nursing, medicine, and dentistry
- Botany and agriculture
- Biotechnology
- Genetics
- Microbiology
- Education

WHAT ELSE DO I NEED TO KNOW?

- This subject involves many practical activities.



CHEMISTRY

UNITS 1 & 2

SUBJECT OVERVIEW

In Units 1 and 2 Chemistry, students learn about the diversity of materials from an atomic and molecular level, and learn about the unique properties of water. Students analyse different types of chemical reactions and their applications to real life.

UNIT 1 DESCRIPTION

Students study the chemical structures of materials and explain their properties and reactions. They learn how materials are quantified and classified. Students gain a deeper understanding of the elements of the periodic table and structures of metals and ionic compounds. They learn to separate and identify mixtures and compounds.

UNIT 2 DESCRIPTION

Students learn how chemicals interact with water and how chemicals are measured and analysed. They explore a range of reactions including acid-base and redox reactions. They measure solubility and concentration of various solutions, conduct analyses of acids and bases and measure gases. Students learn to design, run and communicate a scientific investigation.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Critical and creative thinking
- Collaborative teamwork in practical activities
- Mathematical knowledge in science

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Logbook of practical activities and application of knowledge
- Scientific poster
- Problem solving
- Coursework
- Exams

WHAT ELSE DO I NEED TO KNOW?

- This subject involves many practical activities.



CHEMISTRY

UNITS 3 & 4

SUBJECT OVERVIEW

Students learn sources of energy and fuels, and the impacts various fuels have on the environment. Students deepen their understanding of reactions and chemical laws. They learn about the uniqueness and significance of carbon and its place in organic chemistry, and investigate organic compounds in food.

UNIT 3 DESCRIPTION

Students explore different types of fuels and the environmental impacts of different methods for obtaining energy from fuels. They investigate the rate and extent of chemical reactions, the production of chemicals by electrolysis and rechargeable batteries.

UNIT 4 DESCRIPTION

Students learn about and analyse the structure and nomenclature of organic compounds, including their categories, properties and reactions. They investigate key food molecules, the metabolism of food in the human body, and the energy content of food. Students design, run and communicate a scientific investigation.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Critical and creative thinking
- Collaborative teamwork in practical activities
- Mathematical knowledge in science

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Analysis of secondary data
- Logbook of practical activities
- Scientific poster
- Coursework
- End of year exam

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Health care: nursing, medicine, and dentistry
- Pharmacy
- Agriculture and environmental studies
- Food technology and dietetics
- Engineering

WHAT ELSE DO I NEED TO KNOW?

- This subject involves many practical activities.

PHYSICS

UNITS 1 & 2

SUBJECT OVERVIEW

Students explore matter and energy interactions to understand the underlying laws of nature. They learn about heat, electricity and the origins and formations of matter, as well as explore a range of models and theories about the laws of the universe.

UNIT 1 DESCRIPTION

Students learn about interactions of light and heat, and apply this knowledge to real life observations like rainbows and mirages. They explore how electricity can be used to transfer energy, looking at electromagnetic radiation, thermal energy, radiation from the nucleus, and nuclear energy. They learn about circuit electricity and electrical safety in the home.

UNIT 2 DESCRIPTION

Students study the concepts used to model motion, including forces and energy. They apply mathematical concepts to conceptualise and display graphs of motion. Students explore how physics informs contemporary issues and applications in society across a range of issues. They design and run their own investigations and communicate the findings.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and methodology
- Scientific communication
- Critical and creative thinking
- Understanding of ethical issues
- Application and extension of mathematical knowledge

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Logbook of practical activities
- Analysis of data
- Modelling and simulation of scenarios
- Problem-solving activities
- Coursework
- Exams

WHAT ELSE DO I NEED TO KNOW?

- This subject involves practical activities.
- This subject requires a thorough grasp of mathematical skills such as solving algebraic and linear equations, displaying real life scenarios as mathematical concepts, and reading, drawing and interpreting graphs.

PHYSICS

UNITS 3 & 4

SUBJECT OVERVIEW

Students deepen their understanding of the importance of energy in explaining and describing the physical world.

Students examine the production of electricity and its delivery to homes. They explore wave and particle theories of light and matter.

UNIT 3 DESCRIPTION

Students deepen their understanding of the importance of energy in explaining and describing the physical world.

Students examine the production of electricity and its delivery to homes. They explore wave and particle theories of light and matter.

UNIT 4 DESCRIPTION

Students learn about the impact of Physics on humanity's understanding of the earth and universe. They learn how understanding of light, matter and motion have changed over time, and explore Einstein's view of the Universe. They design and conduct a scientific investigation about fields, motion or light, and communicate their findings.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and methodology
- Scientific communication
- Critical and creative thinking
- Understanding of ethical issues
- Application and extension of mathematical knowledge

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Logbook of practical activities
- Analysis of data
- Modelling and simulation of scenarios
- Problem-solving activities
- Coursework
- Exams

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Physicist
- Engineer
- Medical radiographer
- Astronomer
- Meteorology
- Architect
- Avionics

WHAT ELSE DO I NEED TO KNOW?

- This subject involves practical activities.
- This subject requires a thorough grasp of mathematical skills such as solving algebraic and linear equations, displaying real life scenarios as mathematical concepts, and reading, drawing and interpreting graphs.

PSYCHOLOGY

UNITS 1 & 2

SUBJECT OVERVIEW

Students explore how people think, feel and behave through a biopsychosocial approach, and learn about connections between the brain and behaviour. Students investigate a range of psychological models and theories across the history of Psychology.

UNIT 1 DESCRIPTION

Students explore how biological, psychological and social factors interact to contribute to a person's psychological development. They learn about concepts of normality and neurotypicality and how development is defined and influenced by culture. Students learn about brain structure and function, and explore neuroplasticity as the result of experience and brain trauma. Students develop a research question and conduct an investigation.

UNIT 2 DESCRIPTION

Students explore the interaction of psychological and social factors that influence identity and behaviour of individuals and groups. They learn about cognitive bias, stereotype and prejudice. They extend their understanding of the brain and perception to learn about visual perception and illusions. Students conduct a survey or investigation and analyse the results.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Ethical considerations
- Critical and creative thinking

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Research reports
- Case studies
- Data analysis
- Practical activities
- Coursework
- Exams

WHAT ELSE DO I NEED TO KNOW?

- This subject involves practical activities.



PSYCHOLOGY

UNITS 3 & 4

SUBJECT OVERVIEW

Students learn about the nervous system and impacts of stress on the body and brain. They explore connections between memory and learning. They learn about sleep and and mental wellbeing.

UNIT 3 DESCRIPTION

Students learn about the different branches and components of the nervous system, and the effect of neurotransmitters and neuromodulators on brain activity. They explore current research about the connections between gut bacteria and brain activity. Students investigate memory and learning, and analyse different models of each.

UNIT 4 DESCRIPTION

Students focus on sleep as an example of an altered state of consciousness and how sleep demands change over the span of life. They analyse the effects of sleep deprivation on cognitive functioning and mental wellbeing. They also investigate other internal and external factors that influence mental wellbeing over time. Students design, conduct and communicate findings from their own investigation.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Investigation design and communication
- Ethical considerations
- Critical and creative thinking

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Research reports
- Case studies
- Data analysis
- Practical activities
- Coursework
- Exams

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Psychology – clinical and social
- Applied psychology – environmental, health, and organisational
- Counselling and mental health care
- Education
- Forensic psychology
- Sport psychology

WHAT ELSE DO I NEED TO KNOW?

- This subject involves practical activities.



HEALTH & HUMAN DEVELOPMENT

UNITS 1 & 2



SUBJECT OVERVIEW

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.

UNIT 1 DESCRIPTION

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. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. They build health literacy through interpreting and using data, through investigating the role of food, and through inquiry into one youth health focus area.

UNIT 2 DESCRIPTION

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. 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.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Various definitions of health and wellbeing
- Variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender
- Explain the functions of major nutrients for general health and wellbeing
- Use research and data

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A range of school-based assessment tasks including case studies, written responses, data analysis and multimedia presentations.

WHAT ELSE DO I NEED TO KNOW?

- Excursions or incursions may be a feature of this subject, so if you would like to attend, payment may be asked per activity.

HEALTH & HUMAN DEVELOPMENT

UNITS 3 & 4



SUBJECT OVERVIEW

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan.

UNIT 3 DESCRIPTION

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. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT 4 DESCRIPTION

This unit examines health and wellbeing, and human development in a global context. 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. Students also examine 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).

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- Describe characteristics of high-, middle- and low-income countries
- Evaluate data

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A range of school-based assessment tasks including case studies, written responses, data analysis and multimedia presentations and an end of year examination

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Health Professional
- Aged Care Worker
- Youth Worker
- Medicine
- Nursing
- Advertising

WHAT ELSE DO I NEED TO KNOW?

- Excursions or incursions may be a feature of this subject, so if you would like to attend, payment may be asked per activity.

UNITS 1 & 2



SUBJECT OVERVIEW

Outdoor and Environmental Studies focuses on the ways humans interact with outdoor environments. Outdoor and Environmental Studies teaches students to live sustainably and to understand the importance of environmental health, particularly in local contexts. Students gain practical knowledge whilst on camps in various environments.

UNIT 1 DESCRIPTION

- How humans understand and relate to nature.
- Motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences.
- Practical skills and knowledge to help them live sustainably in outdoor environments.

UNIT 2 DESCRIPTION

- Characteristics of outdoor environments and different ways of understanding them
- The impact of humans on outdoor environments.
- Understanding of the impact of technologies.
- Practical experiences enable students to make comparisons between outdoor environments.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Range of motivations for seeking outdoor experiences
- Use appropriate practical skills for safe participation in outdoor experiences

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School assessed coursework will assess your knowledge of the course and demonstrate links between theoretical content studied and practical experiences undertaken.

WHAT ELSE DO I NEED TO KNOW?

- Attendance of practical learning experiences is compulsory. These will occur in a variety of environments.
- There will be a cost for the practical experiences within the subject. You will be charged per experience. This must be paid prior in order to attend.

OUTDOOR & ENVIRONMENTAL STUDIES

UNITS 3 & 4



SUBJECT OVERVIEW

Outdoor and Environmental Studies focuses on ecological, historical and social contexts of relationships between humans and outdoor environments. Outdoor and Environmental Studies teaches students the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

UNIT 3 DESCRIPTION

This Unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of these relationships on the outdoor environment.

UNIT 4 DESCRIPTION

This Unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Changing relationships with Australian outdoor environments
- The impact of increasing environmental awareness in Australia on the policies of political parties.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School-assessed Coursework ranging from written reports, practical lab reports, tests and an end of year examination.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Outdoor Ed Teacher
- Park Ranger
- Professional Guide eg. World Challenge Leader
- Conservationist

WHAT ELSE DO I NEED TO KNOW?

- Attendance of practical learning experiences is compulsory. These will occur in a variety of environments.
- There will be a cost for the practical experiences within the subject. You will be charged per experience. This must be paid prior in order to attend.

PHYSICAL EDUCATION

UNITS 1 & 2

SUBJECT OVERVIEW

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement.

UNIT 1 DESCRIPTION

Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions.

UNIT 2 DESCRIPTION

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

In Units 1 and 2, students participate in a variety of practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School assessed coursework will allow you to demonstrate your knowledge of the links between theoretical and practical content.

WHAT ELSE DO I NEED TO KNOW?

- Excursions or incursions may be a feature of this subject, so if you would like to attend, payment may be asked per activity.



PHYSICAL EDUCATION

UNITS 3 & 4

SUBJECT OVERVIEW

Students explore the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

UNIT 3 DESCRIPTION

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise.

UNIT 4 DESCRIPTION

Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- In Units 3 and 4 students participate in a variety of practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School-assessed coursework ranging from written reports, practical lab reports, tests and an end of year examination.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Personal Trainer
- Biomechanics
- PE Teacher
- Sports and Exercise Science
- Coaching
- Physiotherapy
- Human Movement

WHAT ELSE DO I NEED TO KNOW?

- Excursions or incursions may be a feature of this subject, so if you would like to attend, payment may be asked per activity.



VET SPORT & RECREATION

CERTIFICATE II UNITS 1 & 2

SUBJECT OVERVIEW

VET Sport and Recreation is designed for students who are interested in pursuing a career in the sports and recreation industry. Students will develop a range of industry-based skills and knowledge to assist with future employment.

UNIT 1 DESCRIPTION

The Unit 1 curriculum covers a range of sport, fitness and recreation industry knowledge. Students will explore the principles of work health and safety and develop skills around identifying and assessing risks in the workplace. Students will also implement conflict management strategies in various scenarios and develop skills to provide quality service in the sport and recreation industry. The course also provides opportunities to develop real world experience to improve employability in the industry.

UNIT 2 DESCRIPTION

The Unit 2 curriculum covers key industry skills including officiating and coaching in a practical setting. Students will learn about providing first aid and CPR and will receive an industry recognised first aid certificate which can lead to increased employability. The course will also cover planning and implementing programs with a focus on improving physical health and conditioning for performance.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Planning and implementing programs
- Working in a team
- Identify hazards and completing risk assessments
- Provide First Aid and CPR
- Coaching and officiating
- Develop conflict management strategies
- Conditioning for performance and health benefits
- Learning and evaluating workplace practices and structures

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Assessment will be based on a range of tasks, including practical demonstrations, written reports, and oral presentations.

WHAT ELSE DO I NEED TO KNOW?

- The sport and recreation course requires practical participation and would suit students who want to work in the sport and recreation industry. Students will need to officiate and coach small groups and will also need to be willing to engage with the wider community. Students will also be required to attend excursion and participate in incursions to receive competency.
- There will be a cost for the practical experiences within the subject. You will be charged per experience. This must be paid prior, to be able to attend.



VET SPORT & RECREATION

CERTIFICATE III UNITS 3 & 4

SUBJECT OVERVIEW

VET Sport and Recreation is designed for students who are interested in pursuing a career in the sports and recreation industry. Students will develop a range of industry-based skills and knowledge to assist with future employment.

UNIT 3 DESCRIPTION

The Unit 3 curriculum covers work health and safety hazard identification and risk assessment in the sport and recreation industry. Students will complete risk assessments in real industry-based locations. The course will also develop students' skills in facilitation and leading small groups. This will include dealing with conflict management and optimising group dynamics to achieve a desired outcome.

UNIT 4 DESCRIPTION

The Unit 4 curriculum explores the planning and implementing of programs to a targeted audience. Students will plan recreation sessions and run them in the school community. The course also includes a unit on delivering coaching sessions to foundation level participants. In this unit students will work in a team to coach beginning participants in a range of sports with the focus on improving fundamental movement skills and engagement.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Planning and implementing programs
- Working in a team
- Identify hazards and completing risk assessments
- Coaching and officiating
- Evaluating programs and providing feedback
- Delivering recreation sessions to participants and differing ability levels
- Developing facilitating and leadership skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Assessment will be based on a range of tasks, including practical demonstrations, written reports, and oral presentations.

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Students will receive a recognised First Aid Certificate and a Certificate III in Sport and Recreation which can be used in industry occupations including, sports management, personal training, community engagement, coaching and officiating, and roles at professional sporting organisations.

WHAT ELSE DO I NEED TO KNOW?

- The sport and recreation course requires practical participation and would suit students who want to work in the sport and recreation industry. Students will need to officiate and coach small groups and will also need to be willing to engage with the wider community. Students will also be required to attend excursion and participate in incursions to receive competency.
- There will be a cost for the practical experiences within the subject. You will be charged per experience. This must be paid prior, to be able to attend.

ART CREATIVE PRACTICE

UNITS 1 & 2



SUBJECT OVERVIEW

In this subject, research and investigation inform art making. By studying artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and issues using a range of artforms, materials, techniques and processes.

UNIT 1 DESCRIPTION

Students learn through Making and Responding, to explore ideas using the Creative Practice. As the artist and audience, students develop their own visual language inspired by a range of artists. Students learn about the components of the Creative Practice and explore areas of personal interest. They focus on the making of art and examine how artists communicate ideas and meaning in artworks.

UNIT 2 DESCRIPTION

Students inquire about and investigate the artistic and collaborative practices of artists. They apply the Interpretive Lenses as a way of understanding artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore collaborative practices and use the Creative Practice to make and present artworks.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Use of appropriate Art terminology
- Research, investigation and referencing skills
- Art analysis skills
- Use of art materials, techniques and processes through a range of artforms
- Art making and responding
- Documentation, evaluation and reflection skills
- Collaboration skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Extended written Artists report
- A3 folio sketchbook of developmental artwork including written annotation
- Written evaluation report(s)
- Small group presentation and critique
- Body of work: final Artworks including a collaborative piece
- Written SAC – Question and short answer form
- Mid and end of year exam

WHAT ELSE DO I NEED TO KNOW?

- You will need to provide your own A3 folio and small materials fee.
- This subject is a combination of theory and art making, so be prepared to write! To achieve top marks, it is recommended that you spend 3 hours outside of class time on this subject.

ART CREATIVE PRACTICE

UNITS 3 & 4

SUBJECT OVERVIEW

Students develop their understanding of the Creative Practice, through a deeper engagement with Making and Responding to their own and other artists' Creative Practice. Students refine and resolve their own art making to produce a final body of work.

UNIT 3 DESCRIPTION

In this unit students begin to develop their own body of work, resulting in a finished artwork developed over Units 3 and 4. The research of historical and contemporary artists, their ideas and issues is integral to students' informs the basis of their investigation. Students apply the Interpretive Lenses to artworks and in their analysis and evaluation of their use of the Creative Practice. They explore and develop ideas, and experiment with materials, techniques and processes.

UNIT 4 DESCRIPTION

Students present a critique of their Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice. Students continue to use the Interpretive Lenses to develop their art analysis skills, which in turn influences their own Creative Practice.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Use of appropriate Art terminology
- Research, investigation and referencing skills
- Art analysis skills
- Use of art materials, techniques and processes through a range of artforms
- Art making and responding
- Documentation, evaluation and reflection skills
- Collaboration skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Written report
- Folio documenting your art making with ongoing reflective annotations
- Small group critique
- Final resolved artworks
- Question and short answer SAC
- Exam

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Tertiary level Art studies
- Teaching and early childhood education
- The study of Art equips students with the abilities to think critically about their ideas, beliefs and interests, and to engage with broader happenings in the world around them.

WHAT ELSE DO I NEED TO KNOW?

- You will need to provide your own A3 folio and small materials fee.
- This subject is a combination of theory and art making, so be prepared to write! To achieve top marks, it is recommended that you spend 3 hours outside of class time on this subject.

MEDIA

UNITS 1 & 2

SUBJECT OVERVIEW

Students examine how and why the media both constructs and reflects reality, and how audiences engage with, consume, read, create, and produce media products. Students have the opportunity to create their own media products including film, magazine and photography.

UNIT 1 DESCRIPTION

Students explore the relationship between audiences and media, focusing on how representations are constructed. They analyse media codes, engage in practical production, and study Australian narratives, including Aboriginal and Torres Strait Islander contributions. Additionally, students develop skills in creating and evaluating media products, considering various cultural, social, and political influences.

UNIT 2 DESCRIPTION

Students explore fictional and non-fictional narratives, analysing how media codes and conventions shape narratives across traditional and new media forms whilst examining the impact of media technologies on society. Practical production activities involve designing narratives whilst considering ethical and legal constraints. The unit emphasizes the evolving media landscape, including the influence of digital technologies on media creation and consumption.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Analytical skills
- Critical and creative thinking
- Practical knowledge of digital applications
- Collaboration
- Technical skills
- Content creation
- Communication skills
- Media literacy

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Essays
- Research projects.
- Video sequences
- Print Layouts
- Group Tasks
- Group Films
- Folio based work.
- Posters
- Oral reports
- Production journals

WHAT ELSE DO I NEED TO KNOW?

- Media Studies is ideal for students with strong literacy and creative skills.
- Students will be given the opportunity to go one or more sessions from the Season of Excellence.
- Media Studies is a combination of practical and theoretical work. It is expected that students participate in both components.
- Equipment Recommended: Digital storage items (SD cards and external HDD).

MUSIC

UNITS 1 & 2

SUBJECT OVERVIEW

Students develop their understanding of music through performance, listening, analysis and musicianship. They perform solo and ensemble works, explore a range of music styles, and build skills in aural perception, notation, theory and performance practice. Students develop their interpretive and technical skills while shaping their musical identity as performers and listeners.

UNIT 1 DESCRIPTION

Students focus on building performance and musicianship skills. They present performances of selected music works, learn strategies to improve practice and rehearsal, and develop confidence in technical execution. Through analysis and aural work, students investigate how elements of music are interpreted in different styles and apply this knowledge to their own performance preparation.

UNIT 2 DESCRIPTION

Students refine their performance skills by preparing a contrasting program of solo and/or group works. They deepen their understanding of music language and conventions across genres, and explore how context, interpretation and expression inform musical performance. Musicianship skills continue to be developed through listening, transcription, and short creative exercises.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Instrumental/vocal technique and expression
- Rehearsal strategies and performance preparation
- Interpretation of musical elements and conventions
- Aural and theory skills
- Listening and music analysis
- Reflective and evaluative skills for personal development
- Understanding of music styles, contexts and practices

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Live solo and/or group performances
- Performance reflection and analysis tasks
- Listening analysis and written SACs
- Musicianship exercises (aural transcription, theory)
- Practice logs or journals
- Mid-year and end-of-year written exams

WHAT ELSE DO I NEED TO KNOW?

- You will need to be learning an instrument or voice through lessons and commit to regular independent practice.
- Students are expected to participate in ensemble rehearsals and school performances.
- A consistent practice routine and commitment outside of class (approx. 3 hours/week) are recommended for success.

MUSIC

UNITS 3 & 4



SUBJECT OVERVIEW

Students develop skills as solo and/or group performers. Students refine their instrumental or vocal technique, strengthen their musicianship, and interpret music from a range of styles and traditions. They engage with detailed music analysis, aural training, and technical work to enhance expressive performance. Through practice, performance and study, students become confident, independent musicians.

UNIT 3 DESCRIPTION

Students focus on building performance and musicianship skills. They present performances of selected music works, learn strategies to improve practice and rehearsal, and develop confidence in technical execution. Through analysis and aural work, students investigate how elements of music are interpreted in different styles and apply this knowledge to their own performance preparation.

UNIT 4 DESCRIPTION

Students present a cohesive and engaging performance program that demonstrates a command of technique, interpretation and expression. They refine their understanding of how musical elements contribute to style and expression, applying this knowledge to their own performance choices. Aural skills are consolidated, and students prepare for end-of-year performance and written examinations.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Advanced instrumental/vocal techniques and performance confidence
- Interpretation of style, articulation, tempo, and expression
- Practice and performance planning and goal setting
- Music analysis and terminology across styles
- Aural perception, transcription, and theory knowledge
- Critical listening and self-reflection
- Exam preparation strategies (written and performance)

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School-assessed coursework (performance, analysis, musicianship tasks)
- Practice and performance reflections
- Aural and written SACs
- Technical work and theory exercises
- End-of-year Performance Examination
- End-of-year Written Examination

WHAT ELSE DO I NEED TO KNOW?

- You must be having regular instrumental or vocal lessons, and commit to consistent practice and rehearsal.
- Participation in ensemble music is strongly encouraged.
- You will perform in front of others regularly, and must prepare a performance program for external assessment.
- Strong time management and self-discipline are essential for success in this subject.

VISUAL COMMUNICATION

UNITS 1 & 2



SUBJECT OVERVIEW

Students take their drawing ability to a professional level through responding to design problems relating to different stakeholders. Students apply design thinking to generate design solutions for a range of contexts, audience and purposes in fields of design practices, messages, environment, objects and interactive experiences.

UNIT 1 DESCRIPTION

Students are introduced to the processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders.

UNIT 2 DESCRIPTION

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in architecture, and interior design, while discovering the role of the interactive designer in the realm of user-experience.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Technical drawing (manual and digital)
- Analytical skills
- Convergent and divergent thinking strategies
- Effective use of a design process

HOW WILL I BE ASSESSED IN THIS SUBJECT?

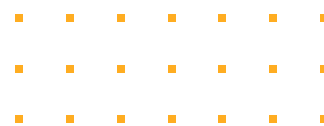
- School assessed Folio
- School assessed presentation drawings
- A presentation using digital technologies
- Coursework
- End of semester exam

WHAT ELSE DO I NEED TO KNOW?

- 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 printing throughout the duration of the study.

VISUAL COMMUNICATION

UNITS 3 & 4



SUBJECT OVERVIEW

Students experience how designers work within their field of design practice by analysing contemporary designers and creating a folio showing the design process in creating 2 presentations to a design problem of their choosing.

UNIT 3 DESCRIPTION

Students explore the ways in which designers work, while also analysing the work that they design. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem while preparing a single brief for a real or fictional client that defines two distinct communication needs.

UNIT 4 DESCRIPTION

Students will explore the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem while preparing a single brief for a real or fictional client that defines two distinct communication needs.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Analysing visual communications
- Two-dimensional drawing methods to visualise ideas and concepts
- Three-dimensional drawing methods
- Document design decisions informed by the analysis of existing designs

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- School assessed Folio
- School assessed presentation drawings
- Coursework
- End of year exam

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Architect
- Graphic Designer
- Interior Design
- Industrial Design
- Fashion Design
- Digital Media
- Visual Merchandising

WHAT ELSE DO I NEED TO KNOW?

- Students can continue to use the A3 folio bought from Unit 1 & 2.
- 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 printing throughout the duration of the study.

FOOD STUDIES

UNITS 1 & 2



SUBJECT OVERVIEW

This course takes an interdisciplinary approach to the exploration of food, food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

UNIT 1 DESCRIPTION

Students explore food from a wide range of perspectives, both past and present patterns of eating as well as global food production systems. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work includes cooking, demonstrations creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

UNIT 2 DESCRIPTION

Students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods, design new food products and adapt recipes.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Build practical food skills in planning, preparing and cooking, ensuring food safety
- Apply principles of nutrition, food science and sensory evaluation to food planning and preparation.
- Research and discuss issues relating to our food system.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A range of practical activities (compulsory)
- Short written report
- Practical demonstration
- End-of-semester exam

WHAT ELSE DO I NEED TO KNOW?

- Experience from Year 10 Food Technology or Introduction to Hospitality and Cookery is advantageous.
- This subject may include a levy of \$150 to cover food supplies for the year (subject to change).

FOOD STUDIES

UNITS 3 & 4

SUBJECT OVERVIEW

This course takes an interdisciplinary approach to the exploration of food, food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

UNIT 3 DESCRIPTION

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. 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.

UNIT 4 DESCRIPTION

Students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, technologies, food safety and food wastage to solve problems and support sustainable futures. Area of Study 2 focuses on the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Physiology and conditioning of appetite, satiety and the sensory appreciation of food.
- Evaluation of nutritional quality of foods and meals.
- Analysing the role of media in shaping food information and influencing food choice.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- A range of practical activities (compulsory)
- Short written report
- Practical demonstration
- Video or podcast
- Oral presentation
- End of year exam

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Dietician
- Food Stylist
- Nutritionist
- Chef Food Teacher
- Food Writer

WHAT ELSE DO I NEED TO KNOW?

- Experience from Unit 1 and 2 Food Studies is advantageous.
- This subject may include a levy of \$150 to cover food supplies for the year (subject to change).

PRODUCT DESIGN & TECHNOLOGY

UNITS 1 & 2



SUBJECT OVERVIEW

Product Design and Technologies focuses on design thinking, creative problem solving and understanding factors that influence design. Through this subject you take on the role of the design maker.

UNIT 1 DESCRIPTION

This unit explores the roles and collaboration of product designers, focusing on research and idea generation. Students practice critical thinking and use drawing systems to develop graphical concepts. They experiment with materials to create prototypes. Analysis of existing products and innovations is guided by design briefs and the Double Diamond approach. Practical work emphasizes safe skill development and refining product concepts through prototyping.

UNIT 2 DESCRIPTION

Designers should research both local and global end users to understand their diverse needs, focusing on inclusive product design that promotes belonging, access, usability, and equity. Students investigate social and physical influences on design, create end user profiles, and develop products that positively impact these aspects. They also study cultural influences, particularly Aboriginal and Torres Strait Islander design practices, sustainable design, and the integration of traditions and culture into modern designs.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Planning and time management
- Critical and creative thinking
- Designing by using sketches or digital tools
- The ability to choose appropriate materials, processes and tools
- Digital file management
- General organisational skills.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Folio of work
- End of year exam
- Manufactured product

WHAT ELSE DO I NEED TO KNOW?

- Experience from Year 10 Product Design and Technology is advantageous.
- This subject may include a levy of \$150 to cover supplies for the year (subject to change).

PRODUCT DESIGN & TECHNOLOGY

UNITS 3 & 4



SUBJECT OVERVIEW

Students will explore an end-user's needs and design and make a product for them.

UNIT 3 DESCRIPTION

In this unit, students develop ethically considered product concepts and a final proof of concept using the Double Diamond approach and design thinking, focusing on sustainability and manufacturing practices. Students refine their production skills, safe work methods, and use various materials and tools. They engage with end users, apply ethical research, and incorporate feedback into their designs. Speculative design thinking is used to explore future technologies and market trends.

UNIT 4 DESCRIPTION

Students refine their production skills, safe work methods, and use various materials and tools. They engage with end users, apply ethical research, and incorporate feedback into their designs. Speculative design thinking is used to explore future technologies and market trends.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Learn about design in the industry
- Decide on an end-user to solve a personal, local or global design problem and follow the Double Diamond Design Process
- Learn about the factors that influence design and use design thinking
- Complete a folio; planning your time, materials, safety and construction methods for your design
- Make the product you designed and evaluate it
- Consider sustainability in product design.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Folio of work
- End of year exam
- Manufactured product

WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Industrial design
- Jeweller
- Interior Architecture
- Engineering
- Furniture Design

WHAT ELSE DO I NEED TO KNOW?

- Experience from Unit 1+2 Product Design and Technology
- This subject may include a levy of \$150 to cover supplies for the year (subject to change).

VET COOKERY

CERTIFICATE II

SUBJECT OVERVIEW

Students with an interest in learning about the cooking aspect of the Hospitality industry are encouraged to apply for this VET course which runs over 2 years and contributes to a student's Year 12 ATAR.

YEAR 1 DESCRIPTION (YEAR 11)

Students learn to use hygienic practices for food safety, use food preparation equipment, clean kitchen equipment and participate in safe work practices. Students will also learn how to prepare and present simple dishes, receive, store and maintain stock, prepare and present sandwiches as well as other dishes using basic methods of cookery.

YEAR 2 DESCRIPTION (YEAR 12)

Students will learn how to prepare appetisers and salads, prepare stocks, sauces and soups, prepare vegetable, fruit, eggs and farinaceous dishes. Students will also learn to work effectively in a commercial kitchen.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- A knowledge of cooking and key skills required for basic cookery
- Hygiene practices
- Social and cultural sensitivity
- Many transferable skills for other industries

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Observation of practical knowledge
- Multiple choice, open book assessments

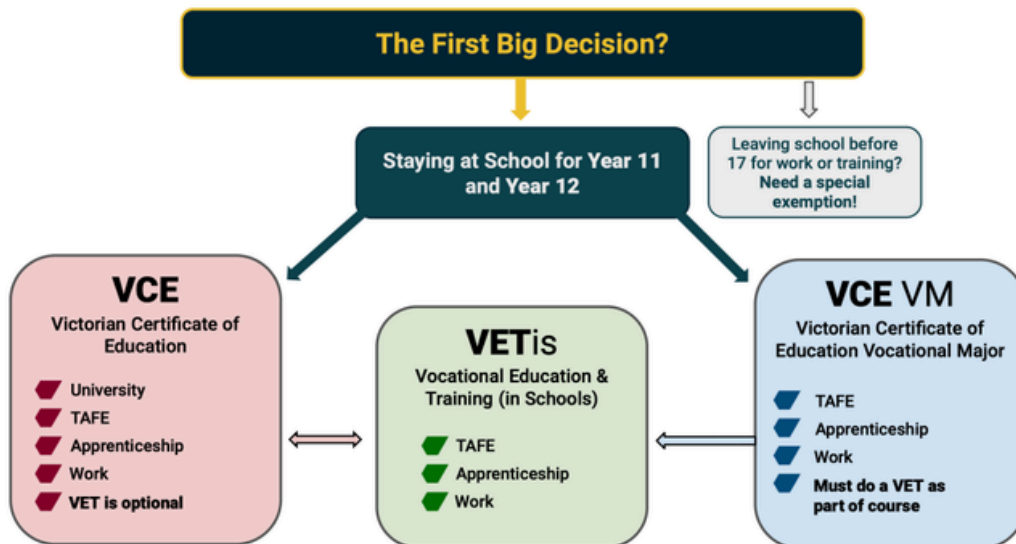
WHAT TYPES OF FURTHER STUDY OR CAREERS COULD THIS SUBJECT LEAD TO?

- Cook
- Catering assistant
- Sandwich hand

WHAT ELSE DO I NEED TO KNOW?

- VET Cookery operates all day on Wednesdays which means that students will miss timetabled classes. It is an expectation that students will catch up on work missed on this day.
- Throughout the year, students will cook food to be served inside and outside of the school.
- This is a nationally recognised course which may provide opportunities for RPL with further study.

CHOOSING A PATHWAY AT YEAR 11 AND 12



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

A VCE program is ideal if you are considering a pathway to university or TAFE. A VCE program is designed to be undertaken over a minimum period of two years.

Each subject offered at VCE is broken up into four semester length units. Most studies offer four units, but students do not necessarily have to take all four units.

ASSESSMENT

Students studying the VCE will have standards-based assessment and external examinations, leading to an Australian Tertiary Admission Rank (ATAR).

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

The Vocational Major recognises vocational and applied learning pathways as equal to the VCE but provides a more hands-on option for students who are interested in TAFE, an apprenticeship or work after completing Year 12.

Students studying the VCE VM will also study subjects offered into four semester length units, however, ALL VCE VM students must study some pre-requisite subjects and at least one VETis certificate as part of their overall course.

ASSESSMENT

Students studying the VCE VM will have standards-based assessment but will not be required to sit external examinations and will not receive an ATAR.

VCE VM CURRICULUM 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'.

WHAT IS APPLIED LEARNING?

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.

WHO IS VCE VM FOR?

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.

HOW IS VCE VM ASSESSED?

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.

WHAT CERTIFICATE WILL I GRADUATE WITH?

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.

VCE VM COURSE 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 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 (6 units total)
- 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.

VCE VM SUBJECT OVERVIEWS



LITERACY

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning.

By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally.

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 SUBJECT OVERVIEWS



PERSONAL DEVELOPMENT SKILLS

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.

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

STRUCTURED WORKPLACE LEARNING & SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS (SBAT)



The VCE Vocational Major is a program designed to aid the transition from Secondary School to the workplace.

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

In addition, students are expected to participate in Structured Workplace Learning (SWL). 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.

VOCATIONAL EDUCATION & TRAINING (VET)

VET in Schools offer VCE and VCE Vocational Major pathways and are available for students aged 15 years on enrolment 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. Please note that there may be some VET courses which are unavailable.

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

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

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)



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.

SBATs 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 work experience placement is strongly encouraged prior to commencing this process and the minimum age to commence an SBAT is 15 years old.

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 students will undertake one to two days per week paid employment.

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.