

COURSE SELECTION HANDBOOK

SENIOR
SCHOOL

2023

Global 
Learning
Centre



PORTLAND SECONDARY COLLEGE

Creating the Opportunities

Senior School Course Selection Information

The Senior School at Portland Secondary College consists of Year 11 and Year 12 students (and students from younger years completing a Senior School subject). There are two main pathways for students entering into the Senior School to complete:

- the Victorian Certificate of Education (**VCE**); or
- the Victorian Certificate of Education – Vocational Major (**VCE VM**).

Both pathways can include Vocational Education and Training (**VET**) qualifications.

This handbook outlines the differences between each pathway and how each pathway is delivered at PSC.

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1. Victorian Certificate of Education (VCE)

1.1. Overview

The Victorian Certificate of Education (VCE) provides diverse pathways to further study or training at university or TAFE and to employment.

Each VCE study, including the Vocational Major, is designed to be a 2-year program, with Units 1 and 2 at a Year 11 standard and Units 3 and 4 at a Year 12 standard. Each VCE unit involves 50 hours of scheduled classroom instruction and 50 hours of self-directed learning for students.

A student must satisfactorily complete 16 units to be awarded their VCE, which must include three units from the English group (including a Unit 3-4 sequence) and at least three other sequences of Unit 3-4 studies.

At PSC it is expected that students will undertake 6 subjects (12 units) in Year 11 and 5 subjects (10 units) in Year 12, for a total of 22 units. Exceptions can be made to this through the senior sub-school AP.

Students may undertake Units 1, 2 or 3 without previously undertaking a Unit of a study. However, it is strongly advised that students complete Units 1 and 2 of Accounting, Chemistry, Languages and Physics before attempting Unit 3 of these subjects. Students must successfully undertake Unit 3 before commencing Unit 4 of a study.

The levels of achievement obtained by students for Units 3 and 4 form the basis of a student's Australian Tertiary Admissions Rank (ATAR). Most universities require an ATAR for entrance to their courses for high school leavers (but not all).

1.2. VCE Curriculum Offerings

The following outlines the curriculum offerings for the VCE program at PSC, by faculty. In Year 11 students complete 6 subjects. In Year 12 students complete 5 subjects.

English

Year 11 (Units 1 & 2)	Year 12 (Units 3 & 4)
<ul style="list-style-type: none"> English (EN) Literature (LI) English as an Additional Language (EAL) 	

English is compulsory for all students completing VCE.

Mathematics

The below table outlines all mathematics subjects offered at PSC. Subjects are listed from least difficult at the top to most difficult at the bottom of the table. Please also review the mathematics pathways table on page 6. Year 11 (Units 1 & 2)	Year 12 (Units 3 & 4)
<ul style="list-style-type: none"> Foundation Maths (FM) General Mathematics (MA) Mathematics Methods (MD) Specialist Mathematics (MS) 	<ul style="list-style-type: none"> Foundation Maths (MA) General Mathematics (MA) Mathematics Methods (MD) Specialist Mathematics (MS)

Other Faculties

Faculty	Year 11 and 12 (Units 1, 2, 3 & 4)	Faculty	Year 11 and 12 (Units 1, 2, 3 & 4)
Technologies	<ul style="list-style-type: none"> Food Studies (FS) Product, Design and Technology – Wood (PW) Product, Design and Technology – Textiles (PT) Systems Engineering (ST) 	Humanities	<ul style="list-style-type: none"> Accounting (AC) Ancient History (AH) Australian & Global Politics (AP) Business Management (BM) Geography (GE) Legal Studies (LS) Modern History (MH)
Science	<ul style="list-style-type: none"> Biology (BI) Chemistry (CH) Physics (PH) Psychology (PY) 	The Arts	<ul style="list-style-type: none"> Art (AT) Drama (DR) Media Studies (ME) Music Performance (MU) Studio Arts (SA) Visual Communication and Design (VD)
Physical Education and Health	<ul style="list-style-type: none"> Health and Human Development (HD) Outdoor and Environmental Studies (OE) Physical Education (PE) 	Languages other than English (LOTE)	<ul style="list-style-type: none"> Indonesian (IN)

1.2.1. Mathematical Pathways

The level of mathematics selected in earlier years will impact what level of mathematics can be selected in later years. The PSC mathematical pathways are outlined below:

Year 10	Year 11	Year 12
• Foundation Maths	• Foundation Maths	• Foundation Maths

• General Maths	• Foundation Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths

• Maths Methods	• Foundation Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths
	• Maths Methods	• General Maths • Maths Methods • Specialist Maths
	• Specialist Maths	• Foundation Maths • General Maths • Maths Methods • Specialist Maths

For example, if you study General Maths in Year 10, you may select either Foundation Maths or General Maths in Year 11. If you study Maths Methods in Year 11, you may select Foundation Maths, General Maths or Maths Methods in Year 12.

It is strongly recommended that Specialist Maths is studied alongside Maths Methods. If you are interested in studying Specialist Maths, it is recommended that you discuss this with your Maths teacher prior to submitting your preferences.

1.3. Distance Education

It is possible to study a subject not offered by PSC via distance education. This involves regular online contact with a subject-specific teacher throughout the year and completion of equivalent assessments to a course being run face-to-face.

Students must apply to study a subject via distance education. The following factors will be considered when evaluating any student application:

- Academic record
- Evidence of ability to work independently, self-organise and self-motivate
- Potential pathways (including pre-requisite subjects)
- Access to a reliable device and internet connection

There may be upfront external fees for distance education subjects.

For more information, please see the Senior Sub-School Assistant Principal.

1.4. University Extension Subjects

Students who have completed a Year 12 subject (VCE Units 3 and 4) while in Year 11 may consider doing a University subject as a subject while in Year 12.

For more information, please see the Senior Sub-School Assistant Principal.

1.5. University Entrance

Entrance requirements to universities and other tertiary education institutions are varied and can be complex. All students considering tertiary education should consider all relevant information carefully.

1.5.1. Victorian Tertiary Admissions Centre

Students in Year 10, 11 and 12 should use the [CourseSearch](#) function on the [Victorian Tertiary Admissions Centre](#) website to look at prerequisites, recommended subjects and entrance requirements. This includes determining whether any VCE subjects are **pre-requisites** to studying a university course.

If you're a current Year 10/11 student, these pages are designed to help you research tertiary courses and choose your Year 11/12 studies.

- **Current [Year 10 VTAC Guide \(Year 11 in 2023\)](#)**
- **Current [Year 11 VTAC Guide \(Year 12 in 2023\)](#)**

Students should also consult with the PSC Careers Coordinator for individual advice.

Students considering tertiary institutions in other states should carefully examine similar websites for those respective states.

1.5.2. Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies.

The ATAR is a percentile rank, so it shows the relative performance of each VCE student compared to everyone else in their age group.

The ATAR is a rank based on each student's study score produced by adding:

- Scaled study score in English (Units 3 and 4)
- Scaled study score in the next best three subjects (Units 3 and 4)
- 10% of the fifth and sixth scaled study scores (if available)

For more information on the ATAR, please review the VTAC [website](#).

1.6. Unscoored VCE

There is an opportunity for students with multiple viable post-secondary schooling pathways, to undertake an unscoored VCE program. This means that they would not undertake their end of year exams, would not receive study scores for their subjects and they would not receive an ATAR. They would still be required to sit the GAT. There is no change to their coursework nor assessments in Year 11 or 12, other than not sitting the external Year 12 exams.

It is not a pathway for most students as these results and statements can open further opportunities for students in further training and employment. However, it is an option for some students every year.

The process requires multiple meetings to ensure that it's the best option for the individual. These meetings are completed late in Term 4 of the previous year, or in Term 1 of the student's Year 12 year.

Please see the Senior Sub-School Assistant Principal for more information.

2. VCE - Vocational Major

2.1. Overview

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

In 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation or the new Victorian Pathways certificate which will replace Foundation VCAL.

The VCE Vocational Major will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighboring school or a local TAFE

The new certificates are part of a suite of 38 reforms recommended in the *Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling* (the Firth Review) to lift the quality and perception of vocational education and help more students access high-quality applied learning programs.

2.2 Transition to Vocational Major

If students are studying VCAL in 2022 they will transfer into the VCE Vocational Major with credit for completed VCAL subjects in 2022. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Major if they meet the requirements.

Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new Victorian Pathways Certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the Victorian Pathways Certificate.

This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Major certificate in 2023.

Each Vocational Major course must include units in the following strands:

- Literacy (this can be either VCE VM Literacy or VCE English)
- Numeracy (this can be either VCE VM Numeracy or any VCE Maths)
- Personal Development Skills
- Work Related Skills
- VET Subject

At PSC, Vocational Major students will need to complete an additional VCE subject or Structured Workplace Learning (SWL) on top of the above course requirements, which contributes credit to their program.

It is recommended at PSC, that all Vocational Major students undertake a school-based apprenticeship or traineeship (SBAT), or additional structured workplace learning (SWL) which will provide credit to their program.

3. Vocational Education and Training (VET)

Vocational Education and Training delivered to secondary school students aims to support quality vocational pathways and provide options for all students.

Successful completion of the two-year course will result in the award of a Certificate II or statement of attainment of the units completed for certificate III course. Failure to successfully completed both years will provide the student with a number of Units of Competency (outlined by a Statement of Attainment) but will not provide the student with the Certificate of Completion.

3.1. TAFE Offering

PSC has a partnership agreement with TAFE to deliver the following VET DSS courses:

- Engineering
- Community Services (second year students only)
- Early Childhood Education and Care
- Health Services Assistance
- Kitchen Operations

These courses will run **1pm to 5pm on Thursdays** at SWTAFE Portland Campus (Hurd St, Portland). SWTAFE is entirely responsible for the delivery of these programs, including teaching, behaviour management, attendance, and pastoral care. Students are responsible for making their own way to the TAFE campus, ensuring they miss as little class time at PSC as possible.

For more information, please review the Subject Selection information about the individual VET DSS subjects.

3.2. VET VCE

The following VET DSS classes can be undertaken by VCE students:

- Engineering
- Community Services (second year students only)
- Early Childhood Education and Care*
- Health Services Assistance
- Kitchen Operations

*SWTAFE is only offering Early Childhood Education and Care units which make up part of a Certificate III. Students taking this class in year 11 need to be aware that this course cannot be completed in two years. To gain the full certificate students would need to continue with their TAFE course after they complete Year 12.

VCE students wishing to study a VET course at SW TAFE need the approval of the Senior Sub-School Assistant Principal

4. Parent Payments

Portland Secondary College is looking forward to another great year of teaching and learning and would like to advise you of anticipated voluntary financial contributions for 2023.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, this has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to offer a varied curriculum with opportunities to learn and discover.

Our Voluntary Financial Contributions is expected to be \$220.00 per student for all core and elective subjects (including VET). We invite parents to make a Curriculum Contribution of \$220.00 to help cover the costs associated with delivery of the curriculum so that the school can continue to provide for all students.

For further information on the Department's Parent Payments Policy please see a [one-page overview](#).

5. Course Selection Page

Students will receive a Subject Selection Page from their mentor teacher on Monday 2nd of August. This will assist student complete the online subject selection. An example the page is below. This also includes important dates for subjection selection.

In order to make some smart choices about future subject selections all Year 11 Students need to do five things.

1. Download onto your device the 2023 Senior Course Selection Handbook (available from August the 2nd) and read through it.
2. Attend the Senior Course Information Night on Wednesday 3rd of August at 6.45pm.
3. Complete the questions on this page prior to making your Course Selections.
4. Discuss your choices with your mentor and or Teachers at Parent Teacher Interviews on Monday 8th August.
5. Complete your course selections for 2023 online using the details you will be given by your mentor after you have had a discussion.

Name:	Mentor Group:
Careers I am interested in and the reasons why they interest me:	
Subjects in Year 12 that I need to do to achieve my career plans:	
1. <input type="checkbox"/> English or <input type="checkbox"/> Senior Literacy	2.
3.	4.
5.	
Other subjects I am interested in and would be prepared to study:	
6.	7.
8.	
<i>Are there any subjects that PSC is not currently offering that you would like to study?</i>	
<i>I have discussed this plan with my parents.</i>	
Student Signature:	
Parent Signature:	
Discuss this sheet with your Mentor during Course Selection Interviews who will then give you your subject selection code and instructions to enable you to complete your selections online.	

VCE SUBJECTS



Be respectful Be successful Be Resilient Be Creative

Are you interested in learning how past events have helped shape the world we live in today? Do you like reading about how people lived in the ancient past? Are you able to take a package of information and quickly judge what is relevant and why? If you have answered 'yes' to these questions, you will enjoy Ancient History.

Topic Overview	Egypt, Greece, and Rome were major civilisations of the ancient world. Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence and analysis as a response to historical enquiry. The study of History improves your ability to form an argument, think critically, and analyse information. These are all important and marketable skills in the 21st century in career areas such as defence, law, business, government and the health industry among others.
Unit 3	<p>Greece AOS 1 Archaic and Classical Period 800-454BCE</p> <p>Political Social and Economic Features of Athens and Sparta to 454 BCE- Democracy is founded in Athens, The rise of democracy and its impact on the people of Athens. Sparta -a distinct warrior culture. Daily life in a unique society of absolute obedience to the state. Causes and consequences of the conflict between Greece and Persia. (Persian Wars) The battles of Marathon, Thermopylae, and Salamis, highlight the struggle between Greece and Persia</p>
Unit 4	<p>Greece (AOS 2) The Peloponnesian War</p> <p>The titanic struggle between Athens and Sparta – How did Athens transform from saviour of Greece to an overbearing empire? Why did war break out between Sparta and Athens, and what were the consequences of a vicious war spanning 28 years!?</p> <p>The brutal nature of the war, including the Plague of Athens, the disastrous Athenian campaign in Sicily, and the Mytilene debate. Key personalities- Alcibiades, Pericles and Lysander</p> <p>Rome AOS 1 Social, political, and economic features of Rome 754-146BCE</p> <p>The social features of Ancient Rome including the struggle between the lower classes and the elite (Plebeians vs Patricians) The political features of Ancient Rome including the seven Kings of Rome and the rise of the Republic and establishment of assemblies, consuls and the senate. The causes and consequences of the conflict between Rome and Carthage. (Hannibal)</p> <p>Rome AOS 2 The Crisis of the Republic</p> <p>The root causes of the fall of the Republic- the Gracchi and the reforms of Marius The impact of the warlords on Rome- Sulla and Pompey the Great Julius Caesar, Cleopatra, and Octavian- struggle for mastery of the Roman world.</p>
Assessment	Students may sit school-based assessments that includes historical inquiry, analysis of primary sources, extended responses, and an essay. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Historian, Journalist, Lawyer, Criminologist, Archaeologist, Teacher, Librarian, Politician
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you passionate about creating art works? Do you like to express yourself in a visual manner? Are you interested in understanding why artists create works of art? If so, then Art Creative Practice could be the subject for you.

Topic Overview	VCE Art encourages artistic development by allowing students to develop their own ideas and experiment with art materials to produce a folio of work by using the Creative Practice to structure their exploration and development. It also aims to give students the ability to understand the art of artists from various times and places.
Unit 1	Interpreting artworks and exploring the Creative Practice <ul style="list-style-type: none"> discuss the practices of three artists, by discussing both structural and cultural influences in the interpretation of one artwork by each artist. use the Creative Practice to develop and make visual responses informed by the exploration of personal interests and ideas. document and evaluate the components of the Creative Practice used to make personal visual responses.
Unit 2	Interpreting artworks and developing the Creative Practice <ul style="list-style-type: none"> analyse and compare the practices of artists and artworks from different cultures and times. use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches. critically reflect on, evaluate and document the use of the Creative Practice to develop and make collaborative visual responses.
Unit 3	Investigation, ideas, artworks and the Creative Practice <ul style="list-style-type: none"> develop personal ideas using research that examines one artwork and the practice of an artist and produce at least one finished artwork using the Creative Practice. apply and explore ideas and an area of personal interest using the Creative Practice.
Unit 4	Interpreting, resolving and presenting artworks and the Creative Practice <ul style="list-style-type: none"> document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work. use the Creative Practice to resolve and present a Body of Work. compare the practices of historical and contemporary artists and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.
Assessment	Students may sit school-based assessments that includes the creation of a folio, completed art works, written essays and critiques. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Artist, Interior Designer, Sign Writer, Ceramicist, Jewellery Maker, Makeup Artist, Set Designer, Costume Designer, Printmaker, Photographer, Curator, Art Therapist, Fashion Designer, Art Teacher, Florist.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in creating art works? Do you like to work with your hands to express yourself? Would you like to know more about the process of creating, making and exhibiting artworks? Would you like to experiment with a range of different materials and build your artistic skills? If so, then Art making and Exhibiting could be the subject for you.

Topic Overview	Art Making and Exhibiting is a folio subject that encourages creative potential and quality artwork. Students develop an understanding of different materials and techniques on their journey to producing artworks based on individual themes and concepts through their own choice of medium, be that sculpture, textiles, painting, drawing, printing or photography.
Unit 1	Explore, expand and investigate <ul style="list-style-type: none"> explore the characteristics and properties of materials and demonstrate how they can be manipulated make and present at least one finished artwork and document art making in a Visual Arts journal. research Australian artists and present information about them in a format appropriate for a proposed exhibition.
Unit 2	Understand, develop and resolve <ul style="list-style-type: none"> select a range of artworks from an exhibition and other sources to design a thematic exhibition. explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme. progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.
Unit 3	Collect, extend and connect <ul style="list-style-type: none"> collect information from artists and artworks in specific art forms to develop subject matter and ideas in art making. make artworks in specific art forms, prepare and present a critique, and reflect on feedback. research and plan an exhibition of the artworks of three artists.
Unit 4	Consolidate, present and conserve <ul style="list-style-type: none"> refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making. plan and display at least one finished artwork in a specific art form and present a critique. understand the presentation, conservation and care of artworks, including the conservation and care of students own artworks.
Assessment	Students may sit school-based assessments that includes the creation of a folio, completed art works, written essays and critiques. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Artist, Interior Designer, Sign Writer, Ceramicist, Jewellery Maker, Makeup Artist, Set Designer, Costume Designer, Printmaker, Photographer, Curator, Art Therapist, Fashion Designer, Art Teacher, Florist.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you take an interest in the news? Are you curious about how society works, and decisions are made? Did you enjoy Global Perspectives or Law for Living? Do you want to develop your skills in analysis and research to become a more informed and active member of society?

Topic Overview	This course delves into contemporary power at both national and global levels. Students explore, explain, analyse and evaluate national and global political issues, and events. This course offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.
Unit 1	In Unit 1, students are introduced to the key ideas relating to the exercise of political power in two Areas of Study: Power and ideas <ul style="list-style-type: none">- Explore the meaning of politics and power. Understand how power is distributed in the Australian political system and compare this to other political system. Political actors and power <ul style="list-style-type: none">- Analyse the roles of political parties play in the Australian political system and the influence of interest groups and the media.
Unit 2	This unit introduces students to the global community and the global actors that are part of this community, under the Areas of Study: Global Connections <ul style="list-style-type: none">- Evaluate globalisation and opportunities for the global community can meet the challenges of the 21st century. Global Cooperation and Conflict <ul style="list-style-type: none">- Assess opportunities for the global community to manage international cooperation and conflict. Analyse the role of key global actors, such as the UN and NGOs in resolving issues such as war, conflict, environmental challenges, people movement and international crime.
	After successfully completing Units 1 and 2 of Australian and Global Politics, students would have the option to continue Units 3-4 Australian Politics, or Units 3-4 Global Politics in 2022 (subject to course availability).
Assessment	Students may sit school-based assessments that include comparative research, analytical essays, case studies and presentations. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Study of politics prepares students for a wide range of potential study and career pathways, including journalism, public service, law, international development and education.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you want to understand how animals and plants work? Are you curious about how our bodies fight disease? Are you interested in the theory of evolution? If you have answered 'yes' to these questions, you will enjoy Biology.

Topic Overview	Biology plays an important role in understanding of complex forms of life involving humans, animals and plants. Biology helps individuals understand the interaction between humanity and the world. In the future, doctors and scientists hope to use our understanding of Biology and genetic information to diagnose, treat, prevent and cure many illnesses, as well as develop ways to preserve the living organisms around us.
Unit 1	<p>How do organisms regulate their functions?</p> <p>In this unit, students examine the cell as the structural and functional unit of life, from the single-celled to the multicellular organism. Students focus on cell growth, replacement and death and the role of stem cells. They explore how systems function through cell specialisation in plants and animals and consider the role homeostasis in maintaining an animal's internal environment.</p> <p>A student-designed scientific investigation is undertaken in Area of Study 3 that involves the generation of primary data and presentation as a digital poster.</p>
Unit 2	<p>How does inheritance impact on diversity?</p> <p>In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students analyse the advantages and disadvantages of reproductive strategies, including the use of reproductive cloning technologies. They study adaptations that enhance an organism's survival in Australian ecosystems.</p> <p>A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3.</p>
Unit 3	<p>How do cells maintain life?</p> <p>In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse gene structure and expression and proteins as a diverse group of functional molecules. They examine the consequences of manipulating the DNA molecule and applying biotechnologies.</p> <p>Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.</p> <p>A student-designed scientific investigation is undertaken in either Unit 3 or Unit 4. The design, analysis and findings of the investigation are presented a scientific poster</p>
Unit 4	<p>How does life change and respond to challenges over time?</p> <p>In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness of species, natural selection as a mechanism for evolution and examine the evidence that supports this evolutionary theory. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.</p>
Assessment	Practical reports, Experimental design, Graphic organisers, Investigation of an issue, Media Analysis, Bioinformatics
Associated Career Areas:	Health occupations, Agriculture and Horticulture, Environmental engineering and Sports sciences
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in building your knowledge and skills to enhance your confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community? Do you want to run your own business? If you have answered 'yes' to these questions, you will enjoy Business Management.

Topic Overview	VCE Business Management examines the ways businesses manage resources to achieve objectives. VCE 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 changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.
Unit 1	Planning a business <ul style="list-style-type: none"> • The Business Idea –New business ideas are formed from a wealth of opportunities. • The External Environment - Consists of all elements outside a business that may act as pressures or forces on the operations of a business. • The Internal Environment – How the owner has more control over the activities, functions and pressures that occur within a business.
Unit 2	Establishing a Business <ul style="list-style-type: none"> • Legal requirements and Financial considerations - It is essential to deal with legal and financial matters when establishing a business. • Marketing a Business - Establishing a strong customer base for a business is an important component of success. • Staffing a Business - Staff are one of the business's greatest assets and are an important consideration when establishing a business.
Unit 3	Unit 3 – Managing a Business <ul style="list-style-type: none"> • Business Foundations - The key characteristics of businesses and their stakeholders. • Managing Employees - Essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. • Operations Management - The production of goods and services is the core objective of businesses.
Unit 4	Transforming a Business <p>Reviewing Performance – The Need for Change - Managers regularly review and evaluate business performance.</p> <p>Implementing Change - It is important for managers to know where they want a business to be positioned for the future.</p>
Assessment	Students may sit school-based assessments that include case study, test, report and structured questions. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Business Manager, Accountant, Marketing & Research, Finance Manager, Financial Services, Property and Real Estate.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you enjoy solving complex scientific problems? Do you want to know what the universe is made of? Are you interested in global environmental problems such as ocean acidification and water contamination? Are you interested in the ways we fuel our bodies and our societies?

Topic Overview	Embark on a journey of scientific investigations and learn to speak the language of chemists. This subject also emphasises how evidence is used to develop or refine chemical ideas, knowledge and models. Practical activities and experiments assist in developing your understanding of the chemical concepts and theory.
Unit 1	<p>How can the diversity of materials be explained?</p> <p>In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations and use chemistry terminology to represent and explain observations and data from their own investigations. A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.</p>
Unit 2	<p>How do chemical reactions shape the natural world?</p> <p>Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water, discover the gases that may be produced in chemical reactions, and explore applications of acid-base and redox reactions in society. Students conduct practical investigations and use chemistry terminology to represent and explain observations and data from their own investigations. A student-designed scientific investigation is undertaken in Area of Study 3.</p>
Unit 3	<p>How can chemical processes be designed to optimise efficiency?</p> <p>In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rate and extent.</p>
Unit 4	<p>How are organic compounds categorised, analysed and used?</p> <p>In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students predict the products of reaction pathways and to design pathways to produce compounds from given starting materials. Students investigate key food molecules and explore their chemical structures.</p>
Assessment	<p>A range of assessment tasks including:</p> <ul style="list-style-type: none"> • Annotations of practical activities from a practical logbook • A report of a student investigation • Analysis of data including generalisations and conclusions • A response to a set of structured questions (short answer and/or extended response) • Analysis and evaluation of stimulus material.
Associated Career Areas:	<ul style="list-style-type: none"> • Health areas such as medicine, nursing, paramedicine, and pharmacy • Chemical and materials engineering • Biological and Earth sciences • Research
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in acting and the performing arts? Do you think you might enjoy learning about what it takes to put on an original live performance from start to finish? VCE Drama will give you experience in writing a play, through to directing, backstage management, including lighting and sound managing, promotion, audience needs and other important aspects of live performance? If this sounds interesting then Drama could be the subject for you.

Topic Overview	VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.
Unit 1	Introducing performance styles In this unit students study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.
Unit 2	Australian identity In this unit students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.
Unit 3	Devised ensemble performance In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.
Unit 4	Devised solo performance This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They consider the use of production areas to enhance their performance and the application of symbol and transformations. The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.
Assessment	Students may sit school-based assessments that includes group and solo performances, written analysis, structured questions, statements of intention. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Media Producer/Presenter, Actor, Dancer, Entertainer, Teacher, Director, Stage Manager, Dramaturg, Radio Presenter
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

English/English as an Additional Language

Units 1-4

English is a compulsory subject for all students. It provides a range of 'real life' skills and helps in many areas such as providing the means to write a letter about something you feel strongly about, winning an argument, enhancing your communication skills and recognising how writers and speakers use language to try to persuade you.

Topic Overview	The English language is central to how we understand and appreciate the world and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.
Unit 1	Reading and Exploring Texts/Crafting Texts <ul style="list-style-type: none"> • Make a personal connection with texts • Explore vocabulary, text structures, language features, and ideas in texts • Demonstrate an understanding of effective and cohesive writing through crafting of own • Explain purpose and decisions made about the writing process and language conventions
Unit 2	Reading and Exploring Texts/Exploring Argument <ul style="list-style-type: none"> • Analyse the language, features, and ideas in a text • Explore and analyse persuasive texts • Understanding the ways arguments and language can be used to position audience • Construct a persuasive presentation
Unit 3	Reading and Responding to Texts/Creating Texts <ul style="list-style-type: none"> • Demonstrate understanding of the ideas in a text • Analyse how language, structure, and features make meaning • Demonstrate effective writing skills by producing own ideas in response to specific context and audience • Explain decisions made throughout the writing purpose
Unit 4	Reading and Responding to Texts/Analysing Argument <ul style="list-style-type: none"> • Demonstrate understanding of the ideas in texts • Analyse how language, structure, and features make meaning • Analyse the use of argument and language in persuasive texts • Develop and present a point of view
Assessment	Students may sit school-based assessments that includes a text response essay, an oral presentation, a language analysis task, and a creative response. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Journalism, Communications, Politics, Public Relations, Teaching, Law, Marketing, Publishing, Editing and Film.
Ahead of time	Eligible Year 10 students can apply to the Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .
English as an Additional Language students	Students who are less familiar with the English language because they are from language backgrounds other than English or who are hearing impaired may have access to English as an Additional Language (EAL) status. For more information contact the Assistant Principal.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Topic Overview	VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.
Unit 1	Food origins <ul style="list-style-type: none"> Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines, and cultures. Students focus on the history and culture of food in Australia, looking at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students explore trends in food practices and food subcultures in Australia and their impact on health.
Unit 2	Food makers <ul style="list-style-type: none"> Students focus on commercial food production in Australia, including primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures.
Unit 3	Food in daily life <ul style="list-style-type: none"> Students investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the Australian Dietary Guidelines. Students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty.
Unit 4	Food issues, challenges and futures <ul style="list-style-type: none"> Students focus on food information and misinformation and the development of food knowledge, skills and habits. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources.
Assessment	Students may sit school-based assessments that includes written reports, practical activities, annotated visual report and structured questions. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Chef, caterer, food scientist, nutritionist, health promotion officer, kitchen hand, dietician, baker, butcher, cake decorator, health officer.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Foundation Mathematics Units 1-2

Foundation Math is great if you need a basic VCE math topic that focuses on practical contexts encountered in everyday life in the community at work and at study.

Topic Overview	<p>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.</p> <p>Foundation Math is a 'scored' VCE pathway that leads into VCE Foundation Units 3-4 which will be offered next year.</p>
Units 1 and 2	<p>Algebra, number and structure - In this area of study students cover estimation, and number and related calculations in practical, everyday and routine work contexts.</p> <p>Data analysis, probability and statistics - In this area of study students cover collection, presentation and analysis of data.</p> <p>Financial and consumer mathematics- In this area of study students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of financial matters.</p> <p>Space and measurement - In this area of study students cover time, and the use and application of the metric system and related measurements.</p>
Assessment	<p>Students may sit school-based assessments that includes application, modelling and problem-solving tasks. Students will sit an exam at the end of each Unit.</p> <p>Detailed assessment information can be found in the Study Design (see below).</p>
Associated Career Areas:	<p>Foundation covers the basic maths found in most careers such as handling finance and analysing data.</p>
Ahead of time	
Study Design	<p>This subject is bound by the VCAA Study Design, which can be found on this website.</p>

General Maths helps you to apply Maths to everyday life and gives you skills you can use outside school.

Topic Overview	General Mathematics Units 1–4 is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.
Unit 1	Functions, relations and graphs - In this area of study students cover linear function and relations, their graphs, modelling with linear functions and solving linear equations Algebra, number and structure - In this area of study students cover the concept of a sequence and its representation by rule, table and graph and simple financial and other applications of these sequences. Discrete mathematics - In this area of study students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.
Unit 2	Discrete mathematics - In this area of study students cover the concept of matrices and matrix operations to model and solve a range of practical problems. Space and measurement - In this area of study students cover units of measurement, computations with formulas for different measures, trigonometry and Pythagoras' theorem and their applications in the plane Data analysis, probability and statistics - In this area of study students cover association between two numerical variables, scatterplots, and lines of good fit
Unit 3	Data analysis - Students cover data types, representation and distribution of data, correlation and causation as well as manipulation of data for the purposes of prediction. Recursion and Financial modelling - Students model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.
Unit 4	Matrices - Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations. Networks and decision mathematics - Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.
Assessment	Students may sit school-based assessments that includes assignments, tests, summary or review notes, modelling tasks, problem-solving tasks and mathematical investigations. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	General Mathematics will assist you in careers such as education, nursing, accounting and financial planning
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in learning about physical, mental and social health and development across the human lifespan, as well as the factors that determine these? Health and Human Development is a fantastic subject to gain an insight into your own development and how the community can assist this development.

Topic Overview	Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.
Unit 1	Understanding Health and Wellbeing <ul style="list-style-type: none"> • Learn about indicators that are used to measure health. • Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia. • Explore food and nutrition and their importance for good health and wellbeing. • Identify major health issues affecting Australia's youth and reflect on the causes of health inequalities. • Learn about how governments and organisations develop and implement youth health programs.
Unit 2	Managing health and development <ul style="list-style-type: none"> • Investigate physical and social changes that occur in the transition from youth to adulthood. • Consider the characteristics of respectful relationships. • Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages. • Access Australia's health system and learn how it promotes health and wellbeing.
Unit 3	Australia's Health in a Globalised World <ul style="list-style-type: none"> • Learn about the health of Australians. • Look at different approaches to public health. • Investigate the role of Australia's health system and its role in promoting health. • Investigate a successful health promotion campaign.
Unit 4	Health and human development in a global context <ul style="list-style-type: none"> • Look at similarities and differences in major causes of illness in low, middle and high income countries. • Investigate a range of factors that contribute to health inequalities. • Consider the global reach of product marketing. • Investigate global trends in health and wellbeing. • Learn about the United Nation's Sustainable Development Goals and the work of the World Health Organisation. • Investigate the role of government/non-government organisations in providing foreign aid.
Assessment	Students may sit school-based assessments that includes structured questions, case studies, oral and visual presentations, tests, or written reports. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Fitness Instructor, Nurse, Midwifery, Paediatrician, Medical technician, Paramedic, Child Care Worker, Massage Therapist, Health Teacher, Nutritionist, Primary School Teacher.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

History

Units 1-2

Do you have an interest in the events that have shaped the world? Do you like to read and learn about historical events? Would you like to develop your writing skills? If you have answered 'yes' to these questions, you will enjoy History.

Topic Overview	<p>History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence. The study of History improves your ability to form an argument, think critically, and analyse information.</p> <p><u>Note</u> Students- you will be asked to choose <u>which option</u> (Twentieth Century History OR Ancient History) you would like to study, prior to the course starting. The selected option will run for the whole year by the whole class.</p>	
Unit 1	<p>Option 1 VCE Twentieth Century History 1918-1939 1. Nazi Germany 1918-1939.</p> <ul style="list-style-type: none"> • The rise of the Nazi Party in Germany, • Society in Nazi Germany - The Hitler Youth • Examine Terror- the SS and Gestapo, and the rise of the police state. <p>2. Social and Cultural Change <u>Soviet Russia under Stalin</u> 1924-1939</p> <ul style="list-style-type: none"> • The horrors of life in Stalin's Russia • Life in a dictatorship- the Ukrainian famine, purges and show trials • The ways in which cultural expression such as art, film, music has impacted on a society 	<p>Option 2 VCE Ancient History 1. Pompeii and Herculaneum 79 CE</p> <ul style="list-style-type: none"> • Fieldwork-Archaeology –including an archaeological dig! • The eruption of Vesuvius on Pompeii • Examine daily life in Pompeii-slavery, and women. <p>2. Ancient Empires <u>Assyria- Empire of Mesopotamia</u> The Assyrian empire- the reigns of Assyrian kings including Sennacherib</p> <ul style="list-style-type: none"> • The Assyrian army- deportation, terror • Social features of life in Assyria
Unit 2	<p>Twentieth Century History 1945-2000-The Cold War</p> <ul style="list-style-type: none"> • The underlying causes of Cold War tension • The division of Germany, the nuclear arms race, the Cuban Missile Crisis, the space race • Proxy wars focusing on the Vietnam War <p><u>A brave new world?</u></p> <ul style="list-style-type: none"> • Black Civil Rights in the USA • The collapse of communism in Europe, and the new challenges including the rise of global terrorism. 	<p>Ancient Egypt: The Old Kingdom Ancient Egypt-the rule of Pharaohs</p> <ul style="list-style-type: none"> • The significance of Egyptian architecture step Pyramid of Djoser to the Great Pyramid • Why did the Old Kingdom collapse – An Ancient Climate Change <p><u>The Middle Kingdom</u> A look at the remarkable journey to the afterlife and Gods of Egypt</p> <ul style="list-style-type: none"> • Daily life in the Middle Kingdom funerary beliefs, mummification, journey to the afterlife
Assessment	<p>Students may sit school-based assessments that includes historical inquiry, analysis of primary sources, analysis of historical interpretations and an essay. Detailed assessment information can be found in the Study Design (see below).</p>	
Associated Career Areas:	<p>Historian, Journalist, Lawyer, Criminologist, Archaeologist, Teacher, Librarian, Politician</p>	
Ahead of time	<p>Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.</p>	
Study Design	<p>This subject is bound by the VCAA Study Design, which can be found on this website.</p>	

Do you enjoy learning about different cultures? Do you like the creative challenge of communicating in a language other than English? Would you like to develop skills to work and travel in an increasingly interconnected and globalised world? Learn the language and culture of our closest neighbours and deepen awareness your own society and identity in the process.

Topic Overview	Students develop their ability to communicate in Indonesian language. Students learn to use and understand Indonesian language in a range of contexts (interpersonal, interpretative and presentational). Students extend their skills in listening, speaking, reading, writing and viewing in Indonesian by expands students' vocabulary and their ability to use advanced grammar. Students deepen their knowledge of Indonesian-speaking communities and intercultural communication, and discover the potential to apply Indonesian to work, further study/training and leisure.
Unit 1	This unit explores Indonesian language and culture under each of the three prescribed themes: the individual; Indonesian-speaking communities; and the world around us. Students become confident using informal language by engaging in spoken exchanges about their personal aspirations and interests, including study and career plans. Students read and interpret materials about youth culture in Indonesia and make comparisons to Australia. They research an Indonesian cultural product or practice by exploring visual, spoken or written texts and present their research findings and personal reflections in writing.
Unit 2	In this unit students deepen their understanding of aspects of language and culture through the study of focus topics from the prescribed themes. To develop skills in interpersonal communication, students communicate about their experiences of language learning and intercultural exchange through letter writing. Film and other visual media provide opportunities to deepen skills in listening and interpretive communication on the theme of Indonesian history. Students research and give an oral presentation regarding a social issue of personal interest. Students reflect on the interplay between language and culture, and learn to adjust their language for specific purposes, contexts, and audiences.
Unit 3	Unit 3 explores the Indonesian language and culture under three main themes: the individual; the LOTE speaking communities; the changing world. Each theme is divided into different subtopics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on specified topics and consolidate and extend vocabulary and grammar knowledge and language skills.
Unit 4	In this unit, students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills as they investigate key topics in Indonesian. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.
Assessment	Students sit school-based assessments in the areas of spoken, written, reading, listening and viewing skills for interpersonal, interpretative and presentational communication. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of fields, including business, tourism and education.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you enjoy reading and discussing legal issues? Do you know what your rights and responsibilities are? Are you interested in how laws change over time and whether a court decision is just and fair? If you have answered 'yes' to these questions you will enjoy Legal Studies.

Topic Overview	VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.
Unit 1	Guilt and Liability <ul style="list-style-type: none"> • Legal Foundations – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals. • The presumption of innocence – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt. • Civil Liability – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.
Unit 2	Sanctions, remedies and rights <ul style="list-style-type: none"> • Sanctions – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence. • Remedies – Resolving civil disputes and the institutions available to resolve these disputes. • Rights – How individual rights are protected in Australia through the Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law.
Unit 3	Rights and Justice <ul style="list-style-type: none"> • The Victorian Criminal Justice system – Used to determine whether an accused is guilty beyond reasonable doubt of an offence they have been charged with; and to impose sanctions where guilt has been found or pleaded. • The Victorian Civil Justice System – Used to determine factors of civil claims, while evaluating the institutions and methods used to resolve civil disputes. To also determine the effectiveness of the civil justice system to achieve the principles of justice.
Unit 4	The people and the Law <ul style="list-style-type: none"> • The people and the Australian Constitution – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers. • The people, the parliament and the Courts – Parliament is the supreme law-making body and the courts complement the role of parliament in making laws; through the doctrine of precedent and through statutory interpretation.
Assessment	Students may sit school-based assessments that includes case study, structured questions, a test, an essay, a report in written format, a report in multimedia format, a folio of exercises. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Lawyer (Barrister/Solicitor) – specialisations include: criminal, family, corporate, international, sports, tax, employment etc, Police Officer, Paralegal, Politician, Policy work
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

If you love English, and are good at it, Literature is an excellent subject to continue to develop your writing and analytical skills.

Topic Overview	The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study of literature encourages independent and critical thinking in students.
Unit 1	Reading Practices/Exploration of Literary Movements and Genres <ul style="list-style-type: none"> • How texts are constructed through forms, features, and language • Metacognitive considerations of the self as reader through engaging with different interpretations • The ways in which authors manipulate genre conventions or the traditions of a movement • Consideration of close details of language and expression in text, developing close analytical skills
Unit 2	Voices of Country/The Text in its Context <ul style="list-style-type: none"> • Focus on voices, stories, and experiences of different cultures and eras • Reading with an awareness of one's own socio-political context and the socio-political context of the texts • Analytically engaging with a literary text through its social, historical, and cultural context • Look to comprehend how literary texts are culturally constructed and reflect and/or challenge particular ideas and concerns
Unit 3	Adaptations and Transformations/Developing Interpretations <ul style="list-style-type: none"> • Close analysis of the texts, with a strong focus on the meanings made from texts forms • Comparing original texts with adaptations • Construction of interpretations about the text through its social, cultural, and historical context, including authors views and values • Engage with the ideas that are endorsed and challenged by the text as well as consider how particular ideas are marginalised by the text
Unit 4	Creative Responses to Texts/Close Analysis of Texts <ul style="list-style-type: none"> • Building capacity for close reading of textual details as both analysers and creators of texts • Recognise the process of construction behind the texts studied to consolidate thoughtful analysis and insight • Close analysis of literary form, features, and language of a text • Closely explore the link between the nuances of literary forms, features, and language and the ideas, views, and values of a text both in parts and as a whole.
Assessment	Students may sit school-based assessments that includes a comparative essay, analytical essay, review analysis, creative response, reflective commentary and an interpretative essay. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Writer, Publishing, Editor, Communications, Public relations, Teacher,
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Continue to show your mathematical brilliance by taking Maths Methods into VCE. In terms of maths, this will keep almost all of your pathway options open, with the only higher-level maths being Specialist Maths.

Topic Overview	Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics. This course is only recommended for students who completed year 10 Methods.
Unit 1	Students cover the graphical representation of simple algebraic functions. Students cover constant and average rates of change and an introduction to instantaneous rate of change of a function. The concepts of event, frequency and probability are covered.
Unit 2	Students cover graphical representation of functions of a single real variable. Students investigate transformations of functions. They revise the index laws and logarithm laws. First principles approach to differentiation. Differentiation and anti-differentiation of polynomial functions and power functions by rule are studied. Students cover introductory counting principles and techniques and their application to probability.
Unit 3	A selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.
Unit 4	Consists of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. The content from the 'Calculus' area of study will include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.
Assessment	Students may sit school-based assessments that includes tests, application and modelling and problem-solving tasks. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Mathematical Methods is a prerequisite for many bachelor's degrees in aviation, Engineering, Veterinary science, Information and Communication technology and Electrical work
Ahead of time	Year 10 students moving into Year 11 Methods must have studied Methods in Year 10. Students undertaking Methods in Year 12 must have completed Year 11 Methods.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you love to listen to and to create music? Are you interested in developing your performance skills and communicating with an audience? If so, then Music Performance could be the subject for you.

Topic Overview	Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.
Unit 1	This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They identify technical, expressive and stylistic challenges to works they are preparing for performance and endeavour to address these challenges. It includes three areas of study – Performance, Preparing for Performance and Music Language.
Unit 2	This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. It includes four areas of study – Performance, Preparing for Performance, Music Language and Organisation of Sound.
Unit 3	This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills. It includes three areas of study – Performance, Preparing for Performance and Music Language.
Unit 4	This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present at the end of year examination. They continue to address challenges to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical skills. It includes three areas of study – Performance, Preparing for Performance and Music Language.
Assessment	Students may sit school-based assessments that includes oral or multimedia presentations and aural, theory, written and practical tests. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Music Arranger, Teacher, Music Critic, Music Composer, Music Therapist
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in spending time in the outdoors? Learning with more of a hands-on approach?

Learning about how to have safe and sustainable interactions with outdoor environments?

If you have answered 'yes' to these questions, you will enjoy Outdoor and Environmental Education.

Topic Overview	Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.
Unit 1	Exploring outdoor experiences This unit focuses on human relationships with the natural environment, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.
Unit 2	Discovering outdoor environments This unit focuses on the impact of human interaction on nature and nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
Unit 3	Relationships with outdoor environments The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experience's students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.
Unit 4	Sustainable outdoor relationships In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.
Assessment	Students may sit school-based assessments that includes structured questions, a case study, oral and visual presentations, a test, or a written report. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Outdoor Education Teacher, Wilderness Guide, Tourism, Outdoor Adventure Guide / Instructor (rock climbing instructor, canoe instructor etc)
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in learning about the body and enhancing your knowledge and performance of a skill? Do you enjoy both practical activities and having an understanding of the theories that underpin them? If you are interested in having this deeper understanding of your body and how it works, you should consider VCE PE.

Topic Overview	Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.
Unit 1	The Human Body in Motion <ul style="list-style-type: none"> • Learn about the systems of the body and how they work together to produce movement. • Learn how body systems adapt and adjust in response to physical activity. • Learn about legal and illegal means of improving performance.
Unit 2	Physical activity, sport and society <ul style="list-style-type: none"> • Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan. • Learn about contemporary issues associated with physical activity and sport.
Unit 3	Movement skills and energy for physical activity <ul style="list-style-type: none"> • Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport. • Learn how the systems of the body work together to produce energy for physical activity.
Unit 4	Unit 4 – Training to improve performance <ul style="list-style-type: none"> • Use data from an activity analysis to determine the fitness requirements of selected physical activities. • Design a training program using data collected from participating in fitness tests and implement and evaluate the training program.
Assessment	Students may sit school-based assessments that includes structured questions, a case study, oral and visual presentations, laboratory reports, data analysis or a written report. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Fitness instructor, Nurse, Physiotherapist, PE Teacher, Paramedic, Recreation Officer, Massage Therapist, Exercise Physiologist, Allied Health Assistant, Doctor, Occupational Therapist, Podiatrist, Professional Coach, Nutritionist, Biomechanist
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Have you ever wondered what Einstein's theories are or what the wave-particle duality in quantum mechanics is? What about how the Universe was created, or how electricity is created and harnessed? How about how objects move and interact with each other? If you have, then study Physics and find out.

Topic Overview	In Physics you study everything you ever wondered about and gain a wide understanding of how the world works. Physics gives you a greater understanding of why things do what they do. It's more than just textbook questions; it is knowledge that can be applied to everyday life.
Unit 1	How is energy useful to society? Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.
Unit 2	How does physics help us to understand the world? In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.
Unit 3	How do fields explain motion and electricity? Students examine the production of electricity and its delivery to homes. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.
Unit 4	How can two contradictory models explain both light and matter? Students examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. Students to consider the relationship between light and matter.
Assessment	Assessment tasks include a selection of the following: <ul style="list-style-type: none"> • Annotations of at least two practical activities from a practical logbook • A report of a student investigation • A report of a physics phenomenon • Data analysis • Media analysis/response • An explanation of the operation of a device • A proposed solution to a scientific or technological problem • A response to structured questions/test
Associated Career Areas:	Health: Medical Imaging, Medicine, Podiatry, Exercise and Sport Science, Exercise Physiologist Engineering, Aviation, Biotechnology, Electrician/Telecommunications, Research Scientist, Astronomy, Data Analyst
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Product & Design Technology (Textiles) Units 1-4

Do you like designing solutions for real world problems? Do you like using technology and making products? If so, Product Design and Technology is the subject for you.

Topic Overview	<p>Textiles uses fabrics and complementary materials, and includes machine and hand sewing techniques.</p> <p>Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology, is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.</p>
Unit 1	<p>Product re-design and sustainability</p> <p>Product re-design for improvement.</p> <p>Producing and evaluating a re-designed product.</p>
Unit 2	<p>Collaborative Design</p> <p>Designing within a team.</p> <p>Producing and evaluating a collaboratively designed product.</p>
Unit 3	<p>Applying the product design process</p> <p>Design for end users.</p> <p>Product development in industry.</p> <p>Designing for others.</p>
Unit 4	<p>Product development and evaluation.</p> <p>Product analysis and comparison.</p> <p>Product manufacture.</p> <p>Product evaluation.</p>
Assessment	<p>Students may sit school-based assessments that includes satisfactorily complete a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report; production planning; and a production task. Detailed assessment information can be found in the Study Design (see below).</p>
Associated Career Areas:	<p>Interior Design, Fashion designer, Seamstress, Machinist</p>
Ahead of time	<p>Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.</p>
Study Design	<p>This subject is bound by the VCAA Study Design, which can be found on this website.</p>

Product & Design Technology (Wood) Units 1-4

Do you like designing solutions for real world problems? Do you like using technology and making products? If so, Product Design and Technology is the subject for you.

Topic Overview	<p>Wood uses timber and complementary materials, and includes hand, machine and carpentry skills, focusing on furniture design.</p> <p>Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology, is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.</p>
Unit 1	<p>Product re-design and sustainability</p> <p>Product re-design for improvement.</p> <p>Producing and evaluating a re-designed product.</p>
Unit 2	<p>Collaborative Design</p> <p>Designing within a team.</p> <p>Producing and evaluating a collaboratively designed product.</p>
Unit 3	<p>Applying the product design process</p> <p>Design for end users.</p> <p>Product development in industry.</p> <p>Designing for others.</p> <p>Product development and evaluation.</p> <p>Product analysis and comparison.</p> <p>Product manufacture.</p> <p>Product evaluation.</p>
Unit 4	
Assessment	Students may sit school-based assessments that includes satisfactorily complete a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report; production planning; and a production task. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Carpenter, Builder, Construction, Cabinet Making, Furniture Maker, Industrial Design
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

How does the human mind work? What makes us who we are – nature or nurture? Why do we sleep? What happens when we are affected by stress or mental disorders? Why do we respond to peer pressure? Learn about human behaviour and journey to the centre of your own mind in VCE Psychology.

Topic Overview	Psychology is the scientific study of human behaviour. It explores how behaviour and mental processes are shaped and examine the external influences of mental processes. It examines experiences affecting behaviour and mental processes and explores how wellbeing is developed and maintained.
Unit 1	Students learn about the various factors that influence psychological development including nature and nurture, emotional and cognitive development, normality and atypical behaviours, and mental health and mental illness. They explore the human brain including its structures and functions, brain plasticity and brain damage. They also apply their knowledge of the scientific method to explore and validate contemporary Psychological research questions.
Unit 2	Students examine how people are influenced to behave in particular ways – including power, status, obedience and conformity, and unpack famous psychological studies run by Milgram and Asch. When studying social cognition, students also learn about the influence of the media on behaviour, and strategies to empower individual decision-making when in a group. They learn about the various factors that influence a person's perception of the world, including sensation and perception, the workings of the human eye and distortions of perception. As their research methods skills develop, students will also design and conduct a practical investigation of their own, to learn more about the issues explored in Unit 2 Psychology.
Unit 3	Students investigate the contribution that research has made to the understanding of the functioning of the nervous system and how it enables a person to interact with the world around them. They explore stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. They investigate learning and models of memory including knowledge acquisition, new capacities and changed behaviours. The brain regions involved in memory are considered along with the use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.
Unit 4	Students explore sleep research, the demand for sleep and the influences of sleep on mental wellbeing. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.
Unit 4	A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.
Assessment	Students complete a range of assessment tasks including multiple choice and short answer tests, media analysis, research posters, reports, practical investigations and exams.
Associated Career Areas:	Psychologist, Child Care Worker, Teacher, Human Resources, Marketing, Researcher, Academic, Social Worker.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

This subject is designed to be studied alongside Maths Methods and must be discussed with your current Maths Teacher before enrolling. Excellent results in Year 10 Maths are required before students consider this subject.

Topic Overview	Specialist Mathematics consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.
Unit 1	This unit contains two main prescribed study areas: Arithmetic and number and Geometry, measurement and trigonometry. Students study Number systems and recursion. They investigate Geometry in the plane and use proof. Vectors in the plane are also studied.
Unit 2	This unit is a continuation of concepts studied in Unit One with the addition of the prescribed topic Graphs of linear and non-linear relations. Other topics such as Complex Numbers, Transformations, trigonometry and matrices may also be studied in either unit.
Unit 3	In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.
Unit 4	In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.
Assessment	Students may sit school-based assessments that includes tests, application and modelling and problem-solving tasks. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Medical Practitioner, Meteorologist, Engineering, Finance, Mathematician, Computer Science
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11. Students must have discussed this course with their current Maths teacher.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Do you enjoy designing, creating, operating and evaluating integrated systems, which mediate and control many aspects of human experience? Are you interested in alternate sources of energy? If so, then this subject could be one you would enjoy.

Topic Overview	In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.
Unit 1	<p>Mechanical systems</p> <p>This unit focuses on engineering fundamentals as the basis of understanding concepts, principals and components that operate in mechanical systems.</p> <p>This study provides students with the opportunity to produce, test and evaluate an operational mechanical system.</p>
Unit 2	<p>Electro- technological systems</p> <p>In this unit students study fundamental electro-technological engineering. The term 'electro-technological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry.</p> <p>In this study, students produce, test diagnose and evaluate operational electro-technological systems, using the systems engineering process.</p>
Unit 3	<p>Integrated and controlled systems</p> <p>In this unit students study engineering principals used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro-technological integrated and controlled systems.</p> <p>Students should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.</p>
Unit 4	<p>Systems control</p> <p>In this unit students complete the creation of the mechanical and electro-technological integrated and controlled system they research, design, planned and commenced production of in Unit 3.</p> <p>Students should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.</p>
Assessment	Students may sit school-based assessments that includes the creation of a folio, a written report, annotated visual communications and structured questions. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Metal Fitter/Machinist, Safety Inspector, Mechanical Engineer, Engineering Manager, Engineering Technician
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Are you interested in creating? Do you like to work with your hands to express yourself? Do you enjoy designing and do you have a creative mind? If so, then Visual Communication and Design could be the subject for you.

Topic Overview	Visual Communication is a bridge between an idea and its intended audience. VCD covers 3 fields of design: communication (graphic) design, industrial (product) design and environmental (architecture) design. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.
Unit 1	Introduction to Visual Communication design <ul style="list-style-type: none"> • Drawing as a means of communication - create drawings for different purposes using a range of drawing methods, media and materials. • Design elements and design principles - select and apply design elements and design principles to create visual communications that satisfy stated purposes. • Visual communication design in context - describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.
Unit 2	Applications of visual communication design <ul style="list-style-type: none"> • Technical drawing in context - create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field. • Type and imagery - manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright. • Applying the Design Process – In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas.
Unit 3	Design thinking and practice <ul style="list-style-type: none"> • Analysis and practice in context – create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. • Design industry practice – describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. • Developing a brief and generating ideas - apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief. Experiment with media, methods and materials to create innovative design solutions.
Unit 4	Design development and presentation <ul style="list-style-type: none"> • Development of design concepts – develop distinctly different design concepts for each need and select and refine for each need a concept that satisfies each of the requirements of the brief. • Final presentations – produce final visual communication presentations that satisfy the requirements of the brief.
Assessment	Students may sit school-based assessments that includes the creation of a folio, a written report, annotated visual communications and structured questions. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Graphic/Industrial Designer, Architect, Digital Games Designer, Web Design, Illustrator, advertising, Art/Design Director.
Ahead of time	Any year 10 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject in Year 10 and 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

VOCATIONAL MAJOR SUBJECTS



Be respectful

Be successful

Be Resilient

Be Creative

Topic Overview	The purpose of the literacy curriculum selected for this stand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.
Reading and Writing	<p>The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text.</p> <p>Students identify the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.</p> <p>The unit is broken into 4 separate areas of study:</p> <ul style="list-style-type: none"> -Self-expression -Public Debate -Practical Purposes -Knowledge
Oral Communication	<p>The purpose of this unit is to enable students to develop the skills and attributes to speak in complex discussion. A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so. By rotating turns and scaffolding skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.</p> <p>At the end of this unit students will be able to use and respond to spoken language, around every day subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts, which may be interrelated.</p>
Assessment	The purpose of VCAL assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.
Associated Career Areas:	Apprenticeships and traineeships, further study at TAFE, full-time employment within vocational areas.
Ahead of time	Any year 12 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject. This subject is a continuation of students who complete Foundation English in Year 11.
Study Design	This subject is bound by the Study Design, which can be found on this website .

For 2023 Year 11 VCE Vocational Major students.

The VCE Vocational Major – Literacy course is designed for students who may require a more vocationally-oriented approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies.

Topic Overview	<p>VCE Vocational Major - Literacy focuses on how the English language is used to communicate through written, spoken and multimodal texts of varying complexity. The study of this subject enables students to improve their skills in comprehending and responding to a variety of text, and to enhance their overall communication skills.</p> <p>(Note: Portland Secondary College will also offer the VPC stream of this subject. The Victorian Pathways Certificate is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have miss significant periods of learning and vulnerable students at risk of disengaging from their education. For more information, please contact the relevant Level Leader.)</p>
Unit 1	In this unit, students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. They will also will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. Students will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.
Unit 2	Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. They will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.
Assessment	Students may sit school-based assessments that includes prose summaries, digital or handwritten graphic representations, instructional and informative writing, oral presentations, written responses to questions and creative responses. Students will submit all work to meet outcomes at the end of each area of study. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	VCE Vocational Major – Literacy develops language skills which are applicable to a wide variety of workplaces, academic settings and community participation. Skills such as active listening, reading for meaning, the use of formal and informal language and the conventions of a range of text types are widely applicable to the modern workplace.
Ahead of time	Students must be accepted into the VCE Vocational Major program to study this subject.
Study Design	This subject is bound by the Study Design, which can be found on this website .

For 2023 Year 12 VCE Vocational Major students.

Looking for a trade after school but still need to be able to use measurements, work with money and other number-related tasks? Numeracy is the choice for you. Skip the tests, skip the theoretical, work just on practical math projects relevant to real-life and choose Numeracy.

Topic Overview	VCAL Numeracy provides for the continuing mathematical development of students entering Year 12 who do not intend to undertake Unit 3 and 4 Further Mathematics or Maths Methods. The natural progression for VCAL students undertaking Intermediate Numeracy in Year 11 would be to complete Senior Numeracy in Year 12.
Senior	<p>The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.</p> <p>The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in an unfamiliar industry area in which they have an interest and may seek future employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics.</p>
Assessment	<p>Students may sit school-based assessments that includes application, modelling and problem-solving tasks.</p> <p>Detailed assessment information can be found in the Study Design (see below).</p>
Associated Career Areas:	Numeracy is a requirement for the VCAL course and is required by many trades.
Ahead of time	Any year 12 student can apply to the Senior Sub-School Assistant Principal for approval to study this subject. This subject is a continuation of students who complete Intermediate Numeracy in Year 11.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

For 2023 Year 11 VCE Vocational Major students.

Looking for a trade after school but still need to be able to use measurements, work with money and other number-related tasks? Numeracy is the choice for you. Skip the tests, skip the theoretical, work just on practical math projects relevant to real-life and choose Numeracy.

Topic Overview	<p>VCE Vocational Major Intermediate Numeracy provides for the continuing mathematical development of students entering VCAL and who do not intend to undertake General, Further or Methods in Mathematics in both Year 11 and Year 12. The natural progression for students undertaking VCE Vocational Major Numeracy in Year 11 would be to complete Numeracy Units 3 & 4 in Year 12.</p> <p>(Note: Portland Secondary College will also offer the VPC stream of this subject. The Victorian Pathways Certificate is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have miss significant periods of learning and vulnerable students at risk of disengaging from their education. For more information, please contact the relevant Level Leader.)</p>
Unit 1	<p>In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.</p> <p>These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.</p>
Unit 2	<p>In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.</p> <p>These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.</p>
Assessment	Students may sit school-based assessments that includes application, modelling and problem- solving tasks. Students will sit an exam at the end of each Unit. Detailed assessment information can be found in the Study Design (see below)
Associated Career Areas:	Numeracy is a requirement for the students' VCE Vocational Major enrolment and is required by many trades.
Ahead of time	Students must be accepted into the VCE Vocational Major program to study this subject.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

Personal Development

Units 1-4

Units 1/2 are completed by Year 11 students, Units 3/4 are completed by Year 12 students.

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

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience

Topic Overview	<p>VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.</p> <p>(Note: Portland Secondary College will also offer the VPC stream of this subject. The Victorian Pathways Certificate is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. For more information, please contact the relevant Level Leader.)</p>
Unit 1	<p>Healthy Individuals</p> <p>This unit focuses on the development of 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 and individual health and wellbeing.</p>
Unit 2	<p>Connecting with community</p> <p>This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.</p>
Unit 3	<p>Leadership and Teamwork</p> <p>This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.</p>
Unit 4	<p>Community Project</p> <p>This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past</p>

	approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work.
Assessment	Students may sit school-based assessments that includes written work, oral presentations, object production and project implementation. Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to ensure the assessment is valid, reliable, fair, flexible and equitable. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	For most Careers students need the ability to work with others.
Ahead of time	Students must be accepted into the VCE Vocational Major program to study this subject.
Study Design	This subject is bound by the VCAA Study Design, which can be found on this website .

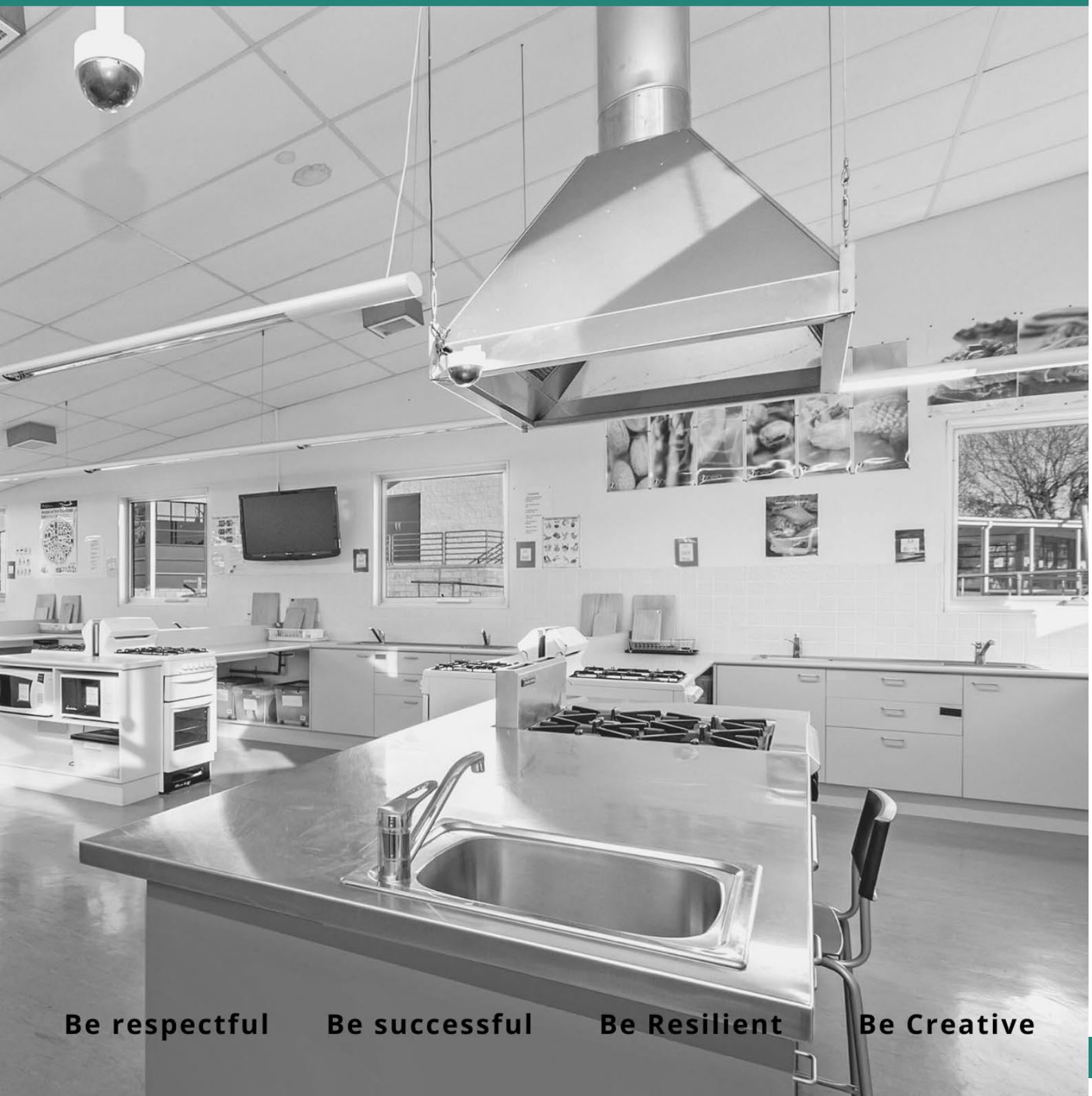
Units 1/2 are completed by Year 11 students, Units 3/4 are completed by Year 12 students.

The purpose of the VCAL Work Related Skills Strand is to develop student skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways. Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

Topic Overview	<p>VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.</p> <p>The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.</p> <p>Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).</p> <p>(Note: Portland Secondary College will also offer the VPC stream of this subject. The Victorian Pathways Certificate is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. For more information, please contact the relevant Level Leader.)</p>
Unit 1	<p>Careers and learning for the future</p> <p>This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.</p>
Unit 2	<p>Workplace skills and capabilities</p> <p>As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.</p>
Unit 3	<p>Industrial relations, workplace environment and practice</p> <p>This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:</p> <ul style="list-style-type: none"> • wellbeing, culture and the employee-employer relationship • workplace relations, and • communication and collaboration.

Unit 4	<p>Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.</p> <p>Portfolio preparation and presentation</p> <p>Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.</p>
Assessment	Students may sit school-based assessments that includes a comparative essay, analytical essay, review analysis, creative response, reflective commentary and an interpretative essay. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	For most Careers students need the ability to work with others. Employability skills and knowledge of Occupational Health and Safety Skills is necessary for all jobs.
Ahead of time	Students must be accepted into the VCE Vocational Major program to study this subject.
Study Design	This subject is bound by the Study Design, which can be found on this website .

VET DSS SUBJECTS



Be respectful

Be successful

Be Resilient

Be Creative

VET DSS – Certificate III in Community Services (Partial Completion)

*Community Services is held at SWTAFE on a **Thursday from 1-5pm.***

Only students who have completed First Year Community Services are eligible to enrol in Second Year Community Services for 2023

Topic Overview	This course is for students who are interested in further study in both the health and community-based services that focus on the promotion of good health practices. The course reflects the role of workers in the community and / or residential setting who follow individual health and wellbeing plans for people who may require support due to ageing, disability or some other reason. Students will learn about the health and community services sector and explore its different contexts of work.
You will learn:	<ul style="list-style-type: none"> - To provide first aid - How to respond to client needs - Workplace health and safety - To work within a community development framework - How to manage personal stress in the workplace.
Education Pathways:	<ul style="list-style-type: none"> - Certificate III in Community Services - Certificate III in Individual Support - Certificate IV in Child, Youth and Family Intervention - Certificate IV in Disability Support - Diploma of Community Services - Diploma of Nursing
Assessment	Each UOC has set work to complete, with feedback from your trainer
Associated Career Areas:	<ul style="list-style-type: none"> - Aged care worker - Case worker or manager - Child welfare officer - Community health worker - Counsellor - Disability support officer - Residential carer - Social welfare worker - Youth worker - Nurse
Who can take this subject	Year 12: VCAL any year, VCE Year 11 or 12 Students must complete the first year of the course before they can undertake 2 nd year.
Credit	<ul style="list-style-type: none"> • Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM. • Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

VET DSS – Certificate III Early Childhood Education and Care (Partial Completion)

*Early Childhood Education and Care is held at SWTAFE on a **Thursday from 1-5pm.***

Topic Overview	Do you love kids, toddlers and babies? Gain the skills you need to provide quality education to children. If you are passionate about the development of young children and want to learn more about providing quality education and care in a range of environments, this course is for you. You will learn to provide safe, nurturing, meaningful and inclusive education and care for children in a fun and playful setting. Learn using role plays, simulations, project work and a total of 120 hours of structured workplace learning over two years (60 hours per year) in a variety of settings.
You will learn:	<ul style="list-style-type: none"> - How to care for babies and children up to 12 years old - How to develop positive relationships with children - How to provide experiences to support children's play and learning - Effective interaction with children - Childhood development - Workplace health and safety and first aid.
Education Pathways:	<ul style="list-style-type: none"> - Certificate III in Early Childhood Education and Care - Certificate III in Education Support - Diploma of Early Childhood Education and Care - Bachelor of Early Childhood Teaching
Assessment	Each UOC has set work to complete, with feedback from your trainer
Associated Career Areas:	<ul style="list-style-type: none"> - Early childhood educator - Family day carer - Kindergarten or preschool assistant - Nanny or out-of-school hours care assistant
Who can take this subject	VCE VM any year, VCE Year 11 or 12 Students must complete the first year of the course before they can undertake 2 nd year.
Credit	<ul style="list-style-type: none"> • Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM. • Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

VET DSS – Certificate II in Engineering

Engineering is held at SWTAFE on a **Thursday from 1-5pm.**

Topic Overview	<p>This course includes the theoretical and practical components of basic engineering studies.</p> <p>Students learn the correct use and capabilities of a range of hand tools, perform basic machining processes and apply basic fabrication techniques to work with metal.</p>
You will learn:	<ul style="list-style-type: none"> - Basic machine processing and fabrication techniques - Workplace health and safety - To use hand and power tools - Creating 3D sketches and drawings - Configuring and programming robotics - Computer aided engineering drawings - To perform computations.
Education Pathways:	<ul style="list-style-type: none"> - Engineering apprenticeships - Careers in manufacturing industries - Certificate III in Engineering - Fabrication Trade - Certificate III in Engineering - Mechanical Trade - Certificate IV in Engineering
Assessment	Each UOC has set work to complete, with feedback from your trainer
Associated Career Areas:	<ul style="list-style-type: none"> - Boilermaker - Engineer - Machinist - Fitter and turner - Hydraulic controls technician - Metal fabricator
Who can take this subject	<p>Year 12 VCE Vocational Major, VCE Year 11 or 12</p> <p>Students must complete the first year of the course before they can undertake 2nd year.</p>
Credit	<ul style="list-style-type: none"> • Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM. • Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

VET DSS – Certificate III in Health Services Assistance (Partial Completion)

Health Service Assistance is held at SWTAFE on a **Thursday from 1-5pm.**

Topic Overview	This course is ideal for people interested in working in entry level roles in the health sector and are interested in pursuing a career supporting clients in acute and aged care environments.
You will learn:	<ul style="list-style-type: none"> - Communicate and work in the Health Industry - Infection prevention - Assist with movement - Standards of service - Behaviours of concern
Education Pathways:	<ul style="list-style-type: none"> - Certificate III in Individual Support - Certificate IV in Disability - Diploma of Nursing
Assessment	Each UOC has set work to complete, with feedback from your trainer
Associated Career Areas:	<ul style="list-style-type: none"> - Hospital orderly - Ward assistant - Patient support assistant - Cleaner in a health care setting - Kitchen support worker in health care setting - Allied health assistant
Who can take this subject	Year 12 VCE or VCE VM students who have completed the first year of the course Students must complete the first year of the course before they can undertake 2 nd year.
Credit	<ul style="list-style-type: none"> • Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM. • Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

VET DSS – Certificate II in Kitchen Operations

*Kitchen Operations is held at PSC on a **Thursday from 1-5pm.***

Are you interested in the Hospitality Industry? Would you like to get a step up in part time employment? Do you like cooking and preparing food? If so, you will enjoy Kitchen Operations.

Topic Overview	This course is designed to provide students with a range of food preparation and cookery skills to prepare food and menu items in a kitchen. Graduates typically provide routine and repetitive tasks and are directly supervised. Pathways may include employment in various workplaces within the hospitality industry such as restaurants, hotels, catering, operations, clubs, pubs, coffee shops, institutions, aged care facilities, hospitals, prisons and schools.
You will learn:	<ul style="list-style-type: none"> - Hygienic practices for food safety - How to clean kitchen premises and equipment - How to make appetisers and salads - How to cook vegetable, fruit, egg, pasta and rice dishes - How to prepare poultry dishes
Education Pathways:	<ul style="list-style-type: none"> - Certificate III in Hospitality - Certificate III in Commercial Cookery - Certificate III in Baking - Certificate III in Cake and Pastry - Certificate III in Tourism - Certificate IV in Travel and Tourism - Diploma of Travel and Tourism
Assessment	Each UOC has set work to complete, with feedback from your trainer
Associated Career Areas:	<ul style="list-style-type: none"> - Barista - Bar attendant - Kitchen hand or chef - Waiter - Butcher or bakery assistant - Catering assistant
Who can take this subject	<p>Year 12: VCE VM any year, VCE Year 11 or 12</p> <p>Students must complete the first year of the course before they can undertake 2nd year.</p>
Credit	<ul style="list-style-type: none"> • Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM. • Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

Glossary of Terms

VCE	<i>The Victorian Certificate of Education.</i>
Vocational Major	<i>A two-year vocational and applied learning program that will be introduced in 2023 to replace Senior and Intermediate VCAL.</i>
VCAL	<i>The Victorian Certificate of Applied Learning.</i>
VET DSS	<i>Vocational Education & Training in Schools (these course will be run by SW Tafe).</i>
SBA	<i>School-based Apprenticeship.</i>
VCAA	<i>The Victorian Curriculum & Assessment Authority.</i>
STUDY	<i>A subject. Most VCE studies are made up of 4 units (Unit 1 & 2 in Year 11 and Unit 3 & 4 in Year 12).</i>
UNIT	<i>A self-contained study of a semester's length representing about 100 hours of work, of which 50 class time and 50 hours of homework.</i>
RTO	<i>Registered Training Organisation.</i>
SEMESTER	<i>A half year.</i>
UNITS 1 & 2	<i>Level of difficulty usually associated with Year 11.</i>
UNITS 3 & 4	<i>Level of difficulty usually associated with Year 12.</i>
LEARNING OUTCOMES	<i>What you must know, by the time you have finished a Unit.</i>
S/N	<i>S - refers to satisfactory completion. N - refers to work that has not reached a satisfactory level.</i>
SATISFACTORY COMPLETION	<i>A Unit of work has been satisfactorily completed when all of the outcomes have been met as specified in the Study Design. Students will be made aware of the criteria for satisfactory completion of each unit. 90% attendance and meeting are two of the criteria.</i>
SCHOOL ASSESSED TASK (SAT)	<i>A task done in school in design or practical-based studies to assess how you are performing in Units 3 & 4, set and marked by teachers, and reviewed externally by VCAA.</i>
SCHOOL ASSESSED COURSEWORK (SACS)	<i>The assessment of coursework, done mainly in class time, to establish how you are performing in Units 3 & 4.</i>
VTAC	<i>The Victorian Tertiary Admissions Centre which organises the process by which students apply and gain entry to a tertiary course.</i>
GAT	<i>The General Achievement Test done by all students doing a Unit 3 & 4 sequence. It is used by the VCAA to check that schools are marking school assessed course work to the same standard.</i>
ATAR	<i>Australian Tertiary Admission Rank.</i>
STUDY DESIGN	<i>Course and assessments for each subject that are set by VCAA.</i>
STUDY SCORE	<i>A score from zero to 50 which shows how you performed in a VCE study, relative to all other students doing the same study.</i>



To develop creative,
articulate, respectful and
resourceful young people
able to contribute
positively to the global
community.

