

COURSE SELECTION HANDBOOK

SENIOR
SCHOOL
2025



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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PRINCIPAL'S MESSAGE

We are pleased to present this Senior School Handbook as part of the College's subject selection program to assist students in their selection of suitable courses as they continue to build their pathway through education.

The Handbook contains up to date information on the content of Units to be offered in 2025 at our school.

The Handbook is only a guide to students and should be used in conjunction with advice from the Course Selection Information Night, Careers Coordinator, subject teachers and Mentor.

At Portland Secondary College we are proud that all of our subjects are taught by expert teachers in their chosen field. Please have a conversation with our current VCE and VM teachers for more detailed information about each subject.

Staff at the College have a core belief that all students can be learners and leaders and we work hard to create opportunities for all students to be active and engaged global citizens, who are equipped with strategies to successfully deal with an ever-changing world.

- **College Mission Statement** – To provide all students with opportunities to become creative, successful, respectful and resilient members of their local and global communities
- **College Motto** – Creating the Opportunities
- **College Logo** – Represents four students around a table working collaboratively
- **College Values** – Be Respectful, Be Successful, Be Resilient, Be Creative

- **Be Respectful** and treat others as you would like to be treated as yourself.
- **Be Successful** and strive to be the very best you can be.
- **Be Resilient** as you have the right to feel safe and to learn.
- **Be Creative** and have a positive impact as a global citizen.



Joanne Kindred

Principal
Portland Secondary College

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 a minimum of 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 applying to the VCE Manager, Ms Logan.

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 General Maths, Math Methods, Chemistry, Languages and Physics before attempting Unit 3 of these subjects. Students must successfully complete 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 secondary school leavers.

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) and Year 12 (Units 3 & 4) |
|---|
| <ul style="list-style-type: none">English (EN)English as an Additional Language (EAL) - (NB – only for eligible students please see Ms Logan for more information) |

English is compulsory for all students completing VCE.

Mathematics

| Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) |
|--|
| 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. |
| <ul style="list-style-type: none">Foundation Maths (MA)General Mathematics (MA)Mathematics Methods (MD)Specialist Mathematics (MS) (Distance Education only) |

Outdoor and Environmental Studies (OE)

Year 10 (Units 1 & 2) and Year 11 (Units 3 & 4)

Please note change for 2025.

Units 1&2 will only be offered in Year 10 and Units 3&4 only in Year 11. This is to allow minimal disruption to the Year 12 program. This subject has compulsory day and overnight outdoor environment experiences.

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) | Humanities | <ul style="list-style-type: none"> • Ancient History (AH) • Business Management (BM) • History • Legal Studies (LS) |
| Science | <ul style="list-style-type: none"> • Biology (BI) • Chemistry (CH) • Physics (PH) • Psychology (PY) | The Arts | <ul style="list-style-type: none"> • Drama (DR) • Music Performance (MU) • Art Creative Practice • Art Making & Exhibiting • 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) |

VET DSS Subjects

- Certificate II in Cookery
- Certificate III Early Childhood Education and Care
- Certificate II in Electrotechnology
- Certificate II in Engineering Studies
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Project Ready (Certificate II in Active Volunteering)

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 |
|--|--|--|
| <ul style="list-style-type: none"> Foundation Maths | <ul style="list-style-type: none"> Foundation Maths | <ul style="list-style-type: none"> Foundation Maths |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> General Maths | <ul style="list-style-type: none"> Foundation Maths | <ul style="list-style-type: none"> Foundation Maths |
| | <ul style="list-style-type: none"> General Maths | <ul style="list-style-type: none"> Foundation Maths General Maths |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> Maths Methods | <ul style="list-style-type: none"> Foundation Maths | <ul style="list-style-type: none"> Foundation Maths |
| | <ul style="list-style-type: none"> General Maths | <ul style="list-style-type: none"> Foundation Maths General Maths |
| | <ul style="list-style-type: none"> Maths Methods | <ul style="list-style-type: none"> Foundation Maths General Maths Maths Methods |
| | <ul style="list-style-type: none"> Specialist Maths (Distance Education only) | <ul style="list-style-type: none"> Foundation Maths General Maths Maths Methods Specialist Maths (Distance Education only) |

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

For more information, please see Ms Logan, VCE Manager.

1.4. 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.

1.4.1. Victorian Tertiary Admissions Centre (VTAC)

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](#)**
- **Current [Year 11 VTAC Guide](#)**

UPDATE LINKS

Students should also consult with the PSC Careers Coordinator, Ms Suzanne Patterson, for individual advice.

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

1.4.2. 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 with the:

- 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](#).

1.5. Unscored VCE

There is an opportunity for students with multiple viable post-secondary-schooling pathways, to undertake an unscored 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 are still required to sit the GAT exams. 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 Ms Logan, VCE Manager for more information.

1.6. Higher Education Studies (University)

It is possible to study a first-year University subject as part of your Year 11 or Year 12 program. Some of them provide a VCE and ATAR contribution (and some do not); but all of them provide a start in a University course. This can help with your post-Year 12 application with that same course, or at the same University, or with that course at a different University.

They are completed online, with no fees (including no HECS).

The timelines don't perfectly match up with PSC's, but they are often a good option for interest, extension and challenge.

These are two Semester-based subjects, and are designed to be a full-year's commitment.

These subjects have strict criteria, an application process and require school endorsement – see the VCE Manager, Ms Logan for all queries.

If you are interested in finding out more, please use the weblinks provided and then come and see Ms Logan.

NOTE: these subjects are not chosen as part of your PSC program, and you must put in full preferences by the 12th of August without these. If you are successful in gaining a place, then you will withdraw from a PSC subject – except if you are looking at the Year 11 ACU options, as these are done as a 7th subject.

Subject Areas include:

Business: Accounting, Economics, Management, Law, Marketing, Real Estate, Public Relations

Engineering: Engineering, Construction Management, Space Industry

Health: Health Science, Health Practice, Nursing, Disability

Humanities and Social Sciences: History, Philosophy, Politics, Criminology, Journalism

Literature

Mathematics

Sciences: Biology, Human Bioscience, Sustainable Development, Psychology

Sport: Exercise and Sports Science, Food and Nutrition, Physical Education

Technology: Information Technology, Robotics and Data Science

ACU Step Up (Year 11 in 2024 only):

<https://www.acu.edu.au/about-acu/widening-participation/uni-step-up>

CHES: <https://ches.vic.edu.au/programs/higher-education-studies/>

Deakin Accelerate program:

<https://www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program>

1.7. Distance Education Subjects

There are some subjects that PSC cannot offer, and there are some circumstances under which a PSC student may look to study one of those subjects through the Distance Education centre (Virtual School Victoria).

This is a challenging and rigorous option to complete a VCE subject, and is not an automatic nor easy option. However, sometimes it is the best option as the 6th Year 11 subject, or the 5th Year 12 subject.

If you are interested in any of these subjects listed below, you must speak with Ms Logan first, and follow through on the process in Term 4.

Subjects that are offered at PSC are not an option through Distance Education except in unique subject clash circumstances. These have not been listed below, but you can check with Ms Logan to explore possibilities.

| Subject | Year 11 | Year 12 |
|--|---------|---------------------------------------|
| Australian and Global Politics | Yes | Yes |
| Environmental Science | Yes | Yes |
| Accounting | Yes | Yes |
| Agricultural and Horticultural Studies | Yes | Yes |
| Algorithmics | No | Yes |
| Applied Computing | Yes | Data Analytics - Yes |
| | | Software Development - Yes |
| Classical Studies | Yes | Yes |
| Dance (includes practical) | Yes | Yes |
| Economics | Yes | Yes |
| English Language | Yes | Yes |
| Extended Investigation | No | Yes |
| Geography | Yes | Yes |
| History | No* | Australian - Yes |
| | | Revolutions - Yes |
| Industry and Enterprise | Yes | Yes |
| Language – Indonesian, and others | Yes | Yes |
| Literature | Yes | Yes |
| Media | Yes | Yes |
| Music | No* | Multiple options, please see Ms Logan |
| Philosophy | Yes | Yes |
| Politics | Yes | Yes |
| Religion and Society | Yes | Yes |
| Sociology | Yes | Yes |
| Specialist Math | Yes | Yes |
| Theatre Studies | Yes | Yes |

No* means that only if a PSC subject doesn't run.

NOTE: these subjects are not chosen as part of your PSC program, and you must put in full preferences by the 14th August without these. If you are successful in gaining a place, then you will withdraw from a PSC subject.

2. VCE - Vocational Major

2.1. Overview

The VCE Vocational Major is an internationally recognised program valued by employers and builds on the strengths of the previous VCAL program, including providing:

- Flexible timetables that allow students to study at school, TAFE and work
- Opportunities to experience real-life workplaces
- Subjects that 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

2.2 Vocational Major Program

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 and/or Structured Workplace Learning (SWL) on top of the above course requirements, which can contribute credit to their program. This will be their 6th subject.

Students can also undertake an approved school-based apprenticeship or traineeship (SBA/SBT) as part of their VCE VM program.

2.3 VPC Enrolments

This program is designed for students with individual learning programs and is a tailored program undertaken over 1-2 years.

Students eligible for the VPC program will meet with Ms Logan, VCE Manager, and relevant staff as part of their subject selection process.

They will select VCE VM subjects online by the due dates.

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 complete both years will only 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:

- Certificate II in Cookery
- Certificate III in Early Childhood Education and Care
- Certificate II in Electrotechnology (partial completion)
- Certificate II in Engineering
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Project Ready (Certificate II in Active Volunteering)

Some of these courses are partial completion for your VCE program, and not the full Certificate III qualification.

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 to travel to SW TAFE from PSC using the provided bus, to minimise class absence.

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

VCE students wishing to study a VET course at SW TAFE need the approval of the VCE Manager, Ms Logan.

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 2025.

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 \$230.00 per student for all core and elective subjects (including VET). We invite parents to make a Curriculum Contribution of \$230.00 to help cover the costs associated with delivery of the curriculum so that the school can continue to provide for all students.

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

5. Course Selection Page

Students will receive a Subject Selection Page from their mentor teacher on Tuesday the 30th of July. This will assist students to complete the online subject selection. An example of this page is included below. This also includes important dates for subject selection.

In order to make some smart choices about future subject selections all Year 10 and 11 students need to do five things.

1. Download onto your device the 2025 Senior Course Selection Handbook (available from the 29th of July) and read through it.
2. Attend the Senior Course Information Night on Wednesday, 31st July at 7.00pm.
3. Complete the questions on this page prior to making your Course Selections.
4. Discuss your choices with your mentor and teachers. Year 11 students currently enrolled/ completing a VCE course must have approval from the VCE manager, Ms Joe Logan, if wishing to change to a VM course for Year 12.
5. Complete your course selections for 2025 online using the details you will be given by your mentor after your course selection interview (Year 10) or during mentor time (Year 11).

| | |
|--|---------------|
| Name: | Mentor Group: |
| Careers I am interested in and the reasons why they interest me: | |
| Subjects in Senior School that I need to do to achieve my career plans: | |
| 1. <input type="checkbox"/> English or <input type="checkbox"/> Literacy | 2. |
| 3. | 4. |
| 5. | 6. |
| Other subjects I am interested in and would be prepared to study: | |
| 7. | 8. |
| 9. | |
| <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 (Year 10s) or mentor time (Year 11s) who will then give you your subject selection code and instructions to enable you to complete your selections online. | |

VCE Subjects



| | |
|---------------------------------|--|
| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

| | |
|---------------------------------|---|
| 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 | <p>Explore, expand and investigate</p> <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 | <p>Understand, develop and resolve</p> <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 | <p>Collect, extend and connect</p> <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 • Compulsory exhibition excursion to Melbourne |
| Unit 4 | <p>Consolidate, present and conserve</p> <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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

| | |
|---------------------------------|---|
| Topic Overview | <p>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.</p> |
| Unit 1 | <p>How do organisms regulate their functions? 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 plays in maintaining an animal's internal environment. 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? 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. 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? 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. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. A student-designed scientific investigation is undertaken in either Unit 3 or Unit 4. The design, analysis and findings of the investigation are presented as a scientific poster.</p> |
| Unit 4 | <p>How does life change and respond to challenges over time? 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| Topic Overview | <p>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.</p> <p>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.</p> |
| Unit 1 Unit 2 | <p>Planning a business</p> <ul style="list-style-type: none"> • The Business Idea –New business ideas are formed from a wealth of opportunities • The Internal Environment – How the owner has more control over the activities, functions and pressures that occur within a business • The External Environment - Consists of all elements outside a business that may act as pressures or forces on the operations of a business <p>Establishing a business</p> <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 4 | <p>Managing a business</p> <ul style="list-style-type: none"> • Business Foundations - The key characteristics of businesses and their stakeholders • Human Resources Management - 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 <p>Transforming a Business</p> <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 | <p>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).</p> |
| Associated Career Areas: | <p>Business Manager, Accountant, Marketing & Research, Finance Manager, Financial Services, Property and Real Estate.</p> |
| Ahead of time | <p>Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| 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 | How do the chemical structures of materials explain their properties and reactions? 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. |
| Unit 2 | How do chemical reactions shape the natural world? Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water, 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. |
| Unit 3 | How can design and innovation help to optimise chemical processes? 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. |
| Unit 4 | How are carbon-based compounds designed for purpose? 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 medicinal molecules and explore their extraction and use. |
| Assessment | A range of assessment tasks including: <ul style="list-style-type: none"> • A summary report of selected practical investigations • A report of a laboratory or fieldwork activity, including the generation of primary data • An infographic • A scientific poster • Analysis and evaluation of generated primary and/or collated secondary data • A response to a set of structured questions (short answer and/or extended response) |
| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| 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 | <p>Introducing performance styles</p> <p>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.</p> |
| Unit 2 | <p>Australian identity</p> <p>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.</p> |
| Unit 3 | <p>Devised ensemble performance</p> <p>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.</p> |
| Unit 4 | <p>Devised solo performance</p> <p>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.</p> <p>The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.</p> |
| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 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

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| 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 | <p>Reading and Exploring Texts/Crafting Texts</p> <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 | <p>Reading and Exploring Texts/Exploring Argument</p> <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 | <p>Reading and Responding to Texts/Creating Texts</p> <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 | <p>Reading and Responding to Texts/Analysing Argument</p> <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 VCE Manager 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 VCE Manager. |

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| 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 | <p>Food origins</p> <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 | <p>Food makers</p> <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 | <p>Food in daily life</p> <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 | <p>Food issues, challenges and futures</p> <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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| 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> |
| Units 3 & 4 | <p>Algebra, number and structure Students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in the community, business and industry contexts.</p> <p>Data analysis, probability and statistics Students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.</p> <p>Discrete maths: Financial and consumer mathematics Students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.</p> <p>Space and measurement Students cover the use and application of the metric system and related measurement in a variety of domestic, societal and commercial contexts, including consideration of accuracy, precision and error.</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 | <p>Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| 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 | <p>Understanding Health and Wellbeing</p> <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 | <p>Managing health and development</p> <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 | <p>Australia’s Health in a Globalised World</p> <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 | <p>Health and human development in a global context</p> <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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| <p>Topic Overview</p> | <p>History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. Students will emerge from the course equipped to take an informed position on the interpretation of sources, and the use and application of evidence. The study of History improves ability to form an argument, think critically, and analyse information.</p> <p>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 experience History through an archaeological dig and through game- Assassins Creed? If you have answered 'yes' to these questions, you will enjoy History.</p> <p>NB: Students will be asked to choose which option (Twentieth Century History <u>OR</u> Ancient History) they would like to study, prior to the course starting. The selected option will run for the whole year for the whole class.</p> | |
| <p>Unit 1</p> | <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 Soviet Russia under Stalin 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</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, the economy, and life for women <p>2. Ancient Empires Assyria: Empire of Mesopotamia</p> <ul style="list-style-type: none"> • The Assyrian empire- the reigns of Assyrian kings including Sennacherib • The Assyrian army- deportation, terror • Social features of life in Assyria |
| <p>Unit 2</p> | <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>A brave new world</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 • Investigate Egypt's Pyramids through the Assassins Creed Game Origins quests • Why did the Old Kingdom collapse – An Ancient Climate Change <p>The Middle Kingdom 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 |
| <p>Assessment</p> | <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> | |
| <p>Associated Career Areas:</p> | <p>Historian, Journalist, Lawyer, Criminologist, Archaeologist, Teacher, Librarian, Politician, Police.</p> | |
| <p>Ahead of time</p> | <p>Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> | |
| <p>Study Design</p> | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> | |

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| Topic Overview | <p>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.</p> <p>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.</p> |
| Unit 3 | <p>Greece AOS 1 Archaic and Classical Period 800-454BCE 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 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? 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 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 the 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 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 | <p>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).</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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| 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 which 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 | This unit 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| Topic Overview | <p>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 for individuals regarding the law.</p> <p>Do you enjoy reading and discussing legal issues? Do you enjoy debating, or want to learn how to craft a solid argument? Do you want to learn what your rights and responsibilities are? Are you interested in how laws change over time and whether a court decision is just and fair? Are you interested in crime, criminality and questioning legal-political morality? If you have answered 'yes' to these questions you will enjoy Legal Studies.</p> |
| Unit 1 | <p>Guilt and Liability</p> <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, family law and contracts |
| Unit 2 | <p>Sanctions, Remedies, and Rights</p> <ul style="list-style-type: none"> • Sanctions – Approaches to sentencing and diverse 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 | <p>Rights and Justice</p> <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 | <p>The People and The Law</p> <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 | <p>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).</p> |
| Associated Career Areas: | <p>Lawyer (Barrister/Solicitor) – specialisations include: criminal, family, corporate, international, sports, tax, employment etc, Police Officer, Paralegal, Politician, Policy work</p> |
| Ahead of time | <p>Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| Topic Overview | <p>Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics.</p> <p>This course is only recommended for students who completed year 10 Methods.</p> |
| Unit 1 Unit 2 | <p>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.</p> <p>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.</p> |
| Unit 3 Unit 4 | <p>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.</p> <p>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.</p> |
| Assessment | <p>Students may sit school-based assessments that includes tests, application and modelling and problem-solving tasks.</p> <p>Detailed assessment information can be found in the Study Design (see below).</p> |
| Associated Career Areas: | <p>Mathematical Methods is a prerequisite for some bachelor's degrees in aviation, Engineering, Veterinary science, Information and Communication technology and Electrical work.</p> |
| Ahead of time | <p>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.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| 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 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 experiences 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. |
| Units 3&4 are offered in Year 11 only | |
| 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

Due to the camp and excursion requirements, Units 1&2 Outdoor Education will be offered to Year 10 students and Units 3&4 to Year 11 students.

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| 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 | 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| 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 | <p>How is energy useful to society?</p> <p>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.</p> |
| Unit 2 | <p>How does physics help us to understand the world?</p> <p>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.</p> |
| Unit 3 | <p>How do fields explain motion and electricity?</p> <p>Students will learn about Newton's laws of motion and explore the concept of fields, which are used by physicists to explain how objects can interact even without touching each other. They will study gravitational, magnetic, and electric fields, how these fields are related to each other. They will also learn about the production and delivery of electricity to homes.</p> |
| Unit 4 | <p>How have creative ideas and investigation revolutionised thinking in physics?</p> <p>Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.</p> |
| Assessment | <p>Assessment tasks include a selection of the following:</p> <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: | <p>Health: Medical Imaging, Medicine, Podiatry, Exercise and Sport Science, Exercise Physiologist</p> <p>Engineering, Aviation, Biotechnology, Electrician/Telecommunications, Research Scientist, Astronomy, Data Analyst</p> |
| Ahead of time | Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 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

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| 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>Design practices Analyse and evaluate existing products and current technological innovations in product design. Students develop, trial and test physical product concepts, and make a designed product.</p> |
| Unit 2 | <p>Positive impacts for end users Students research designs across a range of design specialisations, and critique products to make judgments about their outcome using the factors that influence product design.</p> |
| Unit 3 | <p>Ethical product design and development Students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).</p> |
| Unit 4 | <p>Production and evaluation of ethical designs Students continue to work as designers throughout the production process, making and evaluating the product from Unit 3.</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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 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

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| 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 Unit 2 | <p>Product re-design and sustainability Product re-design for improvement. Producing and evaluating a re-designed product.</p> <p>Collaborative Design Designing within a team. Producing and evaluating a collaboratively designed product.</p> |
| Unit 3 Unit 4 | <p>Applying the product design process Design for end users. Product development in industry. Designing for others.</p> <p>Product development and evaluation. Product analysis and comparison. Product manufacture. 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>Carpenter, Builder, Construction, Cabinet Making, Furniture Maker, Industrial Design</p> |
| Ahead of time | <p>Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.</p> |
| Study Design | <p>This subject is bound by the VCAA Study Design, which can be found on this website.</p> |

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| 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 | How are behaviour and mental processes shaped? In this unit, psychological development, brain function, and cultural perspectives are explored. Students study classical and contemporary knowledge to understand thoughts, emotions, and behaviours. They investigate brain structure, plasticity, and the impact of damage on psychological functioning. A research investigation involves analysing secondary data to evaluate research validity. |
| Unit 2 | How do internal and external factors influence behaviour and mental processes? In this unit, social cognition, attitudes, and relationships are examined. Factors influencing behaviour and diverse cultural experiences, including Aboriginal and Torres Strait Islander perspectives, are considered. Students explore perception, distorted perception, and conduct a scientific investigation on internal and external factors influencing behaviour and mental processes. |
| Unit 3 | How does experience affect behaviour and mental processes? Students investigate the contribution that research has made to the understanding of the functioning of the nervous system's functioning and its role in interacting with the world. They examine stress as a psychobiological process, including the gut-brain relationship. Learning and memory models, knowledge acquisition, and behavioral changes are explored. The use of mnemonics, including how Aboriginal and Torres Strait Islander cultures use place for memory, is investigated. |
| Unit 4 | How is mental wellbeing supported and maintained? 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. 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 their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

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| Topic Overview | Students explore how designers visually communicate concepts when designing messages, objects, environments, and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces, and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop, and deliver design solutions. Drawings are used to visually represent relationships, ideas, and appearances, while models and prototypes are produced for the purposes of testing and presentation. |
| Unit 1 Unit 2 | <p>Finding, reframing, and resolving design problems</p> <p>In this unit students are introduced to practices and processes used by designers to identify, reframe, and resolve human-centered design problems. They learn how design can improve life and living for people, communities, societies, and how understandings of good design have changed over time. Students learn the value of human-centered research methods, working collaboratively to discover design problems and understand the perspective of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.</p> <p>Design contexts and connections</p> <p>Unit 2 builds on understandings of visual communication practiced in Unit 1. Students draw on conceptions of good design, human-centered research methods, and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture, and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media, and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.</p> |
| Unit 3 Unit 4 | <p>Visual communication in design practice</p> <p>In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practicing in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments, and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities, and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.</p> <p>Design development and presentation</p> <p>In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined, and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research, and review design criteria defined in the brief. Manual and digital methods, media, and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes.</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: | Graphic/Industrial Designer, Architect, Digital Games Designer, Web Design, Illustrator, Advertising, Art/Design Director. |
| Ahead of time | Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11. |
| Study Design | This subject is bound by the VCAA Study Design, which can be found on this website . |

Vocational Major Subjects



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| Topic Overview | 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. |
| 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 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. |
| Unit 3 | 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. Students will view a range of different informational and procedural texts responding to a workplace or health and participation in the community. |
| Unit 4 | In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting.. In this unit students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. |
| 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 . |

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| Topic Overview | 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. |
| Unit 1 | Healthy Individuals 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. |
| Unit 2 | Connecting with community This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. 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. |
| Unit 3 | Leadership and Teamwork 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. |
| Unit 4 | Community Project 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 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. |
| Assessment | Students may sit school-based assessments that includes written work, oral presentations, object production and project implementation.. 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 . |

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| Topic Overview | 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. |
| Unit 1 | <p>Careers and learning for the future</p> <p>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>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>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> |
| Unit 4 | <p>Portfolio preparation and presentation</p> <p>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 written work, oral presentations, workplace documents and a portfolio. 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



VET DSS – Certificate II in Cookery

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

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| Topic Overview | <p>SIT20421 Certificate II in Cookery</p> <p>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.</p> |
| 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 |
| Assessment | Each UOC has set work to complete, with feedback from your trainer |
| Important Information | <ul style="list-style-type: none"> • Uniform requirements for this program (see booklist in Term 4) |
| 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 | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| Credit | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: scored assessment with an end of year exam and ATAR contribution (can be a top 4 subject) • For more information, please see Ms Logan, VCE Manager |

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.**

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| Topic Overview | <p>CHC30121 Certificate III in Early Childhood Education and Care (partial completion)</p> <p>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.</p> |
| 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 (to finish qualification) - 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 |
| Important Information | <ul style="list-style-type: none"> • This VET DSS program is partial completion of the Certificate III program, and set up for your VCE program only. Students wishing to finish the qualification will need to do this through a TAFE provider after completing secondary schooling. • Compulsory structured workplace learning in both first and second years of this course (120 hours total) • Flexibility to complete this SWL during the week, and holidays is provided for VCE students; for VCE VM students it will become your SWL placement |
| 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 | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| Credit | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: block ATAR contribution (not a scored program; can only be a 5th or 6th ATAR subject) • For more information, please see Ms Logan, VCE Manager |

VET DSS – Certificate II in Electrotechnology (pre-vocational) (Partial completion)

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

| Topic Overview | 22499VIC Certificate II in Electrotechnology (pre-vocational) (partial completion) |
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| You will learn: | <ul style="list-style-type: none"> - The program provides students with the skills and knowledge to enhance their entry level employment prospects in apprenticeships and traineeships in a range of industries such as Electrical, Electronics, Refrigeration and Mechanical. |
| Education Pathways: | <ul style="list-style-type: none"> - Electrical Apprenticeships and Traineeships - Further study options include Certificate III in Electrotechnology, - Certificate IV in Electrotechnology, - Solar installation, - solar design - Telecommunication industry and Electrical distribution networks such as Powercor |
| Assessment | Each UOC has set work to complete, with feedback from your trainer |
| Important Information | <ul style="list-style-type: none"> • This VET DSS program is partial completion of the Certificate II program • Students must have a good understanding of maths; <ul style="list-style-type: none"> ○ It is recommended that the following units be undertaken, <ul style="list-style-type: none"> - English Units 1 to 4 - Design and Technology Units 1 to 4 - General Maths Units 1 to 4 |
| Associated Career Areas: | <ul style="list-style-type: none"> - Solar installation - Refrigeration Mechanic - Electrician - Solar design - Working for a Telecommunication industry and Electrical distribution networks such as Powercor. |
| Who can take this subject | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| Credit | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: block ATAR contribution (not a scored program; can only be a 5th or 6th ATAR subject) • For more information, please see Ms Logan, VCE Manager |

VET DSS – Certificate II in Engineering Studies

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

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| Topic Overview | 22470VIC Certificate II in Engineering Studies This course includes the theoretical and practical components of basic engineering studies. 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. |
| 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 |
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| | <ul style="list-style-type: none"> • This program includes compulsory holiday classes, which will be communicated to you at the start of both years |
| | <ul style="list-style-type: none"> - Boilermaker - Engineer - Machinist - Fitter and turner - Hydraulic controls technician - Metal fabricator |
| | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: scored assessment with an end of year exam and ATAR contribution (can be a top 4 subject) • For more information, please see Ms Logan, VCE Manager |

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

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

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| Topic Overview | <p>HLT33115 Certificate III in Health Services Assistance (partial completion)</p> <p>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.</p> |
| 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 |
| Important Information | <ul style="list-style-type: none"> • This VET DSS program is partial completion of the Certificate III program, and set up for your VCE program only. Students wishing to finish the qualification will need to do this through a TAFE provider after completing secondary schooling |
| 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 | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| Credit | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: scored assessment with an end of year exam and ATAR contribution (can be a top 4 subject) • For more information, please see Ms Logan, VCE Manager |

Vet DSS - Certificate II in Horticulture

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| Topic Overview | AHC20416 Certificate in Horticulture Keen to develop your interest in plants and gardens into a career? Give yourself a head start into an apprenticeship or traineeship. |
| You will learn: | <ul style="list-style-type: none"> - Plant identification - Pest, disease and weed control - Propagation and pruning - Operating and maintain common horticultural machinery and equipment |
| Education Pathways: | <ul style="list-style-type: none"> - Landscape Labourer - Horticulturist - Apprentice landscape gardener - Maintenance gardener - Production nursery worker |
| Assessment | Each UOC has set work to complete, with feedback from your trainer |
| Important Information | <ul style="list-style-type: none"> • This program includes compulsory holiday classes, which will be communicated to you at the start of both years |
| Associated Career Areas: | <ul style="list-style-type: none"> - Nursery assistant - Wholesale nursery worker - Landscaping - Horticulturalist - Pasture, crops and orchards farmhand - Parks and gardens - Associated Government departments |
| Who can take this subject | <ul style="list-style-type: none"> • Year 11 students VCE or VCE VM, first year program • Year 12 students VCE second year only; VCE VM either first or second year program • The second year of a VET DSS program can only be undertaken after successful completion of the first year |
| Credit | <ul style="list-style-type: none"> • All students: 2 credits at Year 11, and 2 credits at Year 12 level • VCE students: block ATAR contribution (not a scored program; can only be a 5th or 6th ATAR subject) • For more information, please see Ms Logan, VCE Manager |

VET DSS – Project Ready (Certificate II in Active Volunteering)

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| Topic Overview | CHC24015 Certificate II in Active Volunteering A hands-on work readiness and personal development program. Project Ready was first developed to re-engage students with education and prepare them for future work. It has been redeveloped to meet the needs of a wider range of students. The program assists young people to transition successfully from year 12 (or an equivalent) to further training or employment. |
| You will learn: | <ul style="list-style-type: none"> Communicate in the workplace Be an effective volunteer Participate in workplace health and safety Work with diverse people Plan and prepare for work readiness Develop personal effectiveness Participate in practical placement with support |
| Assessment | Each UOC has set work to complete, with feedback from your trainer |
| Important Information | This program involves completing community project work and practical placements. |
| Associated Career Areas: | Project Ready is beneficial for students who have not yet developed the work readiness skills required to successfully transition into further education, training or the workforce. |
| Who can take this subject | |
| Credit | |

Glossary of Terms

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| VCE | <i>The Victorian Certificate of Education.</i> |
| Vocational Major | <i>A two-year vocational and applied learning program that was introduced in 2023 to replace Senior and Intermediate VCAL.</i> |
| VET DSS | <i>Vocational Education & Training in Schools (these course will be run by SW Tafe).</i> |
| SBA/SBT | <i>School-based Apprenticeship./School-based Traineeship</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 assessment requirements 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, 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.

