



**Beaumaris
Secondary
College**



Senior Curriculum Handbook 2022

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Understanding the VCE

ATAR - Australian Tertiary Admission Rank A student's ATAR is determined by VTAC using the student's scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

Authentication The process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students' work.

Career Education Funding (CEF) A program, including course counselling, which assist students make informed choices about possible future directions.

DES - Derived Exam Score An estimated score for a particular exam which may be used under Special Provision.

EAL - English as an Additional Language For VCE students who have studied less than seven years in English instruction. Students must meet VCCA criteria to enrol as an EAL student, previously known as ESL (English as a Second Language).

GAT - General Achievement Test All students undertaking a Unit 3 & 4 sequence must sit this three hour test in June. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

Learning Outcomes What a student must know or be able to do by the time she has finished the Unit.

Part-time Apprenticeships and Traineeships Students who receive training as part of their casual employment and receive credit towards their VCE.

School Assessment Tasks (SATs) Tasks done in class time to assess performance in Art, Media, Studio Arts Visual Design, Food Technology and Design and Technology studies.

'S' or 'N' These letters mean 'S' for satisfactory (pass) or 'N' not satisfactory (not passed).

School Assessed Coursework (SACs) Work done, mainly in class time, to assess performance in Units 3 & 4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

School Based Apprenticeships and Traineeships (SBAT) Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

Semester One half of the academic year. A unit of study lasts for one semester.

Sequence A sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3 & 4 sequences.

Special Consideration

Student Program This is the total package of VCE and VET studies normally taken over two years.

Study/Studies Subject(s) English, Biology, Further Maths etc

Study Design this is the curriculum documentation outlining all the required key skills and knowledge within a specific study

Study Score this indicates how a student performed in relation to all other students in the state who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations for each study and is scored out of 50

TAFE - Technical and Further Education TAFE Institutes offer post-secondary courses.

Unit Each VCE study is divided into 4 units. Each unit lasts one semester. Units 1 & 2 are normally at Year 11 level, and Units 3 & 4 are normally at Year 12 level.

VCAA - Victorian Curriculum and Assessment Authority The accrediting and authorising body responsible for overseeing the VCE.

VCE Victorian Certificate of Education – this is senior secondary certificate of education, it incorporates both a General Curriculum and Vocational Specialisation pathway

VET Vocational Education and Training – this training is provided by Registered Training Organisations and provide a hands on learning experience with the VCE studies in both General or Vocational Specialism pathways

VCE/VET This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

Vocational Specialisation – This is the applied vocational pathway within the VCE, this incorporates VET and structured workplace learning and other VCE subjects

VTAC - Victorian Tertiary Admissions Centre The body responsible for the administration of the application and offer selection processes on behalf

VCE Information

What is the VCE?

The Victorian Certificate of Education (VCE) is the senior secondary certificate recognising successful completion of secondary education. There are two pathways within the VCE – the General Curriculum studies and the Vocational Specialisation. Students completing the General Curriculum studies will receive an ATAR with the completion of their studies and this provides pathways into university, TAFE and the workplace. Students completing the Vocational Specialisation will receive a completion certificate within the applied pathway of the VCE. This pathway can support students who are wanting to undertake an apprenticeship, further study at TAFE or entering the workplace.

To obtain your VCE you must satisfactorily complete at least 16 units. This may include a VET study.

Within the General Curriculum studies, the minimum English requirement is three units from the English group, including a Unit 3–4 sequence.

English units may be selected from:

- Foundation English Units 1 and 2
- English Units 1–4
- English as an Additional Language Units 3 and 4
- English Language Units 1–4
- Literature Units 1–4.

How to choose your VCE program

When choosing a program, you should consider the following:

- Prerequisites for any courses/careers you may be considering
- Relevant subjects to a particular course or career pathway you are considering
- Your interest areas and strengths
- A breadth of curriculum studies

Students have a range of resources to support them when choosing their course and are also encouraged to speak with their GOAL mentor, Careers Counsellor or the Senior Curriculum Leader for further support. Students should be using this handbook to gain an understanding of the subjects offered and should also consult with teachers within the College to obtain further information where required.

Vocational Specialisation

Students competing the Vocational Specialisation (applied pathway) should be considering which VET course they will be completing as part of their program and should also speak with the Careers Counsellor about selection. Students should also consult this handbook and speak with subject teachers for further information about particular subjects on offer.

Satisfactory Completion of the VCE

Students are required to demonstrate their satisfactory understanding of key skills and knowledge in each subject and unit through a number of learning Outcomes determined by VCAA. A student must satisfactorily achieve all outcomes within the Unit to gain successful completion of the Unit.

Authentication

VCAA and Beaumaris Secondary College expect that all work completed and submitted by students is their own work. Students must follow specific guidelines for assessment, which include all work being submitted by a student is acknowledged as their own. Students must not submit any part of another student's work or pass on information about a SAC to another student. Students must acknowledge all sources of information through appropriate bibliography. A student found in breach of these guidelines can have a range of sanctions in place for the relevant assessment.

Special Provision

Students who have, or develop special circumstances which may impact their ability to perform in their VCE program may be eligible for Special Provision. These may include scenarios such as chronic illness, trauma, learning difficulties. Where Special Provision is granted, the provision may include rest breaks, a scribe or reader or rescheduling of assessments, depending on the individual circumstances. It is important that families remain in communication with the College to inform them of any such circumstance so the College can manage this appropriately and efficiently to best support the student.

APPLIED COMPUTING

Are you interested in...? Creating digital solutions to solve problems, managing threats to data, information and software security, understanding information systems including people, processes, data and digital systems, computational design and systems thinking

Career pathways bullseye: [Computing](#), [Maths](#), [Metal Work and Engineering](#)

[VCAA Study Page](#)

Unit 1: APPLIED COMPUTING

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3: DATA ANALYTICS

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: DATA ANALYTICS

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

AUSTRALIAN & GLOBAL POLITICS

Are you interested in...? Power – who has it, how do they get it, and how do they use it? Politics is the study of political, social, cultural and economic forces through national and global events, issues, and conflicts.

Career pathways bullseye: [Social Sciences](#)
[VCAA Study Page](#)

Unit 1: IDEAS, ACTORS AND POWER

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

Unit 3: EVALUATING AUSTRALIAN DEMOCRACY

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. This study focuses on examples and case studies from within the last 10 years.

Unit 4: AUSTRALIAN PUBLIC POLICY

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation, examining domestic policy, largely concerned with Australian society and affecting people living in Australia. Students investigate ONE Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. Students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy. This study focuses on examples and case studies from within the last 10 years.

Unit 2: GLOBAL CONNECTIONS

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

BIOLOGY

Are you interested in...? Living Things, Nature, Cells, Animals, Microscopes, Functioning of Animals and Plants, Genetics, Medicine, Disease, Ecosystems, Biotechnology, Evolution, Experimenting

Career pathways bullseye: [Biology](#), [Health](#), [Environmental Sciences](#), [Rural Studies](#)

[VCAA Study Page](#)

Unit 1: HOW DO LIVING THINGS STAY ALIVE?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: HOW IS CONTINUITY OF LIFE MAINTAINED

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

Unit 3: HOW DO CELLS MAINTAIN LIFE?

The cell is a dynamic system of interacting molecules that define life. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: 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 between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

BUSINESS MANAGEMENT

Are you interested in...? Owning and/or managing a business, entrepreneurship, innovation, global issues, social responsibility, marketing, human resources, business operations.

Career pathways bullseye: [Business Studies](#), [Construction](#), [Health](#), [Hospitality](#), [Retail](#)

[VCAA Study Page](#)

Unit 1: PLANNING A BUSINESS

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

Unit 2: ESTABLISHING A BUSINESS

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

Unit 3: MANAGING A BUSINESS

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

Unit 4: TRANSFORMING A BUSINESS

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

CHEMISTRY

Are you interested in...? Relationship between materials and energy; design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds in body tissues and useful materials.

Career pathways bullseye: [Chemistry](#)

[VCAA Study Page](#)

Unit 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

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

Unit 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: HOW ARE ORGANIC COMPOUNDS CATEGORISE, ANALYSED AND USED?

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

ECONOMICS

Are you interested in...? Understanding the world around you – global issues, markets, consumer behaviour, government actions, data analysis, problem solving, debating, environmental issues, inequality, sustainability.

Career pathways bullseye: [Economics](#), [Business Studies](#), [Community Services](#), [Geography](#), [Social Sciences](#)

[VCAA Study Page](#)

Unit 1: THE BEHAVIOUR OF BUSINESS AND CONSUMERS

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They consider how technology has altered the way businesses and consumers interact and they investigate contemporary case studies to enhance their understanding of economic concepts. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: CONTEMPORARY ECONOMIC ISSUES

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. In this unit students investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. They explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Students also investigate one or more contemporary global issues to gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations.

Unit 3: AUSTRALIA'S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of markets in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals. Students also investigate the importance of international economic relationships. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4: MANAGING THE ECONOMY

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. In this unit students develop an understanding of how the Australian Government can use its annual budget to influence the level of aggregate demand in the economy and achieve its domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. They consider how changes to interest rates can affect the level of aggregate demand in the economy and the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two federal budgets and how particular initiatives have helped to stabilise the economy. They also consider how the Australian Government utilises aggregate supply policies (such as subsidies, investment in infrastructure, welfare and tax reform, and immigration policies) to manage the Australian economy.

ENGLISH

Successful completion of a student's VCE is dependent on passing a minimum of three (3) units of English.

As part of the achievement of the VCE students must satisfactorily complete a minimum of three (3) units from the English group of subjects, this includes a Unit 3 & 4 sequence. English may be selected from Foundation English Units 1&2, English Units 1&4, English as an Additional Language Units 1-4, English Language Units 1-4, Literature Units 1-4.

Are you interested in...? engaging with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, you will become confident, articulate and critically aware communicators and further develop a sense of yourself, the world and your place within it. English helps equip you for participation in a democratic society and the global community.

Career pathways bullseye: [English](#), [Media](#), [Social Sciences](#)

[VCAA Study Design](#)

Unit 1: CREATIVE AND ANALYTICAL TEXT RESPONSE

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2..

Unit 2: READING & COMAPRING TEXTS, ANAYLSING & PRESENTING ARGUMENTS

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Unit 3: READING & CREATING TEXT, ANALYSING ARGUMENT

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA

Unit 4: READING & CREATING TEXT, PRESENTNG ARGUMENT

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

ENGLISH LANGUAGE

Are you interested in...? the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups we identify with, and the society we inhabit. You examine the nature of language, specifically the sounds, words, structure and meaning of language.

Career pathways bullseye: [English](#), [Languages](#), [Social Sciences](#)

[VCAA Study Design](#)

Unit 1: LANGUAGE & COMMUNICATION

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Unit 3: LANGUAGE VARIATION & SOCIAL PURPOSE

Investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. How language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4: LANGUAGE VARIATION & IDENTITY

The role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

(ENGLISH) LITERATURE

Are you interested in...? Literature provides opportunities for you to develop your awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. You will develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts such as poetry, short stories, novels and film.

Career pathways bullseye: [English](#), [Media](#), [Social Sciences](#)

[VCAA Study Design](#)

Unit 1: APPROACHES TO LITERATURE

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: CONTEXT & CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 3: FORM & TRANSFORMATION

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Unit 4: INTERPRETING TEXT

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

FOUNDATION ENGLISH

Are you interested in...? This subject will appeal to you if you enjoy reading, watching, or playing films, TV and games, and wish to expand your skills in reading critically, thinking about social issues and expressing yourself clearly and creatively. While some students see Foundation English as a valid pathway to study at TAFE, the subject has been designed to allow you to enter mainstream VCE English in Units 3 and 4 where appropriate.

Career pathways bullseye: [English](#), [Media](#), [Social Sciences](#)

[VCAA Study Page](#)

Unit 1: ENGLISH FOR PRACTICAL PURPOSES

In this unit, students focus on developing language and communication skills, primarily through the study of a variety of texts. They develop communication skills in order to listen, speak, read and write effectively in academic, workplace and social contexts. On completion of this unit the student should be able to produce prose and graphic summaries and explanations of specified texts. Students should also be able to produce different text types for different purposes and audiences in response to academic, workplace or social contexts. As well as listen, interact and speak in different formal contexts, for a range of audiences and persuasive purposes.

Unit 2: THINKING & LEARNING THROUGH ENGLISH

In this unit students develop a range of literacy skills and learning strategies. They extend the understandings and processes required to read and write effectively. Students employ learning strategies designed to enhance their achievement in and enjoyment of the English language. On completion of this unit the student should be able to produce analytical or creative responses to a literary text. Students should be able to communicate ideas and information appropriately in writing for a particular target audience and purpose. As well as be able to present a spoken or multimodal text to a specified audience, which conveys a reasoned and informed opinion on a topic of interest.

Unit 3 & 4 – Not yet provided by VCAA

ENGLISH AS AN ADDITIONAL LANGUAGE

NOTE: There are specific requirements to be eligible to study EAL, please speak to the Senior Curriculum Leader

Are you interested in...? engaging with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, you will become confident, articulate and critically aware communicators and further develop a sense of yourself, the world and your place within it. English helps equip you for participation in a democratic society and the global community.

Career pathways bullseye: [English, Media, Social Sciences](#)
[VCAA Study Page](#)

Students must meet VCAA criteria to enrol as an EAL student.

Unit 1: CREATIVE AND ANALYTICAL TEXT RESPONSE

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2..

Unit 2: READING & COMAPRING TEXTS, ANAYLSING & PRESENTING ARGUMENTS

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Unit 3: READING & CREATING TEXT, ANALYSING ARGUMENT

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA

Unit 4: READING & CREATING TEXT, PRESENTNG ARGUMENT

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

EXTENDED INVESTIGATION

Are you interested in...? Investigation of ideas, developing research questions or ideas, conducting independent research, explore, justify and defend research findings in both written and oral settings

Career pathways bullseye: [Biology](#), [Health](#), [Environmental Sciences](#), [Rural Studies](#), [Media](#), [Social Sciences](#), [History](#), [Chemistry](#), [Metal Work and Engineering](#)

[VCAA Study Design](#)

This is a Unit 3 & 4 Study only

Unit 3: DESIGNING AN EXTENDED INVESTIGATION

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1 on a date published annually. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.

Unit 4: PRESENTING AN EXTENDED INVESTIGATION

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

FOOD STUDIES

Are you interested in...? Exploring food from a wide range of perspectives. Past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Researching the economic, environmental and ethical dimensions of food and critically evaluating information, marketing messages and new trends.

Career pathways bullseye: [Food Studies](#), [Biology](#), [Health](#), [Home Economics](#), [Hospitality](#)

[VCAA Study Page](#)

Unit 1: FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: FOOD IN DAILY LIFE

The many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: FOOD ISSUES, CHALLENGES AND FUTURES

Debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

GEOGRAPHY

Are you interested in...? exploring, analysing understanding characteristics that make up our world, fieldwork, investigations to explain why our world is the way it is and what made it that way, human impact on the environment

Career pathways bullseye: [Environmental Sciences](#), [Social Sciences](#), [Rural Studies](#)

[VCAA Study Page](#)

Unit 1: HAZARDS & DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

Unit 2: TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Unit 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

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

Unit 4: HUMAN POPULATION – TRENDS & ISSUES

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

HEALTH & HUMAN DEVELOPMENT

Are you interested in...? Health and wellbeing, youth perspectives, population groups, health promotion, human development, global health, the United Nations, the human lifespan.

Career pathways bullseye: [Community Services](#), [Food Studies](#), [Health](#), [Social Sciences](#)

[VCAA Study Page](#)

Unit 1: UNDERSTANDING HEALTH & WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: MANAGING HEALTH & DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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

Unit 4: HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

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

HISTORY – 20TH CENTURY / REVOLUTIONS

Are you interested in...? Writing, investigating, exploring, and understanding how the world came to be what it is today.

Career pathways bullseye: [Art](#), [Business Studies](#), [Economics](#), [English](#), [History](#), [Social Sciences](#)

[VCAA Study Design](#)

Unit 1: 20TH CENTURY HISTORY (1918-1939)

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: 20TH CENTURY HISTORY (1945-2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New

countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Unit 3&4: REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

media.

INDUSTRY & ENTERPRISE

Are you interested in...? work and the workplace, industries and society, economic, social and cultural aspects of work, work placement

Career pathways bullseye: [Construction](#), [Industrial Arts](#), [Metal Work and Engineering](#), [Textiles and Design](#), [Art Business Studies](#), [Automotive](#), [Computing](#), [Entertainment](#), [Maths](#), [Music](#), [Physical Education](#), [Retail](#), [Rural Studies](#).

[VCAA Study Page](#)

Unit 1: WORKPLACE PARTICIPATION

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue. After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning..

Unit 2: BEING ENTERPRISING

In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by industry. Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry. Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. After completing the relevant OH&S induction program, students demonstrate practical

application of their developing work-related skills by completing at least 35 hours of structured workplace learning.

Unit 3: ENTERPRISE CULTURE

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry depends on ongoing development of a successful enterprise culture. Ongoing industry issues act as forces for change and affect work settings within Australian industries. To succeed and remain viable, Australian industry must respond in enterprising ways. Integral to developing an understanding of enterprise culture is exploration of the importance of work-related skills in a community and/or work setting and their application through structured workplace learning. Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings. Students explore the role and impact of four significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning. After completing the relevant OH&S induction program, students demonstrate the practical application of work related skills by completing at least 35 hours of structured workplace learning.

Unit 4: INDUSTRY CHANGE & INNOVATION

Industries operating in Australia are faced with an ongoing need to change as a result of pressures and opportunities from a variety of sources such as government, international competitiveness, changing societal values and attitudes, and environmental sustainability. In this unit students investigate enterprising responses by industry from the last four years to the need for change and how these are transforming the Australian workplace. Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

LANGUAGES - FRENCH

Are you interested in...? Learning a new culture, history and way of life. Learning a new language and its grammatical intricacies. Being equipped to travel to Francophone countries and being able to interact with the locals in their native language. Improving skills in lateral thinking, problem solving, nonverbal intelligence, English, Maths, and memorisation.

Career pathways bullseye: [Languages](#)

[VCAA Study Page](#)

Unit 1: LANGUAGE & CULTURE

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2: LANGUAGE & CULTURE

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3: INTERPRETATION & EXPRESSION

Students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics. Each area of study must cover a different subtopic. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4: CULTURE

Students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. AOS1 and AOS2 may focus on the same subtopic. AOS 3 should cover a different subtopic to the subtopic/s chosen. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. 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.

LANGUAGES - JAPANESE

Are you interested in...? Exploring different cultures, experiencing the world from another culture and country's perspective, Japanese pop culture such as anime, manga, gaming, Japanese culture such as food, clothing and sports.

Career pathways bullseye: [Languages](#)

[VCAA Study Page](#)

Unit 1: LANGUAGE & CULTURE

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2: LANGUAGE & CULTURE

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3: INTERPRETATION & EXPRESSION

Students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4: CULTURE

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. 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.

LEGAL STUDIES

Are you interested in...?

Career pathways bullseye: [Community Services](#), [Business Studies](#), [Social Sciences](#), [Economics](#)

[VCAA Study Page](#)

Unit 1: GUILT & LIABILITY

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute

Unit 2: SANCTIONS, REMEDIES & RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: RIGHTS & JUSTICE

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

Unit 4: THE PEOPLE & THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. The significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

MATHEMATICS - FOUNDATION

Are you interested in...? Continuing building upon your knowledge and understanding of the necessary numeracy skills required for everyday life as a student, worker or business owner.

Career pathways bullseye: [Construction](#), [Industrial Arts](#), [Metal Work and Engineering](#), [Textiles and Design](#), [Art Business Studies](#), [Automotive](#), [Computing](#), [Entertainment](#), [Maths](#), [Music](#), [Physical Education](#), [Retail](#), [Rural Studies](#).

[VCAA Study Page](#)

Unit 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 & 4: Currently in development phase

MATHEMATICS – GENERAL/FURTHER

Are you interested in...? Extending your core maths skills which you have developed in Year 7-10 by applying them to new contexts. You will gain a strong understanding of how we use maths in everyday life especially when it comes to financial maths and statistics (data analysis).

Career pathways bullseye: [Community Services](#), [Food Studies](#), [Health](#), [Social Sciences](#) [Construction](#), [Industrial Arts](#), [Metal Work and Engineering](#), [Textiles and Design](#), [Art](#) [Business Studies](#), [Automotive](#), [Computing](#), [Entertainment](#), [Maths](#), [Music](#), [Physical Education](#), [Retail](#), [Rural Studies](#), [Hospitality](#)

[VCAA Study Page](#)

Unit 1 & 2: GENERAL MATHEMATICS

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’. For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 & 4: FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

MATHEMATICAL METHODS

Are you interested in...? Extending your problem solving and reasoning skills in the areas of Calculus and Statistics. Many of the laws of science are relationships involving rates of change (or Calculus). This subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles.

Career pathways bullseye: [Maths](#), [Social Sciences](#), [Physics](#), [Engineering](#), [Chemistry](#), [Health](#)

[VCAA Study Page](#)

Unit 1

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 2

Students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4. For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study. For Unit 4, this selection would typically consist 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. For Unit 4, the content from the ‘Calculus’ area of study would be likely to 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. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

MATHEMATICS - SPECIALIST

Are you interested in...? Applying mathematics to problem solving, reasoning and modelling.

Career pathways bullseye: [Maths](#), [Metalwork and Engineering](#), [Computing](#), [Physics](#)

[VCAA Study Page](#)

Unit 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations
- other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
- courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
- content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

MEDIA

Are you interested in...? Creative writing, analysing films and TV shows, understanding the influence of the media, making films, photography, podcasts, animation, acting, radio, producing, scriptwriting, directing, editing, print advertising, advertising, journalism.

Career pathways bullseye: [Entertainment, Media](#)

[VCAA Study Page](#)

Unit 1: MEDIA FORMS, REPRESENTATIONS & AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: NARRATIVES ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production

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

Unit 3: MEDIA NARRATIVES & PRE-PRODUCTION

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

Unit 4: MEDIA PRODUCTION & ISSUES IN THE MEDIA

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

MUSIC PERFORMANCE

Are you interested in...? Understanding music from a range of genres and styles. Honing individual instrumental music and performance skills. Involves listening critically and analysing music.

Career pathways bullseye: [Entertainment](#), [Music](#)

[VCAA Study Page](#)

Unit 1: MUSIC PERFORMANCE

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 study the work of other performers and explore strategies to optimise their own approach to performance. 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 and apply this knowledge when preparing and presenting performances.

Unit 2: MUSIC PERFORMANCE

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments 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. 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 and apply this knowledge when preparing and presenting performances.

Unit 3: MUSIC PERFORMANCE

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 using one or more instruments 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. 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 and apply this knowledge when preparing and presenting performances.

Unit 4: MUSIC PERFORMANCE

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 in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

OUTDOOR & ENVIRONMENTAL STUDIES

Are you interested in...? outdoor adventure activities, environmental history, conservation, sustainability
Career pathways bullseye: [Outdoor Education](#), [Environmental Science](#)

[VCAA Study Page](#)

Unit 1: EXPLORING OUTDOOR EXPERIENCES

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

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Unit 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Students explore 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. Students consider factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in experiences in outdoor environments, including 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 ENVIRONMENTS

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 Australians. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments. Students engage in relevant experiences in the outdoors. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

PHILOSOPHY

Are you interested in...? Western philosophy, metaphysics, philosophy of knowledge, arguments of formal and informal logic, human nature, the good life, studying significant philosophers

Career pathways bullseye: [Social Sciences](#), [History](#), [Community Services](#)

[VCAA Study Page](#)

Unit 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. For the purposes of this study, a primary text is defined as offering a positive argument or viewpoint rather than a mere critique. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning.

Unit 2: QUESTIONS OF VALUE

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 3: MINDS, BODIES & PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 4: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.

PHYSICAL EDUCATION

Are you interested in...? How the body works in exercise/sport, how to improve performance through physical, psychological, nutritional pathways, how to increase physical activity across the population, sport, training and performance enhancement

Career pathways bullseye: [Physical Education](#), [Biology](#), [Health](#)

[VCAA Study Page](#)

Unit 1: THE HUMAN BODY IN MOTION

How does the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: PHYSICAL ACTIVITY, SPORT & SOCIETY

Understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity

Unit 3: MOVEMENT SKILLS & ENERGY FOR PHYSICAL ACTIVITY

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

Unit 4: TRAINING TO IMPROVE PERFORMANCE

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

PHYSICS

Are you interested in...? Problem solving, working with ideas, hands-on experimentation, electrical circuits, astronomy, using mathematics to communicate.

Career pathways bullseye: [Physics, Maths, Metalwork and Engineering, Computing](#)

[VCAA Study Page](#)

Unit 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable. A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Unit 3: HOW DO FIELDS EXPLAIN MOTION & ELECTRICITY

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT & MATTER

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

PRODUCT DESIGN & TECHNOLOGY

Are you interested in...? Product design, fashion, machine and hand sewing, engineering, building and construction, woodwork, sustainable manufacturing.

Career pathways bullseye: [Construction](#), [Industrial Arts](#), [Metal Work and Engineering](#), [Textiles and Design](#), [Art VCAA Study Page](#)

Unit 1: SUSTAINABLE PRODUCT REDEVELOPMENT

In Unit 1, students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In Area of Study 1, the student will design and plan the redeveloped product with the intention of creating a different product that considers sustainability issues.

In Area of Study 2, the student will select and apply materials, tools, equipment and processes to make the redeveloped design.

Unit 2: COLLABORATIVE DESIGN

In Unit 2, students work in teams to design and develop an individual item within a team product range, or contribute to the design, planning and production of a single group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability. Students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

In Area of Study 1, the student will design and plan a product or range of products, collaboratively and in response to a developed design brief.

In Area of Study 2, the student will justify, manage and use appropriate production processes to make the designed product and evaluate the design against the design brief.

Unit 3: APPLY THE PRODUCT DESIGN PROCESS

In Unit 3, students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

In Area of Study 1, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

In Area of Study 2, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

In Area of Study 3, students commence the product design process to design a product for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Unit 4: PRODUCT REDEVELOPMENT & EVALUATION

In Unit 4, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

In Area of Study 2, students produce their design from Unit 3, Outcome 3, using appropriate tools, equipment and processes.

In Area of Study 3, students evaluate their product and make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

PSYCHOLOGY

Are you interested in...? understanding human behaviour including how people think, feel and behave, the relationship between the brain and behaviour, understanding psychological phenomena, interplay between genetics and environment

Career pathways bullseye: [Social Sciences](#), [Business Studies](#), [Health](#), [Biology](#), [Health](#)

[VCAA Study Page](#)

Unit 1: HOW ARE BEHAVIOUR & MENTAL PROCESSES SHAPED?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR & MENTAL PROCESSES

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR & MENTAL PROCESSES?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Unit 4: HOW IS WELLBEING DEVELOPED & MAINTAINED

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

STUDIO ARTS

Are you interested in...? Studio Arts introduces students to the role and practices of artists. Students develop an understanding of the way artists work in a range of cultures and periods of time and the artists' perceptions. Students then develop their skills by undertaking the artistic process to produce original works.

Career pathways bullseye: [Art](#), [Industrial Arts](#), [Textiles and Design](#)

[VCAA Study Page](#)

Unit 1: STUDIO INSPIRATION & TECHNIQUES

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2: STUDIO EXPLORATION & CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 3: STUDIO PRACTICES & PROCESSES

Implementation of an individual studio process leading to the production of a range of potential directions. They develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

Unit 4: STUDIO PRACTICE & ART INDUSTRY CONTEXTS

Planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries etc and online gallery spaces.

SYSTEMS ENGINEERING

Are you interested in...? Engineering, mechanisms and mechatronics, electrotechnology, control systems, robotics, problem solving, sustainable energy.

Career pathways bullseye: [Metal Work and Engineering](#), [Electrotechnology](#), [Automotive](#)

[VCAA Study Page](#)

Unit 1: MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems..

Unit 2: ELECTROTECHNOLOGICAL SYSTEMS

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Unit 3: INTEGRATED & CONTROLLED SYSTEMS

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Unit 4: SYSTEMS CONTROL

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

THEATRE STUDIES

Are you interested in...? Acting, directing, dance, costume design, set and props design, lighting design, sound design, producing, theatre history, and stage management.

Career pathways bullseye: [Entertainment , Performing Arts](#)

[VCAA Study Page](#)

Unit 1: PRE-MODERN THEATRE STYLES & CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 3: PRODUCING THEATRE

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Unit 2: MODERN THEATRE STYLES & CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

VISUAL COMMUNICATION & DESIGN

Are you interested in...? Design process, 2D and 3D drawing skills, communicating ideas and information through design, visual analysis, reflecting on design and design process across architecture, interior, exhibition and product design

Career pathways bullseye: [Industrial Design](#), [Textiles and Design](#), [Art](#)

[VCAA Study Page](#)

Unit 1: INTRODUCTION TO VISUAL COMMUNICATION & DESIGN

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 3: VISUAL COMMUNICATION DESIGN PRACTICES

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION & PRESENTATION

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

Unit 2: APPLICATION OF VISUAL COMMUNICATION IN DESIGN FIELDS

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

VET Cert III in Allied Health Assistance

Career pathways: Therapy assistant, Allied health assistant, Assistant in nursing, Health services assistant, Orderly, Personal care assistant

Partial Completion

Campus: Holmesglen, Moorabbin Campus

Assessment: Scored

This Certificate III in Allied Health Assistance gives you a chance to commence your studies as an allied health assistant or an assistant in nursing. The first year of the two-year part time course is a generic year that all students complete. Students will be required to undertake some units after the completion of their VCE program if they wish to receive the full qualification. The course will be delivered through a mixture of online activities, classroom delivery and laboratories, including in a state of the art allied health laboratory, community apartment and a simulated hospital environment. You will learn using role plays, simulations, project work and a total of 80 hours of structured workplace learning over two years (40 hours per year), which will be undertaken in a variety of healthcare settings, including medical, sub-acute, acute, community and rehabilitation areas. Completion of the certificate, produces workers who provide assistance to physiotherapy professionals, and registered and enrolled nurses. Workers at this level operate under direct supervision and do not conduct programs or therapeutic interventions. Job roles include: Therapy assistant, Physiotherapy assistant, Allied health assistant, Assistant in nursing, Health services assistant.

Assessment Scored assessment is available for this study. Students wishing to receive an ATAR contribution for this study must undertake the scored assessment. Students who receive a Units 3 and 4 sequence for this study will be eligible for an increment towards their ATAR. (10% of the lowest study score of the primary four).

* Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.



YEAR 1:

- Provide first aid
- Communicate and work in health or community services • Participate in workplace health and safety
- Comply with infection prevention and control policies and procedures
- Assist with movement
- Organise personal work priorities and development
- Maintain a high standard of service • Respond effectively to behaviours of concern

YEAR 2:

- Interpret and apply medical terminology appropriately
- Transport individuals • Recognise healthy body systems
- Take clinical measurements

VET Cert II in Automotive Vocational Preparation

Career pathways: Light Vehicle Mechanic, Heavy Commercial Vehicle Mechanic

Campus: Chisholm, Frankston Campus

Assessment: Not scored

This course is designed to introduce students to the theory and practice of automotive maintenance and repair in a hands-on learning environment, and focuses on providing students with simulated practical work experiences, employability skills and career pathways into the automotive industry as an apprentice.

Entry requirements: Students must have completed Year 10 English and Maths prior to enrolment

Core units:

- Follow safe working practices in an automotive workplace
- Carry out basic vehicle servicing operations
- Construct and test basic electronic circuits
- Dismantle and assemble multi-cylinder four stroke petrol engines
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Follow environmental and sustainability best practice in an automotive workplace
- Use and maintain tools and equipments in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Remove and replace wheel and tyre assemblies
- Remove and replace brake assemblies
- Operate electrical test equipment



VET Cert III in Beauty Services

Career pathways: Beautician, Beauty Therapist

Campus: Holmesglen, Moorabbin campus

Assessment: Not scored

In this study, you will learn to provide a range of beauty services including nail, waxing, lash and brow and make-up. There's a focus on making sure you have a strong customer-service approach when consulting with clients, so you're ready to walk into a job at your future salon.

Aims:

- Provide students with the knowledge and skills to achieve competencies that will enhance employment prospects in the beauty industry
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.
- Prepare students to have a customer focus service approach to client consultation

Learn about:

- Cosmetic tanning products
- Advise on beauty products and services
- Provide lash and brow services
- Provide waxing services
- Design and apply make-up
- Provide manicure and pedicure services
- Research and apply beauty industry information
- Conduct salon financial transactions
- Provide salon services to clients
- Comply with organisational requirements within a personal services environment
- Apply safe hygiene, health and work practices
- Provide first aid
- Apply eyelash extensions
- Design and apply make-up for photography
- Apply nail art

Assessment This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the fourth study score of the primary four Unit 3 and Unit 4 VCE studies.

Additional resources In addition, a Makeup kit must be purchased directly from Holmesglen. The cost for the makeup kit was approximately \$250 in 2021.



VET Cert II in Building & Construction

Career pathways: Carpenter, domestic builder, foreman, building estimator, domestic builder

Campus: Holmesglen Chadstone campus

Assessment: Not scored

During the course you will gain experience in using hand and power tools, and learn a wide range of carpentry skills, including how to install windows and doors, wall framing, interior fixing and roofing.

This course opens up employment opportunities in the building construction and building design industries by providing the skills and knowledge you need for the carpentry and building trades.

Delivered over two years to students currently enrolled in senior secondary school, the duration of the qualification allows students to achieve a partial completion while completing their normal secondary school studies.

Assessments are designed to provide learners with opportunities to demonstrate they have attained the required skills and knowledge using a range of practically based activities and tasks, as required by recognised standards.

Entry Requirements Prior to enrolment or commencement of training you will be required to complete a literacy and numeracy assessment and a pre-training interview. These will assist with determining your suitability to the course, verify your training plan, and identify any learning support needs.

Core Units

- Apply OHS requirements, policies and procedures in the construction industry
- Identify and handle carpentry tools and equipment
- Apply basic levelling procedures
- Provide basic emergency life support
- Perform basic setting out
- Erect and safely use working platforms
- Interpret and apply basic plans and drawings
- Construct basic wall frames
- Install basic external cladding
- Install basic window and door frames
- Carry out basic demolition for timber structures
- Construct a basic roof frame



VET Cert III in Early Childhood Education & Care

Career pathways: Partial completion of qualification towards an early childhood educator, family day carer, nanny, out-of-school hours care assistant

Campus: Holmesglen, Moorabbin campus

Assessment: Not scored due to partial completion

This course enables you to plan and implement appropriate care and educational experiences for young children. Through the combination of face-to-face, online and practicum based learning, you will acquire the necessary skills and knowledge to work effectively as a professional team member in an early childhood service. These skills include gaining an understanding of legal and ethical requirements, engaging with young children and their families, facilitating children's leisure and play, and fostering holistic development and wellbeing. Graduates may work under direct supervision and may also have limited supervisory responsibilities of volunteers. As part of the course you will be required to undertake a number of days of field placement in an early childhood setting.

This is a two (2) year course.

Core units (sample)

- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Develop cultural competence
- Ensure the health and safety of children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Use an approved learning framework to guide practice
- Provide experiences to support children's play and learning
- Use information about children to inform practice
- Provide an emergency first aid response in an education and care setting
- Participate in workplace health and safety
- Support behaviour of children and young people
- Support children to connect with their world

Assessment: This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the fourth study score of the primary four Unit 3 and Unit 4 VCE studies.

* Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.



VET Cert II in Electro Technology Studies

Career pathways: Apprentice electrician, apprentice electrical fitter, apprentice air conditioner & refrigeration mechanic

Campus: Holmesglen Moorabbin campus

Assessment: Not scored

The course is a pre-vocational electrical program, designed to provide an introduction to the electrical/electronics industries in areas such as air-conditioning, electrical, refrigeration, or instrumentation.

This is a VET Delivered to Secondary Students course and can be completed as part of your VCE or VCAL program.

It enables you to develop broad based competencies in a range of electrotechnology fields such as lighting, general power, fire protection and security, robotics, instrumentation, optical data and voice systems, electrical motors and control systems.

It also enables you to make more informed choices in the selection of vocational career paths, and gain a recognised credential and credits for further training as an apprentice or trainee in the electrotechnology industry.

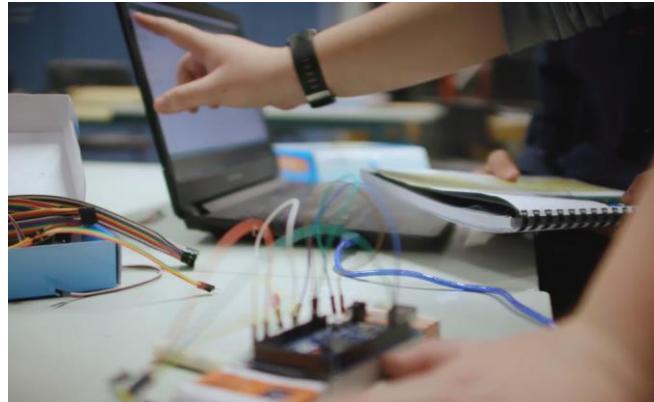
Assessments are designed to provide learners with opportunities to demonstrate they have attained the required skills and knowledge using a range of practically based activities and tasks, as required by recognised standards.

Entry Requirements: This course requires at least Year 10 mathematical knowledge, and is not recommended if you find mathematics at this level challenging.

Prior to enrolment or commencement of training you will be required to complete a literacy and numeracy assessment and a pre-training interview. These will assist with determining your suitability to the course, verify your training plan, and identify any learning support needs.

Core units

- Apply Occupational Health and Safety regulations, codes and practices in the workplace
- Provide cardiopulmonary resuscitation
- Work safely in the construction industry
- Fabricate, assemble and dismantle utilities industry components
- Use drawings, diagrams, schedules, standards, codes and specifications
- Solve problems in d.c. circuits
- Carry out routine work activities in an energy sector environment
- Use of routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and materials for energy sector work activities
- Apply environmentally and sustainable procedures in the energy sector
- Fix and secure electrotechnology equipment
- Use computer applications relevant to a workplace



VET Cert II in Hospitality

Career pathways: Barista, food and beverage attendant, kitchen hand, apprentice chef

Campus: Holmesglen, Moorabbin campus

Assessment: Scored

During this course, you'll learn key hospitality skills such as how to interact with customers and receive and store stock. We also teach you food safety procedures and safe work practices. Upon successfully completing your first year, you'll be awarded a Certificate II in Hospitality. You can then specialise in the Hospitality or Kitchen Operations stream – depending on which pathway you prefer. Fast track to a career as an apprentice chef, kitchen hand, barista or food and beverage attendant with this course.

UNITS 1 & 2 – Certificate II in Hospitality (Code: VEHS)

- Workplace Hygiene, Safety & Security
- Hospitality Industry Knowledge
- Workplace Communications Introductory
- Cookery – Prepare simple dishes, Maintain the quality of perishable items, Prepare sandwiches, Use food preparation equipment, Clean kitchen premises and equipment, Produce dishes using basic methods of cookery
- Introductory Food & Beverage Service - Responsible service of alcohol, Use hospitality skills effectively, Provide service to customers, Interact with customers, Show social and cultural sensitivity
- Uniforms, Texts and Equipment - Students will be required to purchase a restaurant uniform as well as a prescribed text – approximately \$150. Holmesglen will supply knives and the chef's uniform for kitchen work in this program
- On successful completion of the first year students will receive a Food Handlers Certificate or equivalent,
- Responsible Service of Alcohol certificate and Certificate II in Hospitality.

UNITS 3 & 4 - Selected Units from Certificate III in Catering Operations **Option 1 – Food & Beverage Stream (Code: VEHF)**

This stream delivers enhanced skills and knowledge for the service of food and beverage. Training in this stream will enhance student's competence and develop their skills to the standards of service required in a fine dining establishment.

- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee Uniforms and Text - Restaurant uniform (the same as year 1) and texts. The cost of the texts is approximately \$40. Pathways - All students successfully completing this option will have the further option of a guaranteed place in the Diploma of Hospitality leading to the Bachelor of Hospitality Management at Holmesglen.

Option 2 – Certificate II in Kitchen Operations (Code: VEHK)

Students selecting this stream will complete units that will enable the conversion of their Certificate II in Hospitality to the Certificate II in Hospitality (Kitchen Operations). This certificate is the direct pathway into formal cookery qualifications. It is regarded as a pre-apprenticeship program.

- Use cookery skills effectively
- Produce appetisers salads
- Produce stocks, sauces and soups
- Produce vegetables, fruit, eggs and farinaceous dishes
- Purchase goods

Equipment and Texts – A tool kit and chef's uniform (approx. cost is \$200)

Pathways – Students have direct entry into the Certificate III in Hospitality (Commercial Cookery) with one semester of credit. Further bridging programs are available into Patisserie and Bakery. Some classes will finish at 10pm when students are serving in the Holmesglen restaurant. In Units 3 & 4 classes will run Tuesday from 4pm to 8.30pm and sometimes finish at 10pm when in the restaurant.



VET Cert II in Sport & Recreation

Career pathways: sports recreation officer, fitness instructing, sports development, sports coaching

Campus: Holmesglen, Moorabbin campus

Assessment: Scored

If you are enthusiastic about physical fitness and sport, this course may be for you as it places an emphasis on sporting skills and industry knowledge. By studying this course, you will build a solid background in the industry, ideal if you are considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach. In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills for instructing and officiating in a variety of games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered that will be tailored to your interests. The second year of the course has a focus on fitness training and instruction. You will also develop a knowledge of sport and recreation markets and participation patterns, and go on to develop public education courses in a related area

Assessment: Scored assessment is available for this study. Students wishing to receive an ATAR contribution for this study must undertake the scored assessment. Students who receive a Units 3 and 4 sequence for this study will be eligible for an increment towards their ATAR. (10% of the lowest study score of the primary four).



Course Structure:

- Organise personal work priorities and development
 - Provide first aid
 - Participate in workplace health and safety
 - Use social media tools for collaboration and engagement
 - Conduct non-instructional sport, fitness or recreation sessions
 - Provide quality service
 - Respond to emergency situations
 - Develop and extend critical and creative thinking skills
 - Develop and update officiating knowledge
 - Maintain sport, fitness and recreation facilities
 - Participate in WHS hazard identification, risk assessment and risk control
 - Plan and conduct programs
 - Develop and update knowledge of coaching practices
 - Conduct basic warm-up and cool-down programs
 - Facilitate groups
 - Educate user groups
- Campus This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus.