Wurun

senior campus

Senior Program Guide

2025

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Dear Students, Parents, Guardians and Carers,

Welcome to the Wurun Senior Campus Senior Program Guide for 2025. Wurun Senior Campus, is a shared campus for all Collingwood College and Fitzroy High School senior students.

This shared program guide is a symbol of the continued commitment of both schools to provide the best senior school opportunities for our communities. By collaborating in an innovative, responsive and future-oriented senior school environment, the partnership strives to optimise educational outcomes for all students.

The long standing partnership between the two schools is in an exciting new phase. Wurun Senior Campus offers key opportunities, first class facilities and a mature, tertiary-modelled environment for our Year 11 and 12 students. The design showcases specialist learning precincts including Science, Technology, Art, Food, Design, Sport and the Performing Arts. These areas sit more alongside generalist, flexible learning spaces that encourage and promote learning throughout the facility.

The new campus has a strong connection to first nations history and culture of our local community and with our existing school sites, building on the history and culture of Collingwood College and Fitzroy High School at the new campus.

We provide a range of educational opportunities for all of our students moving into to their senior secondary years. We offer the VCE certificate, which includes the Vocational Major (VM) appellation, VET programs and the Victorian Pathways Certificate (VPC).

The VCE secondary school certificate is undergoing a major revision through the introduction of the Vocational Major (VM). Students are encouraged to think about their pathway beyond school and try to best match these options with subjects that students are challenged by, enjoy, thrive and connect with. No longer should we think in binary terms around how you might achieve a certain pathway following school. Students can reach university, TAFE, workforce and tertiary options through any of the available pathways. The improvements to the recognition of learning across the VCE certificate will mean all learning is valued.

In addition, we are in partnership with The University of Melbourne and 39 other schools across Australia to work together to produce an additional credential - the Australian Learner Competency Credential (ALCC). The credential can be opted into alongside our VCE certificate. Already, tertiary institutions are recognising this learning and valuing this in the selection process. This is an exciting opportunity for all of the students at Wurun Senior Campus.

Making choices about pathways and programs is significant for current Year 10 students. During the process of making important decisions for their senior and final years of secondary school students can reflect on their journey through school so far. Our current Year 11 students, also have an opportunity to refine their programs for Year 12; and their final stages of their secondary school journey.

In the time we have been offering VCE and other certificate options, we have established a legacy of student success, demonstrated by consistent academic results and transition to tertiary studies. We have much pride in the diverse, high achievements of our alumni. No two people are the same and the achievements of our students match our drive for personal best and excellence.

We welcome new enrolments to participate in our exciting senior program for Year 11 and 12.

Next year, will be full of challenges. We wish you well with your decision-making and planning and look forward to working with all our students and families in 2025.

Sam Luck
Principal
Collingwood College

Linda Mitchell
Principal
Fitzroy High School

Christopher Millard
Campus Principal
Wurun Senior Campus

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Wurun Senior Campus

Educational Statement - Wurun Senior Campus

Background

Wurun Senior Campus is a significant priority for both Collingwood College and Fitzroy High School. The campus builds on the successful senior secondary partnership that has been in operation since 2008 between our two dynamic, inner-city state schools.

Collingwood College and Fitzroy High School have been working together to deliver a wide choice of senior secondary programs while maintaining a strong identity and attachment to each of the respective schools by both students and teachers.

The new campus offers a key opportunity for well-integrated, senior secondary education provision in the City of Yarra. The local community is culturally rich, demographically diverse and growing in population. It offers a unique opportunity for the campus to make links and partnerships with different businesses, services and tertiary institutions.

The campus will meet an increasing demand for secondary education provision in the inner north. Wurun Senior Campus will offer 650 places for senior secondary students enrolled at Collingwood College and Fitzroy High School.

Vision

A connected, outward-looking, future-oriented approach that is responsive to the learning of our senior secondary students. Wurun Senior Campus will transform approaches to senior secondary learning and inspire our students to be innovators whilst building their 21st-century learning skills to equip them for the future.

Philosophy

Our teaching and learning programs are informed by the latest educational research from across the globe and a futures-thinking ethos.

Wurun Senior Campus provides students with opnities that promote the acquisition of:

- deep knowledge;
- transferable skills;
- connections with the wider community;
- development of future pathways;
- innovative learning;
- academic excellence.

Acknowledgement of Country

Located on the traditional land of Wurundjeri Woi wurrung people, Collingwood College and Fitzroy High School acknowledge the traditional owners on which the campus stands. We pay our respect to Wurundjeri elders past, present and emerging. We also respectfully acknowledge the Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors of Collingwood College and Fitzroy High School.

Values
At Wurun Senior Campus, we are committed to:
The respective values, history and culture of our two schools: Relationships, Creativity, Achievement, Diversity, Innovation at Collingwood College and Trust, Engage, Respect at Fitzroy High School

As a result of this commitment, the pillars of Wurun Senior Campus will be:

Inspire, Connect, Innovate

Senior Program

Our program will deliver VCE, VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC), VET and other recognised certificates through innovative programming. The program will focus on the enhancement of learning, certification and pathway opportunities through:

- *Learner Profile classes* - the role of these classes is to broaden recognition, expedite student learning and develop the student as a whole. Our ambition is for students to develop a growth mindset and engage fully in their learning program. Development of a learner profile this will focus on developing student agency, student voice and student leadership in their planning for further study and individual pathways. It will assess their time at the campus is used to explore pathway processes whilst concurrently studying.

- *Co-located and nearby partners:* small business, social enterprises, universities, other schools and community groups.

- A focus on building *21st century skills* across all subjects will be highly valued, including collaboration, communication, critical and creative thinking, citizenship and character.

- *Interdisciplinary Learning - for example STEAM* education, an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

Precincts

The precincts provide specialist focus points with the necessary equipment and technology that allow for optimal learning experiences within and across subject disciplines. These flexible, specialist and integrated spaces allow for collaboration and integration within and between precincts. The precincts are designed to encourage connection, curiosity and creativity across all the curriculum.

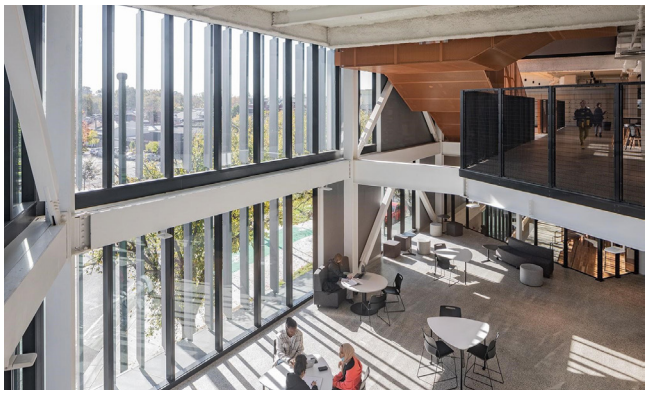
Humanities, English, Languages and Mathematics Precinct - Levels 1, 2 and 3
This precinct utilizes learning studios and common spaces across three levels. This group of disciplines forms the heart of activity amongst students within the campus, utilizing indoor and outdoor learning spaces; collaborative meeting rooms; the resource centre; seminar, conference and exam as well as common and breakout spaces.

Resources Precinct - Level 3
This precinct supports students through a variety of services. It contains services for information technology, careers, student wellbeing. It provides students with a variety of study spaces that offer opportunities for collaboration in groups alongisde space for quiet, independent study.

Performing Arts Precinct - Ground floor
This precinct includes the amphitheatre; drama and music space; adaptable project area; instrumental music room; and green room. The adaptable project area is able accommodate production preparation, make-up set and props to allow for the drama space to open up for performances to the amphitheatre.
Lighting and sound equipment is available for use during classes and productions.

Health, Physical Education Sport Precinct
Level 1, 3 and rooftop.
This precinct will encompass two full sized indoor basketball courts, a rooftop court and fitness studio on Level 3. The opportunities to engage in sport and physical activity will be an integral part of life at the campus.

Technology Precinct - Level 1
This precinct will include a double-height group exhibition space for collaborative, interdisciplinary learning, as well as specialist equipment and facilities for digital design and fabrication. The project space will showcase student learning in every stage from the conceptual beginning to the fully finished product. Design-thinking principles will be embodied in this precinct, providing opportunities to bring together entrepreneurial, interdisciplinary and creative ideas in a collaborative environment. The availability of 3D printing, laser cutting, welding and soldering equipment, among others, will help to bring student creations to life.



Food Precinct - Level 2
This precinct includes the kitchen; cafe and student dining area; and kitchen garden space. It will provide an important social space for students and an opportunity for work placement, internship and short course opportunities that certify and build student skill in this industry. (This will form a service)

Arts & Design Precinct - Level 4
This precinct will have specialist equipment and facilities for media, photography, ceramics, textiles, visual arts, visual communication and design. It will showcase student work and allow for collaboration across all the disciplines and various forms of art and design. It will include an outdoor kiln and exhibition space.

Science Precinct - Level 5
This precinct will contain two wet laboratories for practical activities and multipurpose and collaborative spaces for learning across disciplines. The space will support student inquiry, critical thinking with access to an outdoor terrace for learning, in each of the Sciences.

Frequently Asked Questions

What studies/programs can I choose from at my school?

In order to offer a broad, comprehensive VCE curriculum, the two schools Fitzroy High and Collingwood College, have combined their senior program offerings. All Year 11 and 12 classes are based at Wurun Senior Campus.

Through collaboration and consultation of the two leadership teams, the two principals decide on the VCE studies including the Vocational Major (VM), Victorian Pathways Certificate (VPC) and VET programs that it will be offered for selection in the Senior Program. The final Senior program and studies on offer within this, is determined by student interest each year. We will advise and counsel you on study choice. If a particular study that interests you is not available, it may be possible to do it outside of school, with Principal approval, for example at:

- Virtual School Victoria: distance.vic.edu.au
- Victorian School of Languages: vsl.vic.edu.au

What should I consider when choosing my studies?

When making your choice you should consider:

- studies that currently interest you
- what you are good at and enjoy
- the advice and class work that you have completed as part of the careers and decision making process
- what possible career options will be available to you post school or further study
- ensure that meet any prerequisites required by further training or tertiary courses

VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is the certificate that many students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

When can I start my VCE?

The VCE is usually completed in Year 11 and Year 12 but can be started in Year 10. Students in Year 10 can begin a Unit 1 and 2 subject within the Senior Program. If starting early, eligible students will need to apply and interview, displaying the qualities and attributes of a student who is ready to accelerate into their chosen study. About half of Victorian Year 10 students take some VCE or VET units.

How is the VCE organised?

A VCE study is made up of units. A unit often half a year, or one semester, in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units and within the one year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE. Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2 and should only be considered if you have already completed those prior units.

What must I include in my VCE program to successfully complete the certificate?

To complete your VCE certificate to a excellent standard, you need to satisfactorily complete at least 20 units of study.

As part of those units you must complete three sequences of Unit 3 and 4 studies in addition to at least one Unit 3 and 4 sequence chosen from the English group at a minimum.

VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence. If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

How do I comply with the minimum English group requirement for a VCE certificate?

At least three units from the English group must be successfully attained listed and at least one of these studies needs to be completed at Unit 3 and 4 level:

- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4

How many subjects do I have to study each year?

The VCE is normally completed over two years, but students may accumulate units over any number of years. Generally if students are looking to extend the timeframe, students opt to complete over three years after significant consultation with year level leaders. The Senior Programs Academic Policy for the partnership states that all timetables must comprise six subjects in Year 11 (12 units) and five subjects in Year 12 (10 units), generating a total of 22 VCE units.

What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work. The schools set minimum class time and attendance rules. The Senior Program has set a minimum of 90% attendance to pass in any subject, including our Step Up Program.

What is a study score?

A study score shows how well you have performed in a study at Units 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

2% of students will get a score on or above 45

9% of students will get a score on or above 40

26% of students will get a score on or above 35

53% of students will get a score on or above 30

78% of students will get a score on or above 25

93% of students will get a score on or above 20.

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

Watch more about how a study score is calculated through a series a videos produced by the Victorian Curriculum Assessment Authority (VCAA) - https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx

What is the GAT?

The General Achievement Test (GAT) is a test of general knowledge and skills in Written Communication, Mathematics, Science and Technology, Humanities, the Arts and Social Sciences. The GAT is an important part of VCE assessment and plays an important role in checking that your school assessments and external examinations have been accurately assessed.

Do I have sit the GAT?

All students enrolled in one or more Units 3 and 4 VCE sequences or any VCE VET Units 3 and 4 scored sequences, including VCE VM students are expected to sit the GAT. Your GAT results will be reported with your Statement of Results at the conclusion of your VCE.

How does the GAT support my VCE results?

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. They play an important role verifying that school assessments and examinations have been accurately assessed. It also can support students who may apply for a derived exam score as a result of unforeseen illness/injury that prevents a student from sitting or doing their best during an exam(s). It is really important for all students to give their best effort to complete the GAT exam so the best possible contingency and verification of student ability takes place.

How do I get an ATAR?

An Australian Tertiary Admission Rank (ATAR) is calculated by VTAC using VCE study scores. VTAC uses the ATAR in the process of offering university places. To get an ATAR you must complete both Units 3 and 4 of an English study (as per page 6) and three additional Units 3 and 4 studies in other learning areas. You must also get a study score for each subject known as your primary four. VTAC places restrictions on certain combinations of VCE and VET studies so if you intend to apply for an ATAR at the end of your VCE, make this known as part of your pathway planning interviews in Year 10 and 11 to ensure you will meet the requirements.

How is the ATAR calculated? How are subjects scaled?

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores. Scaling is a complicated process that looks at assessing the strength of the competition in each individual study before adjusting a final study score for the purpose of calculating an ATAR. You can find out more in depth information from the VTAC website: http://vtac.edu.au/results-offers/atar-explained/scaling.html

What do I need to satisfy the VCE?

To get the VCE you need to satisfy the VCE program requirements described earlier. Your school will decide whether or not you have satisfactorily completed the units in your VCE program. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'. Each unit of VCE study has a set of outcomes that must be achieved in order to get an 'S' result for that unit. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Outcomes include key knowledge and skills. Each unit of a VCE study has between two and four outcomes.

How will I be assessed in Units 1 and 2?

Assessment in Units 1 and 2 is school based. Your teachers will set a range of assessment tasks to see how you are progressing. These tasks will have deadlines and you need to have a very good reason for extending a deadline, so you should plan well to get all of your work done on time. If you fail to meet your school's deadlines, you may not satisfactorily complete a unit. For Units 1 and 2, as well as giving you an 'S' or 'N' for units, some schools may also give you a grade for your assessment tasks. These grades will not be reported to the VCAA.

How will I be assessed in Units 3 and 4?

For Units 3 and 4, you will get grades or marks for your assessment tasks as well as the 'S' or 'N' for the satisfactory completion of a unit. In each VCE study there are three Graded Assessments at the Units 3 and 4 level, which consist of two school assessments and one examination or one external assessment (with the exception of Mathematics courses , which have two end-of-year examinations). Every VCE study has at least one examination or external assessment. At the Units 3 and 4 level the VCAA supervises the assessment of all students – both at the school and in the examinations.

Types of assessment in Units 3 and 4

In the VCE there are two types of assessment in Units 3 and 4. The first type of assessment is completed at school. Your teachers will set assessment tasks that are undertaken mainly in class time. These are often referred to as School Assessed Coursework (SACs) or School Assessed Task (SATs). The second type is the examination/s in each VCE study. These can be written, oral, performance or electronic. Most are held in November, but performance and language studies also have examinations in October. For all forms of assessment, both school assessment and examinations, the VCAA has careful procedures to ensure that all schools throughout the state are marking to the same standard. They involve statistical procedures and multiple checks on each aspect of your assessment. The GAT being part of this process.

Statement of Results

If you are taking Units 1 and 2 only, you will receive a Statement of Results through your school. If you are taking Units 3 and 4, the Statement of Results will be sent to you by the VCAA in December. The Statement of Results will indicate whether or not you gained an 'S' or 'N' for every unit you enrol in – Units 1, 2, 3 and 4. Your assessments in Units 3 and 4 for School-assessed Coursework, School assessed Tasks, examinations or other external assessments will be reported as a grade from A+ to E or UG (ungraded).

If you achieve two or more graded assessments and receive 'S' for both Units 3 and 4 in a study in the same year, you will receive a study score. The study score is calculated on a scale of 0 to 50 and is a measure of how well you performed in relation to all others who took the study. The study scores calculated by the VCAA will be used by VTAC to calculate your ATAR.

If you have completed VCE VET units, these will be shown on your Statement of Results. If you have completed a full VCE VET program, you will receive a separate certificate from the Registered Training Organisation (RTO) in addition to your VCE. If you have undertaken assessment for a study score in a VCE VET program, your score will be included on the Statement of Results along with VCE studies.

VCE Certificate

You will receive a certificate if you have satisfied the requirements for completing the VCE.

Higher Education Studies in the VCE

If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study, it will be one of the following:

• Extension Study contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension Study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of 41 or greater.

• Advanced Standing Study contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student might start a nursing degree at university while studying VCE Units 3 and 4. Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to progress to second year level at university for the particular study, if you are selected for the course to which the study belongs. A summary of the Higher Education studies offered by participating universities can be found at: http://www.vcaa.vic.edu.au/pages/vce/studies/studiesextension.aspx

How can I get into university or TAFE?

VTAC calculates your ATAR using the VCAA study scores for Units 3 and 4. Other studies used in the calculation of your ATAR can include VCE VET programs and a Higher Education study. The ATAR is an overall measure of a student's achievement in relation to that of other students. It allows tertiary institutions to compare students who have completed different combinations of VCE studies and is reported to you as a rank between 0.00 and 99.95 with increments of 0.05.

Further details about this process and tertiary selection are given in the following VTAC publications:

• ABC of Scaling - A copy is mailed with the ATAR statement in December on completion of the VCE.

• Choice! Year 10 booklet available through schools.

• VTAC Guide available at newsagents and on the VTAC website.

• Victorian Tertiary Entrance Requirements (VICTER) in newspapers late July and on the VTAC website.

• VTAC website: vtac.edu.au

VCE Baccalaureate

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program for the Baccalaureate of study must include:

• a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above

• a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics

• a Units 3 and 4 sequence in a VCE Language

• at least two other Units 3 and 4 sequences

Who can help me at each school with planning my VCE VM or VPC pathway in 2025?

Louise Speirs-Bridge is the Applied Learning Leader at Wurun Senior Campus. She will co-ordinate the team of advisors and work closely with leading teachers Travis Marke and Lucy Marshall to ensure all students choose the right mix of subjects to transition across to the new certificate options.

You should try not to worry about how the detail for credit for completed units will work for the new VCE Vocational Major or Victorian Pathways Certificate (VPC).

As a new incoming Year 11. we will work closely with you via the pathway process at Year 10 to ensure you are choosing the correct subjects.

VCE VM (Vocational Major)

VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

The VCE VM provides choice and flexibility for students to pursue strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

The purpose of the VCE VM is to provide students with the best opportunity to achieve personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Most students will undertake between 16-20 units over the two years.

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Students can also include other VCE studies.

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results. The VCE VM studies do not contribute to the ATAR.
The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a new inclusive Year 11 and 12 standards-based certificate that meets the needs of students who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The purpose of the VPC is to:

- Equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- Empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

The curriculum accommodates student aspirations and future employment goals, and learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.
-

Many students will undertake more than 12 units over the VPC.

Possible future pathways for VPC students include:
- Completion of VCE or VCE Vocational Major
- Apprenticeships and traineeships
- Vocational education and training (VET) courses
- Employment.

VET

VET subjects are available to support student pathways. They are completed off-site (usually TAFE providers) and require students to travel independently to their location across Melbourne. If you complete a VET qualification in any of these ways, you will receive a certificate from the Registered Training Organisation (RTO) as well as credit in the VCE.

VCE VET programs

VCE VET students do vocational training programs as part of their VCE. Currently there are more than 30 VCE VET programs to choose from. A program booklet for each of the VCE VET programs is available on the VCAA website at: vcaa.vic.edu.au

VCE VET will contribute towards satisfactory completion of your VCE and also give you a qualification that is recognised around Australia. It can also lead to further training, for example at a TAFE institute. VCE VET programs that have Units 3 and 4 can be included in the calculation of the ATAR by VTAC. If you are interested in a particular area of work, ask your school VCE or VET coordinator how a VCE VET program in this area will contribute to your VCE.

Block Credit
If you are interested in doing a vocational training certificate that is not available as a VCE VET program or a school-based apprenticeship or traineeship, it is possible you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. Ask your VET coordinator for more information about this.

VET IN THE VCE
VCE VET programs are designed to:
Expand vocational opportunities for senior secondary students
Link schools to industry and training providers
Help meet the needs of industry
Prepare young people for the workplace of the future
Provide opportunities for students to participate in workplace learning.

How is the VET qualification translatable?
All training qualifications are within the National Training Framework. They are comprised of industry competency standards/ modules and are delivered by Registered Training Organisations.

How do certain types of VET course help me?
All VCE VET units, with a Units 3 and 4 sequence, make a contribution to the ATAR (Australian Tertiary Admissions Rank), either by providing a 10% increment to the ATAR or by inclusion in the primary four subjects for the calculation of their ATAR for those VET programs with scored assessment.

What do I get if I finish a VCE VET program?
On successful completion of the VCE and a VET program students will receive a:
VCE certificate
A nationally recognised VET qualification
Enhanced training pathways and
Enhanced employment opportunities.

Please find a link to the 2025 NMVC VET Handbook. You will find out more about each of the above courses in this publication.

If you are interested in having a VET subject as part of your studies in 2025, you need to read this handbook and pay careful attention to the application process.. You should bring your endorsement form to your senior school panel interview. Please talk to Louise Speirs Bridge for more information in regard to VET courses.

Centre for Higher Education Studies (CHES)

The Centre for Higher Education Studies (https://ches.vic.edu.au) provides high-achieving senior students from across Victorian government schools with opportunities for extension, acceleration, and enrichment as part of their overall VCE program, while remaining enrolled at your school.

Applications will soon open for students to enrol in a 2025 Higher Education Study (first year university subject) or a select VCE study through CHES.

At CHES, we offer the following VCE subjects for study in 2025:

- VCE Algorithmics Units 3 & 4

Attached for reference and distribution is the VCE Subject Fact Sheet. If you're unable to offer the above VCE subjects at your school, we invite applications from interested students to study those subjects through CHES.

On the first day of Term 3 (Monday 15 July), applications will open for 2025 VCE subjects and the 2025 Higher Education Studies through the CHES website: https://ches.vic.edu.au. Applications are not first-in, first-served; if students submit their application by Friday 30 August, their application will be considered.

All CHES programs are available through state-of-the-art hybrid learning and flexible after-hours scheduling, which enables students to engage online or on-site together with other high-achieving peers, irrespective of where they live in Victoria.

Register for the HES information session here: https://ches.jotform.com/231429009909863

Tuesday 16 July (6.00pm): HES information evening (session 1, online)

Monday 22 July (6.00pm): HES information evening (combined session 2, online)—repeat of first session (combined with briefing on VCE subjects)

Study a VCE subject at CHES in 2025: https://ches.jotform.com/231372010133033

Wednesday 17 July (6.00pm): VCE information evening (session 1, online)

Monday 22 July (6.00pm): VCE information evening (combined session 2, online)—repeat of first session (combined with Higher Education Studies briefing)

Australian Learner Competency Credential (ALCC)

Students at Wurun Senior Campus have a unique opportunity to opt in to participate in the Australian Learner Competency Credential. This has been issued to school students across the country to recognise areas of their learning success that is not captured in traditional examinations.

The Australian LCC is warranted by the University of Melbourne's Melbourne Metrics, which provides national and international education systems with evidence-based assessment tools and credentials.

Learners receiving the inaugural qualification attend government, independent and catholic schools from across four states in Australia: Vic, NSW, SA and WA. These 'first mover' schools are involved in the University's New Metrics research-practice partnership, which support educators to use 'next-generation' measures to teach, assess and credential a broad range of competencies. Wurun Senior Campus is part of the New Metrics program.

Key Features of the Australian Learner Competency Credential:
The competencies being credentialed include: Agency in Learning, Acting Ethically, Active Citizenship, Collaboration, Communication and Quality Thinking

At Wurun Senior Campus we are assessing students on the competencies of Agency in Learning, Communication and Quality Thinking.

The inaugural credentials have been issued at key transition points in schooling: primary – secondary (Grade 6), transition to senior secondary (Year 10), senior secondary (Year 12)

The credentials use validated and robust standards-based learning progressions to recognise learners' competencies.

The credential complements existing measures of learning success including NAPLAN and ATAR

Please see Lucy Marshall - lucy.marshall@education.vic.gov.au to find out more about this unique and fantastic opportunity at Wurun.

Glossary

Australian Tertiary Admission Rank (ATAR)
The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

Department of Education and Training (DET)
The government department that administers apprenticeships and traineeships.

General Achievement Test (GAT)
The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.

Outcomes
What you are expected to know and be able to do by the time you have finished a VCE unit.

Registered Training Organisation (RTO)
An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

Satisfactory completion
This means you have achieved the outcomes for the unit. You get an 'S' for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

Semester
Half of the academic year. Most units last for one semester.

Sequence
The order in which you do your VCE units, for example a Units 3 and 4 sequence.

Statement of Attainment
A record of recognised learning that may contribute towards a qualification in the VET sector.

Statement of Results
A set of documents that formally state the results you achieved in the VCE and/or VCAL, and whether or not you have graduated.

Studies
The subjects available in the VCE.

Study score
A score with a maximum of 50, which shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

Technical and Further Education (TAFE)
TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.

Units (VCE or VCE VM)
The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

Victorian Curriculum and Assessment Authority (VCAA)
The State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.

Vocational Education and Training (VET)
This refers to nationally recognised vocational certificates.

Victorian Tertiary Admissions Centre (VTAC)
VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other further education colleges.

Enrolment

Students of Collingwood College and Fitzroy High School are automatically eligible to attend Wurun Senior Campus. Year 10 students are also eligible to apply to study subjects at Wurun Senior Campus as part of the Year 10 studies. Students select subjects by going through the panel process outlined on page 22-23 of the Senior Program Guide.

Any student who would like to enrol at Year 11 and 12 will need to follow our enrolment procedure and enrol at the closest school to their home address. Enrolment is subject to availability.

Procedure for enrolment
1. Submit a enrolment inquiry form with the closest school to your permanent residence with the following details

- evidence of permanent residence according to Department of Education Enrolment policy
- reports from previous school
- contact details including email and mobile phone

Please find expression of interest for enrolment below:

https://wurunseniorcampus.vic.edu.au/enrolment/expression-of-interest/

2. Attend an enrolment interview with preferences of subjects.

- You must attend the enrolment interview with an adult who is responsible for you if you are under 18 years of age. eg. parent/guardian or carer.
- It is preferable that all parent/guardian/carers are part of the enrolment process.
- It is recommended that all students over 18 years of age bring a responsible parent/guardian/carer to enrol.
- Application for VCE and VCAL on page 22-23 should be used as a guide to the information that we require and will discuss in this enrolment interview

3. Key documents for enrolment interview

• Your birth certificate if born in Australia
• Your passport and visa if born outside Australia
• Your last two school reports
• Your Medicare card
• The name, address and phone number of a contact person other than your parent or guardian e.g. grandparent, aunt, uncle, close family friend who could be contacted should we be unable to contact your parent / guardian in an emergency
• Information from a medical practitioner regarding any medical condition and medication required. Medical conditions may include (this is not an exhaustive list) allergies, epilepsy, psychological or other conditions or any other condition that may manifest at school
• Information regarding any diagnosed learning needs including assessments.
• Your immunisation certificate or evidence you have been immunised.

Who can I ask for help?

At each campus there is a dedicated team of people working to help you with you selection of subjects program for 2023.

Wurun Senior Campus

Who to ask	Role	How can they help	Email address
Chris Millard	Campus Principal	Subject selection, transition, timetable	christopher.millard@education.vic.gov.au
Travis Marke	Positive Climate Leader	Subject selection, transition	travis.marke@education.vic.gov.au
Lucy Marshall	Excellence in Teaching and Learning Leader	Subject selection, timetable	lucy.marshall@education.vic.gov.au
Louise Speirs Bridge	Applied Learning Leader	VCE VM and VPC subject selection	louise.speirs-bridge@education.vic.gov.au
Layal Faour	Year 11 Leader	subject selection	layal.faour@education.vic.gov.au
Ned Daniher	Year 12 Leader	subject selection	ned.daniher@education.vic.gov.au
Rhonda Cadman	Careers counselling	subject selection and interview preparation	rhonda.cadman@education.vic.gov.au

Fitzroy High 7-10 Campus

Zoran Vasic	Acting Assistant Principal	Subject selection, transition, timetable	zoran.vasic@education.vic.gov.au
Leah Christou	Acting Year 9 & 10 Team Leader	Subject selection and careers counselling	leah.christou@education.vic.gov.au
Carmel Harris	Careers Counselling	subject selection and interview preparation	carmel.harris@education.vic.gov.au

Collingwood College P-10 Campus

Angela Watters	Secondary Principal	Subject selection, transition, timetable	angela.watters@education.vic.gov.au
Lori Michael	Teaching and learning Leading teacher	VCE subject selection	lori.michael@education.vic.gov.au
Victoria DeRome	Year level leader	Subject selection	victoria.derome@education.vic.gov.au
Nicky Smith	Careers Counselling	Subject Selection and interview preparation	nicola.smith@education.vic.gov.au

Planning and Submission of Application

Planning your subject choices will depend if you intend to have an additional appelation to your VCE certificate. For example - the VCE Vocational Major (VCE VM) or VCE Baccalaureate. You can use the planning document for each certificate to support you in your preparation for interview. This information about your preliminary choices will need to be submitted **before** the interview. The date of this submission will be Friday August 23rd, 2024.

VCE Subject Choices Planning

Year 11: Fill in your planned 2-year course.

Year 12: Insert the subjects you did in year 11 and your planned course for year 12.

A normal course is 6 subjects in Year 11 and 5 subjects in Year 12. Variations from this pattern require Team Leader approval. See the Senior Programs Academic Policy for details.

It's very important that you have a full set of 8 preferences even though you will end up with only 6 in Year 11 and 5 in Year 12. If one of your higher preference subjects doesn't run (eg. not enough students) or there is a clash, one of these back-up subjects will be selected. Thinking carefully about these back ups.

If you are in Year 11 and planning on completing a Year 12 subject during this year please indicate this in your planning document. Ensure that you have followed the guidelines around this (page 5).

Please note that completing this in preference order (1 the most important, 8 least important) is essential as the timetable will be constructed based on this information.

Preference	Year 11	Year 12
Main English Subject (Preference 1)**	Select one of • English • English as an Additional Language • English Language • Literature	Select one of • English • English as an Additional Language • English Language • Literature
Preference 2		
Preference 3		
Preference 4		
Preference 5		
Preference 6		
Preference 7		
Preference 8		

**You can also do more than one English subject, use another preference box to indicate this if you would like to do a second English subject.

VET Subject Choices Planning

These can be included as part of your pathway. You must be approved in your interview first beforehand and included as part of your preferences. For example - Certificate II in Kitchen Operations. Additionally, you will need to submit to Louise Speirs Bridge -, Applied Learning Leader- a separate application form. Email Louise - louise.speirs-bridge@education.vic.gov.au. This can be brought along to your interview. Further to this you will need to complete an online application. An information session for VET applications will be held separately for invited students who are approved via the interview process.

VCE VM Subject Choice Planning

When choosing a VCE VM appelation of the VCE certificate there are compulsory parts to this certificate. Please find the planning document below which will help you see the compulsory subjects and the places you can place preferences.

Preference	Year 11	Year 12
Subject 1	VCE VM Literacy*	VCE VM Literacy*
Subject 2	VCE VM Numeracy*	VCE VM Numeracy*
Subject 3	VCE VM Work Related Skills	VCE VM Work Related Skills
Subject 4	VCE VM Personal Development Skills	VCE VM Personal Development Skills
Subject 5 (VET)	Nominate your preferred VET _____	Nominate your preferred VET _____
Subject 6 (optional VCE subject)		

*a different English/Mathematics subject (eg. VCE General Maths or English) can be accommodated within the VCE VM program, you must prove your capability in the panel interview.
**Preferred VCE subject options may be available to VCE VM students but dependent on timetable layout and VET day.

VPC Subject Choice Planning

When choosing the VPC, you will be required to do the following subjects: VPC Literacy, VPC Numeracy, VPC Work Related Skills and VPC Personal Development Skills. At the interview, you should express interest in doing this certificate and the subjects will be automatically selected for you.

Planning for your interview

You will be informed of your interview date by your home school - Collingwood College or Fitzroy High School. The interview will take place at your home school.

You can prepare for your interview by preparing a folio of evidence that would support your application and show the panel members that you are ready to successfully begin your certificate and chosen subjects.

You will be notified of the questions for the interview in advisory and/or home group in Term 3.

Students who have successfully completed this process in the past have shown creativity, thoughfulness and preparation. It would be important to prepare a folio with evidence that you can show the panel. This might be school reports or a piece of work that you have done that you are proud of. Don't limit this to just school, showing the panel what you are passionate about and what motivates you is a big part of the process. The more we know about you the more likely we can support to help match with subjects and certificate that fits well.

You can expect to have a final interview at Wurun Senior Campus with senior leaders in Term 3 to finalise your selections.

Subjects on offer

Please be advised that whilst many subjects are offered, demand dictates which subjects will actually run.

A

- Algorithmics
- Applied Computing
  - Units 3&4 - Data Analytics
- Art Creative Practice
- Art Making and Exhibiting

B

- Biology
- Business Management

C

- Chemistry
- Chinese First Language
- Chinese Second Language
- Classical Studies

D

- Drama

E

- English
- English as an Additional Language (EAL)
- English Language
- Literature
- Environmental Science
- Extended Investigation

F

- Food Studies

G

- Geography
- Global Politics
  - Units 1&2: Australian & Global Politics
  - Units 3&4: Global Politics

H

- Health and Human Development

History
  - Units 1&2: 20th Century History

- Units 1&2: Global Empires
- Units 3&4: Revolutions

• Hospitality

I

• Italian

L

• Legal Studies

M

• Mathematics
- Further Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

• Media

• Music
- Contemporary Performance
- Repertoire Performance
- Composition
- Inquiry

O

• Outdoor and Environmental Studies

P

• Philosophy
• Physical Education
• Physics
• Product Design and Technology
• Psychology

S

• Sociology

T

• Theatre Studies

V

• Visual Communication Design
• VCE VM: Literacy
• VCE VM: Numeracy
• VCE VM: Personal Development Skills
• VCE VM: Work Related Skills
• VPC - Literacy, Numeracy, PDS, WRS

Arts and Technology Learning Area

In this learning area, students are invited to engage their critical and creative thinking skills in one or more of the art, design, performance or technology subjects we offer. Whether their passion is in music, media, theatre, visual arts or design, students will first be inspired through their inquiry into the historical and contemporary practice of creators in their selected subjects. Students will then connect this research to their own developing practice, refining their technical skills as they explore conceptual ideas in their selected discipline. Our Arts & Technology precincts are set up with all the resources and tools for students to innovate and excel, and the work they produce as individuals or in collaboration with their peers will be showcased in one of our exhibition spaces.

Travis McKenzie
Senior Arts and Technology Learning Area Leader

In 2025, we will be offering the following subjects in this learning area:

Arts & Technology Learning Area

Visual Arts

Art Creative Practice
Art Making and Exhibiting
Media
Visual Communication & Design

Performing Arts

Drama
Music Performance
Music Styles and Composition
Theatre Studies

Technologies

Product Design & Technology
Food Studies

Digital Technologies

Applied Computing

Changes to the Art Study Designs

The Victorian Curriculum Assessment Authority have produced a short video to explain the study design changes that have taken place in the Visual Arts subjects. I encourage you to visit this link to help you understand the difference between the new subjects to VCE: Art - Creative Practice and Art: Making and Exhibiting.

https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/VCEVisualArts.aspx

It is an exciting time to select subjects in the Arts and Technology Learning Area, with new study designs for the visual arts offering new opportunities and pathways into creative industries. Likewise, the subjects of Visual Communication and Media have undergone reviews and their updated VCE outcomes have shifted the focus to the collaborative nature of contemporary creative practice, emphasising the study of First Nations People as a core component of theoretical understanding.

Art Creative Practice

Units 1-2

AIMS

- understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures
- analyse, interpret and respond to artworks and ideas, both in their own work and in the work of others, using the support of the Interpretive Lenses
- critically evaluate ideas and issues explored by historical and contemporary artists from different cultures and societies
- develop personal ideas and expression through Making and Responding in art practice
- employ practical skills in art making and develop conceptual understanding to inform aesthetic awareness and art practice
- develop creative and critical thinking skills in individual responses to artworks and art practice.

UNIT 1

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

KEY SKILLS

- analyse and discuss the practices of artists from different periods of time and cultures
- apply relevant aspects of the Structural Lens and the Personal Lens to analyse and interpret artworks
- formulate and justify personal opinions with reference to artworks and related sources
- analyse and discuss how artists use visual language to communicate ideas and meaning in their artworks
- use appropriate art terminology and references to a range of sources in the discussion of artists and their artworks

ASSESSED TASKS

Outcome 1 will be demonstrated by one of the following: an extended written response, short-answer responses supported by visual references, an annotated visual report, a presentation using digital technologies such as an online presentation or interactive website or an oral presentation

Outcome 2 - Students produce a range of personal visual responses to a selection of set tasks, showing the exploration of ideas, materials and techniques in at least three art forms. Finished artworks are not an expectation of this outcome but can be considered in the student's use of the Creative Practice.

UNIT 2

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

KEY SKILLS

- apply the Cultural Lens to analyse and interpret artworks from different cultures and times
- apply, as appropriate, relevant aspects of the Structural Lens and the Personal Lens to analyse and interpret artworks
- compare artworks from different cultural and historical contexts
- analyse diverse and alternative approaches to making and presenting artworks
- analyse methods of making and presenting artworks in historical and contemporary cultural contexts
- analyse how artworks can reflect the beliefs, values and traditions of different cultures

ASSESSED TASKS

Outcome 1 will be demonstrated by one of the following: an extended written response, short-answer responses supported by visual references, an annotated visual report, a presentation using digital technologies such as an online presentation or interactive website or an oral presentation

Outcome 2 - visual responses that demonstrate the use of the Creative Practice, collaboration and the exploration of personal ideas related to social and cultural contexts and presentation of at least one finished artwork that realises the intentions of the student and demonstrates the refinement of materials, techniques and processes

Art Creative Practice

Units 3-4

UNIT 3

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

KEY SKILLS

- research and analyse the ideas explored by artists in their artworks
- research and analyse issues related to the artwork or practice of the artist
- use selected materials, techniques, processes and art forms throughout the Creative Practice
- develop and critically evaluate visual language to communicate ideas or issues
- explore and document the use of materials, techniques and processes to develop effective visual language
- select and apply the appropriate Interpretive Lenses throughout the Creative Practice

ASSESSED TASKS

The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task.
The School-assessed Task contributes 60 percent to the study score.

UNIT 4

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

KEY SKILLS

- evaluate and document the refinement and resolution of personal responses throughout the Creative Practice
- evaluate and document the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work
- document the refinement and effective resolution of visual language to communicate ideas in personal responses
- select and apply the appropriate Interpretive Lenses to document the use of the Creative Practice
- present a critique of the use of the Creative Practice
- use feedback and reflection to resolve a Body of Work
- document, annotate and evaluate the refinement and resolution of the Body of Work, using appropriate written and visual material
- apply art terminology in critically reflective annotations throughout the Creative Practice

ASSESSED TASKS

Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks. School-assessed coursework for Unit 4 Outcome 3 will contribute 10 percent to the study score.

VCAA ASSESSMENT

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 30 per cent to the study score.

Art Making and Exhibiting

Units 1-2

AIMS

- explore the characteristics and properties of materials, techniques and processes
- understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
- develop an understanding of aesthetic qualities in artworks and how they are used in art making
- learn how to work independently and collaboratively
- develop an understanding of the sources that inform and influence art making
- investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
- understand how artists use visual language to communicate ideas and meaning in artworks
- understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
- understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

UNIT 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

KEY SKILLS

- investigate the use of materials, techniques and processes in the historical development of specific art forms
- investigate the characteristics and properties of materials in art making in specific art forms
- develop and apply technical skills when using materials and techniques in art making in specific art forms
- progressively document the development of art making in a Visual Arts journal

ASSESSED TASKS

Outcome 1 - Students record and document art making in the Visual Arts journal using written and visual material.
Outcome 2 - Students develop at least one finished artwork from the experimental works completed in AOS 1.
Outcome 3 - Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist

UNIT 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

KEY SKILLS

- describe how art elements, art principles and aesthetic qualities are used in artworks
- evaluate the characteristics and properties of materials, and the techniques and processes used to make experimental artworks
- demonstrate how aesthetic qualities contribute to style in experimental artworks
- demonstrate how art elements, art principles and aesthetic qualities are used to represent subject matter and ideas in experimental artworks

ASSESSED TASKS

Outcome 1 - Thematic Exhibition - Students design and curate a thematic exhibition of six artworks.
Outcome 2 - Students explore aesthetic qualities and the use of materials, techniques and processes in artworks.
Outcome 3 - Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

Art Making and Exhibiting

Units 3-4

UNIT 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

KEY SKILLS

- explore, evaluate and document the use of art elements, art principles and aesthetic qualities in specific art forms
- develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences
- experiment with materials, techniques and processes in art making in specific art forms
- document the development of ideas and visual language in individual artworks in specific art forms
- identify and analyse the connections between influences, sources of inspiration and personal experiences
- make artworks in specific art forms based on influences, exploration, responses and reflection
- demonstrate and explain the materials, techniques and processes used to make artworks in specific art forms
- develop subject matter, ideas, techniques and style in artworks by responding to the influences of artists and other forms of inspiration

ASSESSED TASKS

The student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task. - 60%
Outcome 3 - Research and plan an exhibition of the artworks of three artists - 5%

UNIT 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

KEY SKILLS

- extend and resolve ideas explored in Unit 3 in at least one finished artwork
- refine and resolve visual language in at least one finished artwork
- refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form
- progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form
- reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form

ASSESSED TASKS

Outcome 3 - Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks. - 5%

VCAA ASSESSMENT

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 30 per cent to the study score.

Media

Units 1-2

In Units 1 and 2, you will study all forms of modern media, from the impact of social media, to the study of how film, television, photography, print and online media create representations through which 'stories' are told and meanings created. Media graduates are highly sought after. Pathways may include careers in Film-Making, Journalism, Television, Photography, Print Media, Strategic Marketing, and/or Production Roles involving lighting, camera, sound and editing. Past Fitzroy High and Collingwood College Media students have gone on to secure work within the film and television industry, print media.

UNIT 1
Students will learn how the media constructs meaning and represents realism . The (changing) nature of audience and their interaction with texts is explored. Media technologies such as video production, print, photography, soundscapes & social media are used by students to demonstrate their understanding of narrative construction. This unit also includes a focus on Australian stories.

LEARNING ACTIVITIES
Students will analyse representations in selected on-line, television or film texts, and use a range of media technologies to create their own media representations.

KEY SKILLS REQUIRED
Research, analysis and media production skills.

ASSESSED TASKS
Test SAC and/or class presentation, individual media production and an end of semester written examination.

UNIT 2
Students will learn how narrative is structured across fictional and nonfiction texts. Traditional and newer forms of media are studied. Students will also produce media texts that demonstrate an understanding of the codes and conventions of the particular media form, genre and context.

LEARNING ACTIVITIES
Students will learn about the media production process and how media has changed The creative stages of conceptualisation, development, pre-production, production and post-production/exhibition stages will be explored and a media production created.

KEY SKILLS REQUIRED
Research, analysis and media production skills.

ASSESSED TASKS
Collaborative media production, test SAC and/or class presentation and an end of semester written examination.

Media
Units 3-4

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.

UNIT 3
Students will study how fictional narrative films are constructed and distributed with a focus on the relationship with its audiences and how the ideologies in society frame the nature and form of narratives. Students will also prepare for a major assessment task – a media production to be completed in Unit 4. This will involve designing and implementing media production exercises to develop students' production skills and develop a become part of the School Assessed Task (SAT), completed in Unit 4.

LEARNING ACTIVITIES
Viewing then analysing two fictional narrative films; designing and completing two short production exercises in a range of media formats and completing a design plan for a major media production.

KEY SKILLS REQUIRED Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS
A test SAC based on Outcome 1, Narrative.
(NOTE: Outcomes 2 and 3 are awarded an S or N only in Unit 3 but assessed in Unit 4 as part of the SAT)

UNIT 4
Students complete the Media Production SAT planned in Unit 3. Students also learn how films are influenced by the social values and discourses of their time. Students then investigate the extent to which the Media is said to influence groups and individuals in our society, both positively and negatively.

LEARNING ACTIVITIES
The completion of a Media Production SAT; the analysis of a film and other media texts focusing on the social, political and cultural discourses that may have existed at the time; an investigation of the debate surrounding the claim that media can influence our behaviour.

KEY SKILLS REQUIRED
Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS
A production SAT; two test SACs and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (18%), School Assessed Task (37%), and 2 hour written examination in November (45%).

Visual Communication & Design

Units 1-2

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems.
Visual Communication and Design has a career focus directed towards Communication Design (graphic design, digital and web design, advertising, book illustration, typographic design, package design, logo design and brand identity), Environmental (architectural design, interior design, landscape design, set design and exhibition design) and Industrial Design (product design and furniture design).

UNIT 1

Students are introduced to the diversity of Visual Communication to develop an understanding of the design elements and principles and technical, freehand, observational and computer generated drawing. Students will explore concepts using both freehand drawing and digital applications. Through an investigation of design styles, students will develop an understanding and appreciation of visual communications by professionals.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED

Manual and/or digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors, and an end of semester written examination.

UNIT 2

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 develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. They use the design process and apply skills learnt in Unit 1 to further develop their understanding of how typography and imagery are used in Communication Design. Students explore concepts, work with type and images and develop final presentations using both freehand drawing and computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, digital presentations, model making and the application of the design process from design brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two and three dimensional methods; techniques to create final presentations using computer programs; use of type and imagery and the design process to complete creative visual communications.

ASSESSED TASKS

Practical folio including tasks based on Environmental, Industrial or Communication Design, including final presentations using type, imagery and technical drawing methods and an end of Semester written exam.

Visual Communication Design

Units 3-4

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process of professional design and will use and create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisites subjects for specific career pathways.

UNIT 3
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. The brief and research underpin the developmental and refinement work undertaken in
Unit 4.

LEARNING ACTIVITIES
Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications within the design industry and design brief, research and generation of ideas.

KEY SKILLS REQUIRED
Analysis; understanding of the design industry and design brief, freehand and digital drawing.

ASSESSED TASKS
Visualisation, development drawings and final presentations from different design fields. A design brief, research and generation of ideas and written reports.

UNIT 4
In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that ideas for each communication need are discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

LEARNING ACTIVITIES
Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations.

KEY SKILLS REQUIRED
Understanding of the design process, design thinking techniques, manual and digital methods, and trialling media and materials using a range of design elements and principles.

ASSESSED TASKS
A folio containing concepts, refinement and the production of final visual communication presentations, evaluation and delivery of final presentations and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), Unit 3 & 4 School Assessed Task (40%), written examination in November (35%).

Drama
Units 1-2

Drama is about imagining, creating and presenting ideas through dramatic expression. Drama helps students to gain an awareness of how performance is shaped and given meaning through analysis of a their own work and of a performance by professional drama practitioners. Drama provides opportunities for students to learn about dramatic art through the development of expressive and performance skills and the experience of making and being in a role, both collaboratively and as a soloist.

Drama can be taken with Theatre Studies or as a separate subject.

UNIT 1

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

LEARNING ACTIVITIES

Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a folio of research, notes, and homework.

KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble and solo performances, folio, written and/or oral reports analysing own performance work, a professional performance and an end of semester written examination.

UNIT 2

Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

LEARNING ACTIVITIES

Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a given stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble performance, e-folio and blog, written analysis and evaluation of own performance work, written analysis of a professional production and an end of semester written examination.

Drama
Units 3-4

Drama is about imagining, creating and performing ideas through dramatic expression.

Students are advised to complete Units 1 and 2 Drama or have significant previous drama experience prior to studying Units 3 and 4.

UNIT 3
Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

LEARNING ACTIVITIES
Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

KEY SKILLS REQUIRED
The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

ASSESSED TASKS
Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

UNIT 4
Students will develop the skills for creating and developing characters for a solo performance.

LEARNING ACTIVITIES
Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

KEY SKILLS REQUIRED
The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

ASSESSED TASKS
Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%), 7 minute solo performance examination in October (35%), 1 ½ hour written examination in November (25%).

Music Overview

AIMS

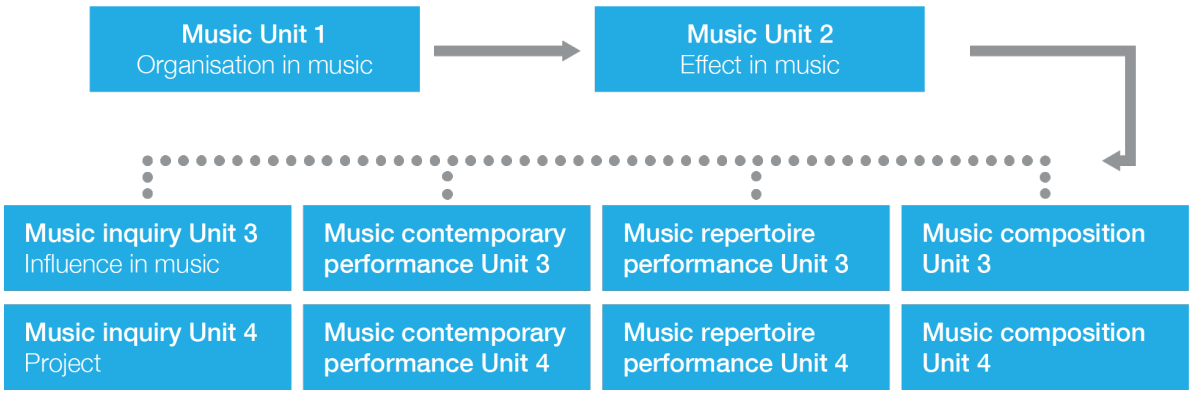
This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

STRUCTURE

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Music

Units 1-2

UNIT 1

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble skills and a minimum of four years instrumental tuition.

ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

UNIT 2

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble and solo performance skills, a minimum of four years instrumental tuition.

ASSESSED TASKS

Performance assessment of solo pieces, scales, exercises and unprepared performance. Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

Music Contemporary Performance

Units 3-4

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

UNIT 3
In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.
Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

LEARNING ACTIVITIES
Performing, analysing for performance, responding.

KEY SKILLS REQUIRED
Identify treatment of music elements, concepts and the use of compositional devices in a range of contemporary music excerpts; identify, describe and compare the ways in which performers interpret and manipulate music elements and concepts in performance.

ASSESSED TASKS
School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. This will include a range of tasks - a short oral presentation, a demonstration of intended approach to reimagine an existing work and structured questions to previous unheard music.

UNIT 4
Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that
is a reimagined version of an existing work and an original work created by an Australian artist since 1990.
Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.
Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.
Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

LEARNING ACTIVITIES
Performing, analysing for performance, responding.

KEY SKILLS REQUIRED
The artistic and practical considerations of selecting a program of works appropriate to the chosen instrument/ensemble; presentation techniques relevant to their final performance context; approaches to communicating to an audience interpretations and artistic intentions in live performance of music works

ASSESSED TASKS
Demonstrate and discuss performance development techniques and reimagining approaches relevant to the performance of selected works. This will contribute 10 per cent to the overall study score.

VCAA ASSESSMENT
The performance examination will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

The student will give a live performance drawing on knowledge and skills from Outcome 1 in Units 3 and 4.
A student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.

Music Composition

Units 3-4

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

UNIT 3
In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.
Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.
Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

LEARNING ACTIVITIES
Creating, analysing for composition, responding.

KEY SKILLS REQUIRED
Create music based on the music characteristics of studied work(s); use elements and concepts of music based on the music characteristics of studied work(s); use compositional devices including repetition, variation and/or contrast to develop music ideas in the creative responses.

ASSESSED TASKS
School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. This will include a range of tasks: two creative responses (compositions), analysis of selected works, written response to structured questions.

UNIT 4
In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.
They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

LEARNING ACTIVITIES
Creating, analysing for composition, responding.

KEY SKILLS REQUIRED
Processes used to compose music works from starting point(s) to final realisation; the treatment of the music elements and concepts to fulfil creative intentions in a music work; ways compositional devices, including repetition, variation, contrast and transition, can be used to develop music ideas.

ASSESSED TASKS
School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score. Aurally analyse music and make critical responses to music.

VCAA ASSESSMENT
The Externally Assessed Task will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

The Externally-assessed Task assesses Outcome 1 and Outcome 2 of Unit 4. For this assessment, students will submit a folio that contains an original work, or group of short works, audio recordings and documentation as described in the examination specifications published annually by the VCAA.

Music Repertoire Performance

Units 3-4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3
In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

LEARNING ACTIVITIES
Performing, analysing for performance, responding.

KEY SKILLS REQUIRED
Explain the artistic and practical considerations used to select a program of works for performance; prepare and present a program of works that demonstrates a wide range of music styles and characters; use research to make decisions about how selected works can be interpreted and presented in performance.

ASSESSED TASKS
School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. This will include a range of tasks - a short oral presentation, a demonstration of intended approach to reimagine an existing work and structured questions to previous unheard music.

Unit 4
In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

LEARNING ACTIVITIES
Performing, analysing for performance, responding.

VCAA ASSESSMENT
The performance examination will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

The student will give a live performance drawing on knowledge and skills from Outcome 1 in Units 3 and 4.
A student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.

Music Inquiry

Units 3-4

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.
Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

Unit 3
In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

LEARNING ACTIVITIES
Music making, analysing for music making, responding.

KEY SKILLS REQUIRED
demonstrate technical skills including accuracy and control in performance specific to the instrument(s) or sound source(s); perform/create/arrange a music work influenced by the music characteristics of the studied works; interpret elements of music and concepts related to the studied works in performance, composing/arranging; manipulate the elements of music and concepts to create/arrange a work.

ASSESSED TASKS
School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

UNIT 4
In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

LEARNING ACTIVITIES
Music making, analysing for music making, responding

KEY SKILLS REQUIRED
Demonstrate technical skills including accuracy and control in performance specific to the instrument or sound source; perform/create/arrange music works demonstrating the influence of the investigated works; interpret elements of music and concepts related to the studied works in performance, composing/arranging; manipulate the elements of music and concepts to create/arrange a work.

VCAA ASSESSMENT
The Externally-assessed Task will contribute 50 per cent to the study score, and the end-of-year examination will contribute 15 per cent to the study score.

Externally-assessed Task
The Externally-assessed Task assesses Outcome 1 and Outcome 2 of Unit 4. For this assessment, students will submit a folio that contains documentation, video recording of a performance and an audio and/or video recording of a composition/arrangement as described in the examination specifications published annually by the VCAA.

Theatre Studies

Units 1-2

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

UNIT 1

This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1880s. Students study the production process and related stagecraft such as set design, sound, lighting, costume and makeup.

LEARNING ACTIVITIES

Read and investigate play scripts, keep a production journal, research reports and present performances applying different theatrical styles.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research report, production journal, written analysis of a professional production and an end of semester written examination.

UNIT 2

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

LEARNING ACTIVITIES

Read and investigate play scripts, production journal, research reports and an ensemble performance.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research reports, production folio about a professional production, ensemble performance and an end of semester written examination.

Theatre Studies

Units 3-4

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

UNIT 3

This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, and production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

LEARNING ACTIVITIES

Investigation and analysis of play scripts, creation of a production folio, an ensemble performance, application of two areas of stagecraft, analysis of a performance prescribed by VCAA.

KEY SKILLS REQUIRED

Being organised and maintaining a production folio throughout the semester, collaborating in group work, meeting production schedule deadlines, researching, script analysis, performance analysis and skills in applying selected aspects of stage craft in a performance.

ASSESSED TASKS

Production folio and a written analysis of a professional production.

UNIT 4

In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

LEARNING ACTIVITIES

Investigation and analysis of a set play script, interpretation of script into performance brief, development and presentation of a monologue performance and analysis of acting skills.

KEY SKILLS REQUIRED

Being organised, following a production schedule, researching, script interpretation, use of rehearsal time and analysis skills.

ASSESSED TASKS

Written scene interpretation brief, production analysis, end of year monologue performance examination and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (45%), 7 minutes monologue performance examination (25%), 1 ½ hour written examination in November (30%).

Food Studies

Units 1-2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

UNIT 1
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.

LEARNING ACTIVITIES
This subject is practical and you are required to demonstrate practical skills including organisational and technical, in relation to the preparation, cooking and presentation of food. You will also be required research and explain key historical factors and developments in global food production systems. You will be also asked to identify foods that can be traced back to early cultures and demonstrate contemporary uses and recipes through practical activities

KEY SKILLS REQUIRED
Organisation, creativity, abilty to follow instructions carefully, practical cooking knowledge.

ASSESSED TASKS
Folio of work, written reports.

UNIT 2
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.

LEARNING ACTIVITIES
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.

KEY SKILLS REQUIRED
Identify major sectors and explain current developments in the Australian food system, analyse opportunities and challenges within the Australian food service and food retailing industries and use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

ASSESSED TASKS
Folio of Work, written reports.

Food Studies

Units 3-4

UNIT 3

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. 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. 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.

LEARNING ACTIVITIES

By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

KEY SKILLS REQUIRED

- explain appetite, satiety and the sensory appreciation of food
- explain the physiology of eating and digesting, and the absorption and utilisation of macronutrients
- apply the principles of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and demonstrate a range of practical food skills to create healthy meals
- evaluate the nutritional quality of foods and meals
- explain and justify the substitution of ingredients in the management of food allergies and intolerances
- use appropriate food science terminology and techniques to describe and demonstrate chemical and physical changes to food during preparation and cooking
- use equipment and techniques appropriately, justify and apply principles of safe and hygienic food handling practices in the prevention of food poisoning, and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of nutritious meals in a range of practical activities.

ASSESSED TASKS

Practical activity records, written report, structured questions.

UNIT 4

In this unit students examine 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. 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.

LEARNING ACTIVITIES

Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures

KEY SKILLS REQUIRED

- identify environmental and ethical questions and issues affecting food systems
- define global food security and explain possible pathways to achieving food security
- identify and explain diverse points of view in a range of food systems debates
- examine an array of issues and identify opportunities for further research
- apply research principles to clarify, analyse and draw conclusions on a selected topic
- apply a range of practical food skills to demonstrate understanding of sustainable and ethical food choice and preparation

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3: 30%, School Assessed Coursework Unit 4: 30%, written examination in November: 40%.

Product Design & Technology

Units 1-2

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

UNIT 1

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer.

LEARNING ACTIVITIES

The analysis, modification and improvement of a product's design - students will be required to modify a project for an outlined or given situation.

KEY SKILLS REQUIRED

Understanding of design elements and principles, redesigning existing products, listening and responding to a design scenario, developing criteria for design, researching existing and possible design solutions, building the redesigned product and the evaluation of the finished product.

ASSESSED TASKS

Production modification folio, production processes and product evaluation. Students will also complete an end of semester written examination.

UNIT 2

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

LEARNING ACTIVITIES

Students work together as a team to design and develop a product range. Team members contribute their expertise, share research findings and develop viable solutions.

KEY SKILLS REQUIRED

Working with a design team, developing skills in processes and techniques, listening and responding to design scenarios, developing design evaluation criteria, producing valid design options, production of the product and evaluation of the product against developed criteria.

ASSESSED TASKS

Production folio, production processes and product evaluation. Students will also complete an end of semester written examination.

Product Design & Technology

Units 3-4

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

UNIT 3

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through 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.

LEARNING ACTIVITIES

Detailed design folio for an end user produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

KEY SKILLS REQUIRED

Developing a valid design brief, research and design interpretation, effective communication between designer and end user, design development and implementation and design folio development and construction.

ASSESSED TASKS

Written test on the role of the designer, written report on manufacturing of products within industries and development of a production folio on a chosen product.

UNIT 4

Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product.

LEARNING ACTIVITIES

Examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

KEY SKILLS REQUIRED

Product construction, production skill development, evaluation of the product, the design process and promotion of the product.

ASSESSED TASKS

Written report on product analysis, ongoing folio development and production of client's end user product, evaluation and marketing of client's end user product. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), 1 ½ hour written examination in November (30%).

Applied Computing

Units 1-2

Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

UNIT 1
Students explore a range of database software, data collection methodologies and visualisation types, and the use of programming languages in digital systems.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Data collection, storage and manipulation, data visualisation, data analysis and interpretation, communication.

ASSESSED TASKS
Formative tests for each chapter, a summative SAC for outcome 1 and a folio of work for outcome 2.

UNIT 2
Students work collaboratively to identify an area of interest and design an innovative solution, then explore the threats and vulnerabilities to data in networks.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems, and project-based inquiry.

KEY SKILLS REQUIRED
Approaches to problem-solving, development of reasoning and logic, project management, ethics.

ASSESSED TASKS
Formative tests for each chapter, written report SAC for outcome 1, case study SAC for outcome 2.

Applied Computing

Units 3-4 (Data Analytics)

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

UNIT 3
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 info-graphics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Data collection, storage and manipulation, data visualisation, data analysis and interpretation, communication.

ASSESSED TASKS
Key topic tests, project-based SAC for outcome 1, portfolio SAT for outcome 2.

UNIT 4
In this unit students focus on determining the findings of a research question by developing info-graphics 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.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Approaches to problem-solving, development of reasoning and logic, project management, ethics.

ASSESSED TASKS
Key topic tests, continuation of the portfolio SAT for outcome 1, test style SAC for outcome 2.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (20%)
Scholo Assessed Task (30%)
Examination in November (50%)

English Learning Area

Charlotte Bailey
Senior English Learning Area Leader

All students must complete an English subject in VCE, and at WurunSenior Campus, we are proud to offer a range of Englishes. This allows us to cater to the diverse needs and interests of our school communities. We design our courses to inspire students to reach their potential as thinkers, readers, writers, and speakers. Students are exposed to a wide range of texts from different areas of life that allow them to create connections to one another and the wider community and to give them the chance to develop their critical and creative skills.

Why study English?
Every day, we are confronted with multiple texts designed to fulfil a range of functions including to inform, persuade, entertain, anger or amuse us. The study of the Englishes allows students to critically examine and deconstruct such texts in order to navigate our complex and highly literate world.

Over the next two years, updated Study Designs will be implemented giving year eleven students greater chances to develop and hone their skills in a range of writing styles. English classes also give students the opportunity to develop general skills in communication, time management, independent and group work, and the use of a range of technologies.

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of an English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?

English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Units 1-4, English Language Units 1-4 and Literature Units 1-4. Students must satisfactorily complete at least three units from the English group above. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

ENGLISH PATHWAYS

Standard English pathway

Year 11	Year 12
English Units 1 and 2 or EAL Unit 1 and 2	English Units 3 and 4 or EAL Units 3 and 4
English Language Units 1 and 2	English Language Units 3 and 4

English Language Pathway

Year 11	Year 12
English Language Units 1 and 2 **and** English Units 1 and 2	English Language Units 3 and 4

English Language Unit 1 and English Unit 2	English Units 3 and 4

English Literature Pathway

Year 11	Year 12
Literature Units 1 and 2 **or** English Units 1 and 2	Literature Units 3 and 4

OR AND/OR

Literature Unit 1 and English Unit 2	English Units 3 and 4

An ATAR score may include up to **two** English studies as part of the primary four overall for tertiary admission.

ENGLISH (EAL)

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?

A student is eligible for EAL status if:
• He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
• English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
• The student meets the requirement for classification as a hearing impaired student.

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must speak to the Year 12 Leader and provide supporting documentation to be accepted into this subject.

English/EAL

Units 1-2

English and English as Additional Language (EAL) aims to develop students' critical understanding and mastery of the English language and to help them communicate effectively in a wide range of situations. The study of English and EAL will help to develop the skills to meet the demands of employment, further education and participation in an open democratic society. English consists of three areas of study: reading and exploring texts, crafting texts and exploring argument.

UNIT 1

The focus of this unit is on the reading of a range of texts, with a focus on personal connections with the story. Students will develop competence and confidence in creating written and oral responses.

LEARNING ACTIVITIES

Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a play, novel and/or short stories. The subject promotes the integration of the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

- Personal response
- Multiple written creative responses to the second set of texts.
- Audio visual task (EAL class only)

UNIT 2

The twin focuses of this unit are textual analysis and analysis of argument. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive spoken text of their own.

LEARNING ACTIVITIES

Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view in writing.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing arguments, and developing skills to compare texts.

ASSESSED TASKS

A comparative, analytical essay on texts in the media, a persuasive text that presents an argument or viewpoint whilst comparing two of the set texts, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.

English/EAL

Units 3-4

The focus of these units is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts and justifying their decisions by exploring ideas suggested by their reading.

UNIT 3

In this unit, students read and respond to texts analytically and creatively. The analytical response is to one text, whilst the creative responses are to a range of shorter texts.

LEARNING ACTIVITIES

In this area of study, students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They present sustained analytical and creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. They produce and share drafts, practising the skills of revision, editing and refining for analytical, stylistic and imaginative effect.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and using language expressively and accurately.

ASSESSED TASKS

An analytical essay in response to one Unit 3 text, a set of creative responses to the second set of texts, an audio visual task (EAL class only).

UNIT 4

The twin focuses of this unit are textual analysis and analysis of argument. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive spoken text of their own.

LEARNING ACTIVITIES

Students will create and present an oral presentation along with an author's statement. They will also write an essay discussing how authors present arguments in written and visual texts. In addition, they will read a range of texts and write analytical, personal and argumentative responses. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An analytical essay in response to one text, a persuasive oral presentation and an essay analysing argument. The final examination consists of an essay on one of the set texts, a creative response, and an analysis of a piece or pieces of persuasive writing.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).

English Language
Units 1-2

This study aims to combine learning about the nature of language and communication whilst learning how to use English more effectively. It is based on linguistics and involves an exploration of the nature of the English language. A knowledge of how language functions helps to develop skills that are useful in any field in which communication is a focus.

UNIT 1
This unit introduces students to the nature of language and the functions that we perform using language. Students are introduced to terminology to name the many features of language. These are explored through a range of texts, from transcripts of conversations to email and literary extracts. Students will also study how and when children acquire language.

LEARNING ACTIVITIES
Students will write short and long responses, and read a range of different types of texts which they will closely analyse. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED
Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

ASSESSED TASKS
Short answer tests, an extended analytical task, essay and reports.

UNIT 2
Students will investigate the history of English and different Englishes used around the world. A range of texts from the four periods of English will be analysed and discussed.

LEARNING ACTIVITIES
Students will analyse and annotate texts from different periods in the history of English, research the different varieties of modern English and write essays on the development of English. Class work will take a range of forms and involve individual and group-based activities.

KEY SKILLS REQUIRED
Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

ASSESSED TASKS
Short answer tests, an extended analytical task, an essay, and an end of year exam.

English Language
Units 3-4

UNIT 3
In this unit students 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.

LEARNING ACTIVITIES
Students will write analytical responses, and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED
Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

ASSESSED TASKS
Short answer tests, an extended analytical task, oral presentation, and an essay.

UNIT 4
In this unit students focus on 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.

LEARNING ACTIVITIES
Students will analyse and annotate texts from the varieties of contemporary Australian English, research the different varieties of Australian English and will look at novels, films and poetry. Class work will take a range of forms and involve individual and group-based activities.

KEY SKILLS REQUIRED
Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

ASSESSED TASKS
Short answer tests, an extended analytical task, an essay, and an end of year 2 hour exam.

VCAA ASSESSMENT - The overall Study Score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Literature
Units 1-2

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

UNIT 1
In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

LEARNING ACTIVITIES
Students will write analytical and imaginative responses, give spoken presentations and read a range of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately.

ASSESSED TASKS
An essay discussing how personal responses to literature are developed OR an in-depth study of a genre and an artefact response, a creative response to a set text, an essay considering the views and values of a text, and an examination consisting of analyses of some of the texts studied.

UNIT 2
In this unit students explore the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts and 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.

LEARNING ACTIVITIES
Students will explore the features of different writing styles, the effect of adapting literature to film and the significance of social context on a writer's work. The set reading includes novels, plays, short stories and poetry.

KEY SKILLS REQUIRED
Close reading and listening, effective writing, speaking, and analysis, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS
A critical examination of the relationship of ideas in texts from past and present eras OR a text in translation, and an essay considering the views and values of at least two texts, and an end of semester written examination of two critical essays from the whole year.

Literature
Units 3-4

The study of Literature is based on the belief that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

UNIT 3
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 closely analyse passages and whole texts and apply the concepts and critiques of supplementary reading to the analysis of a text.

LEARNING ACTIVITIES
Students write analytical and imaginative responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS
Analytical comparison of print and non-print versions of a text, analysis of the views and values of a set text and an evaluation of a review.

UNIT 4
In this unit students develop critical and analytical responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

LEARNING ACTIVITIES
Students write analytical responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn to use literary and analytical terms.

ASSESSED TASKS
Extended creative response to one of the set texts, an extended interpretation of a set text and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Extended Investigation

Units 3-4

Extended Investigation is an exciting new VCE Unit 3-4. The study involves students designing, investigating and presenting a research project that is based on their own specialised interests. The Extended Investigation is based on a research question that students design and a research focus can come from any discipline area. Classroom teaching focuses on building skills and an understanding of the research process including designing research questions, planning approaches to research and applying critical thinking skills. Students conduct their research independently with the ongoing support of a teacher and specialist mentor. The results of the investigation are presented in a written report together with an oral presentation. This is an ideal subject for students interested in building the skills needed to undertake tertiary study.

UNIT 3
This unit focuses on developing an understanding of the skills of critical thinking and research. Students will design a research question that requires critical inquiry and develop a detailed proposal and implementation plan, justify appropriate research methods and undertake research. Students will consider research ethics, relevant selected literature and the conventions of academic writing including referencing systems and acknowledging sources.

LEARNING ACTIVITIES
Analysis of critical thinking, a written rationale and proposal for investigation, and an oral presentation.

KEY SKILLS
High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS
Designing a research question and a written rationale, critical thinking exercises, research plan and an oral task, as well as an external critical thinking test.

UNIT 4
This unit focuses on completing the independent investigation and producing a written report that critically evaluates the results of the investigation. The study concludes with the presentation of research findings to an audience.

LEARNING ACTIVITIES
Written and oral report.

KEY SKILLS
High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS
Written report of 4000 words and an oral presentation requiring students to respond to questions and challenges from a panel. There is no end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (40%) and externally assessed tasks including the final research report and oral presentation (60%).

Example Investigations

On this page are some examples of student investigations in 2021. This is to give you an idea of the scope and size of an investigation.

To what extent, if any, has American jazz music influenced Brazil's Bossa Nova?

American jazz and blues have long been at the forefront of musicianship, pushing western musical language conventions and searching for new sounds through creative experimentation. This has given birth to many musical conventions that are now considered standard, from common structural forms to contemporary harmonies and chord progressions. The long history of jazz and blues' virtuosic musicianship, combined with reinventions and iterations of both genres, mean that their influences can be seen in most styles of music today. Bossa Nova is no exception; often viewed as a subgenre of jazz and blues music rather than a genre of its own (Tremura, 2017). Bossa Nova separates itself from other jazz and blues subgenres such as swing or bebop, however, through clear cultural links. My question aims to explore if there is a link between the musical elements of American Jazz and Brazilan Bossa Nova. - Elijah SP

For what reasons did individuals born into the Children of God cult make the decision to leave?

Limited research into the experiences of former Children of God (CoG) members exists. Of this existing research, analysis of the reasons given by ex-cult members for deciding to leave the cult they were born into is still limited. Both print and digital interviews with second-generation, ex-CoG cult members provide a wealth of information on the reasons they decided to leave the CoG cult. However, no formal analysis of these interviews exists. The findings from my research will fill the gap in our understanding of why second-generation Children of God members made the decision to leave the cultic group and what, if any, the implications are. - Freya VG

To what extent will the Big Housing Build (BHB) reduce the risk of homelessness amongst the asylum seeker and refugee community in Victoria?

The Australian Human Rights Commission as well as the (2003) AHURI Final Report No. 48 Housing need and provision for recently arrived refugees in Australia, demonstrate the difficulties refugees and asylum seekers face due to language barriers, lack of any safety net, visa conditions and mental health issues which can be both a cause of and a reaction to being homeless. Therefore, refugees and asylum seekers are particularly vulnerable to homelessness. My research aims to identify how the Victorian government can better support this vulnerable group as young people from refugee backgrounds are six to ten times more likely to become homeless than other young people. - Hattie B

To what extent has the assimilation of the language of the New York and Washington DC ballroom subcultures into the mainstream lexicon led to its loss of meaning?

The recent increase in queer representation, particularly the language of ballroom culture, within popular media and on online platforms marks a significant departure from the often isolated development of queer subcultures in the past. While the study of 'Lavender Linguistics' in particular has examined the effects cisnormative and heteronormative societies have had on the language of non-hetero and non-cis groups, analysis of the influence of these groups back onto mainstream society is still discursively emerging. My research aims to establish if the modern use of the Ballroom language as a result of mainstream representation in TV Shows such as Ru Paul's Drag Race, have led to its loss of meaning. - Fin C

How do superhero films from popular culture represent female characters from ancient greek mythology?

My question aims to understand how the personification of Women in culturally significant stories has changed over time. I aim to explore the ideals that a woman holds as a strong figure in a story has become more appropriate to equality of men, or less than it was during the times of the ancient greeks. I wish to explore if Marvel and DC take the ideas of females from Ancient Greek mythology and transform them into a character/s that is acceptable in modern times. - Jackson K

Health & Human Development
Units 1-2

This subject will provide students with an excellent background for a career in nursing or other health areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality.

UNIT 1

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.

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations, mid year examination.

UNIT 2

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.

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of year written examination.

Health & Human Development
Units 3-4

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education – kindergarten and early childhood, childcare.

UNIT 3
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.

LEARNING ACTIVITIES
Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills.

ASSESSED TASKS
Case study and data analysis tasks, short answer responses, and tests.

UNIT 4
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.

LEARNING ACTIVITIES
Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED
Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills.

ASSESSED TASKS
Case study and data analysis tasks, short answer responses, and tests.
Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Outdoor & Environmental Studies

Units 1-2

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 1

This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

LEARNING ACTIVITIES

Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

KEY SKILLS REQUIRED Plan, participate and reflect upon outdoor experiences, analysis and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

UNIT 2

This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

LEARNING ACTIVITIES

Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.

Outdoor & Environmental Studies

Units 3-4

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 3
The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

LEARNING ACTIVITIES
Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED
Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS
Reflective journal of outdoor experiences, short reports, written responses and tests.

UNIT 4
This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

LEARNING ACTIVITIES
Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED
Reflect upon outdoor experiences, analysis and application of information.

ASSESSED TASKS
Reflective journal of outdoor experiences, test, case study, written report, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%),
2 hour written examination in November (50%).

Physical Education
Units 1-2

This subject introduces students to an understanding of physical activity involving the relationship between body systems, analysis of factors that influence physical performance and involvement in physical activity. This subject is 60% theory and 40% practical work.

UNIT 1
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function 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.

LEARNING ACTIVITIES
Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

KEY SKILLS REQUIRED
Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS
Practical laboratory reports, written reports, tests, case study analysis and a mid-year examination.

UNIT 2
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function 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.

LEARNING ACTIVITIES
Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

KEY SKILLS REQUIRED
Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS
Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.

Physical Education

Units 3-4

This subject introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to the National Physical Activity Guidelines and apply the social-ecological model to a range of physical activities. Students study physical fitness, the definitions, components and the relationship to energy systems and recognise how fitness components are used in various sports. This subject is 60% is theory and 40% practical.

UNIT 3
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.

LEARNING ACTIVITIES
Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED
Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS
Written reports, practical laboratory report and tests.

UNIT 4
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.

LEARNING ACTIVITIES
Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED
Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS
Written reports, practical laboratory report, tests and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), a 2 hour written examination in November (50%).

Humanities Learning Area

What is Humanities?

Tim Webster
Senior Humanities Learning Area Leader

The humanities are defined as any study of human culture. They include the study of art, music, theatre, history, philosophy, sociology, law, literature, language, basically anything having to do with human experience. The humanities subjects at Wurun Senior Campus explore essential questions and ideas, including:

- To what extent is the individual shaped by society?
- Is the justice system fair?
- Why you should vote, even though it's compulsory
- How do people come up with ideas for a business?

Why Study Humanities?

It develops our capacity for critical thinking and awareness of social complexity. Communication skills vital in life are honed by studying humanities subjects. It helps us understand the world we live in, and gives us tools to imagine and navigate the future. It allows us to ponder the questions - Where do we come from? What are we? Where are we going? - This kind of education gives you an intellectual foundation to use throughout your life, whether you decide to go into politics, medicine, education, law, business, engineering, or any other occupation. Most importantly, equipped with the knowledge and skills developed in humanities subjects, students are taught to think for themselves.

What humanities subjects can I study?

Humanities Learning Area

Australian & Global Politics
Classical Studies
Geography
History: 20th Century
History: Global Empires
History: Revolutions
Philosophy
Sociology

Business and Economics
Business Management
Legal Studies

History: 20th Century

Units 1-2

Twentieth Century History involves the study of the radical changes, upheavals and wars that have shaped the modern world. The first half of the century was marked by world wars, revolution, economic collapse and the horror of the Holocaust. The USA and USSR emerged from World War Two as the new world superpowers in a new age of atomic weapons. The relationship between these allies soon dissolved into distrust and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. These units provide the skills required for all Unit 3 and 4 History subjects.

UNIT 1

1918-1939

Students will examine specific events between the world wars, exploring the nature of political, social and cultural change. Students will learn to think like historians enabling them to critically analyse and explain the development of crises and conflict and evaluate the validity of different historical perspectives.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

UNIT 2

1945-2000

Students will consider how individuals and communities responded to the political, economic, social and technological developments of the period. They will examine Cold War fear and suspicion and discuss how societies used ideologies to legitimise their worldview. They will study the way grassroots social movements for change such as the Civil Rights movement challenged traditional power structures. The course concludes with case studies of the complexities of refugee experiences of different ethnic groups through the Twentieth Century. Finally, they will draw conclusions about the concept of progress in the 20th Century.

LEARNING ACTIVITIES

Case study research, oral presentations, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination

Australian & Global Politics

Units 1-2

In the study of VCE politics, students will learn to explain the sources of power and legitimacy of national political actors and analyse the political significance of their use of power in contested domestic issues. They will also analyse the power, interests, and perspectives of global political actors, evaluating their significance in global issues. Additionally, students will examine Australian political issues to evaluate the upholding of democracy and democratic principles, and analyse global challenges to the legitimacy and spread of democracy, assessing their impact on democratic principles.

UNIT 1
Politics, power and political actors
AOS1 – Power and national political actors
AOS2 - Power and global political actors
In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

LEARNING ACTIVITIES
Case study research, short answer questions, essays

KEY SKILLS REQUIRED
Analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions, close reading, and note taking and participation in class discussion.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 2
Democracy: stability and change
AOS1 – Issues for Australia's democracy
AOS2 - Global challenges to democracy
In this area of study, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. he increasingly interconnected global system influences the ability and power of all global political actors to pursue and achieve their interests. The actions of global political actors in the pursuit of their interests have consequences for other actors and impacts on political stability and/or change. Students engage with political thinking, explaining how ideology and interests can lead to a global political actor becoming involved in conflict or cooperation. They analyse the power of a variety of global political actors and examine the impact of global interconnectedness on that power, leading to an assessment of the political significance of those actors.

LEARNING ACTIVITIES
Case study research, short answer questions, essays

KEY SKILLS REQUIRED
Close reading and note taking, participation in class discussion, analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

Global Politics

Units 3-4

In the study of Global Politics in VCE, students will learn to analyse the causes and consequences of global issues and contemporary crises, evaluate the effectiveness of global actors' responses, and assess how these responses impact political stability or change. They will also study the various sources and forms of power used by a state in the Indo-Pacific region, evaluating its success in achieving national interests. Additionally, students will examine different perspectives on Australia's national interests in the Indo-Pacific and evaluate how Australia's pursuit of these interests has led to cooperation or conflict with three other states in the region.

UNIT 3 - Global cooperation and conflict
AOS1 - Global issues, global responses
AOS2 - Contemporary crises: conflict, stability and change

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

LEARNING ACTIVITIES
Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED
Analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions, close reading and note taking and participation in class discussion.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 4 - Power in the Indo-Pacific
AOS1 - Power and the national interest AOS2 - Australia in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional co-operation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America.

LEARNING ACTIVITIES
Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED
Close reading and note taking, participation in class discussion, analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Classical Studies

Units 1-2

Classical Studies involves an examination of Ancient Greece mainly focused on the 5th Century BCE and/ or Ancient Rome mainly focused on the late Republic and the Empire from the Julio-Claudian dynasty to Constantine. The subject is interdisciplinary and involves the study of works of literature, history, philosophy, art and architecture.

UNIT 1
Students examine the myths that underlie Ancient Greece and Rome and how this reflects social attitudes, values and beliefs. Through a study of archeaology students learn about the link between myth, history and archaeological practices.

UNIT 2
This unit allows students to investigate the move from myth to history as reflected in Ancient Greek and/or Roman works such as literature, speeches, architecture or art. Students consider how writers, philosophers, historians, politicians, artists and architects utilised a range of literary or design techniques to shape their works to reflect and critique the social and cultural setting in which they lived.

In these units, teachers select the classical works and secondary sources to be used by the students.

KEY SKILLS REQUIRED
Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS
Oral presentations, research reports, close reading analyses, essays, short-answer questions and an examination at the end of the year.

Units 3-4

Classical Studies assists students to understand the universality of human experience and the origin of the culture that now defines the Western World. By engaging with a variety of texts, sculpture and architecture students develop an understanding of the ideas explored in classical works, comparing them to discover how different writers and artists portray and develop those universal ideas. Units 3 and 4 have identical areas of study and outcomes but students study different works for each unit.

UNIT 3
Students engage with the intellectual and material culture of Classical Greece and/or Rome. They examine a range of prescribed texts including epic poetry, dramatic plays, comedies, architectural works and sculptural works. Students explore an individual work and a pair of comparative works, evaluating the techniques used to present ideas and values of ancient Greece or Rome. The socio-historical context of the works is also investigated.

UNIT 4
As with Unit 3, students will engage with the intellectual and material culture of Classical Greece. Students examine a range of prescribed texts that are different from those in Unit 3.

KEY SKILLS REQUIRED
Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS
Oral presentations, research reports, close reading analyses, essays, short-answer questions and an examination at the end of the year.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).

Economics

Units 1-2

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

UNIT 1 - Economic decision making
Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Every country is faced with the same basic economic problem: how are resources to be allocated to best meet the needs and wants of its people?

UNIT 2 - Economic issues and living standards
A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

KEY SKILLS REQUIRED
Gather, synthesise and use economic data and identify trends and patterns in the data, construct and interpret economic models, predict market outcomes

ASSESSED TASKS
Topic tests, economic exercises, reports, investigations and end of semester written examination.

Units 3-4

UNIT 3 - Australia's Living Standards
In continuing with VCE Economics students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

UNIT 4 - Managing the Economy
The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards. This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

KEY SKILLS REQUIRED
Use economic data and identify and explain trends and patterns in the data and make predictions, discuss and analyse the impact of policies, evaluate the role of markets in allocation of resources

ASSESSED TASKS
Topic tests of short answer questions, economic exercises, interpreting graphs and an end-of-year written examination. School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); 2 hour written examination in November (50%)

Geography
Units 1-2

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 1
This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro- meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

LEARNING ACTIVITIES
Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED
Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS
A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination**.**

UNIT 2
This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialise in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

LEARNING ACTIVITIES
Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

KEY SKILLS REQUIRED
Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS
A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

Geography

Units 3-4

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

UNIT 3
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

LEARNING ACTIVITIES
Students will engage in activities that student should be able to analyse, describe and explain land use change and assess its impacts. Students will undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process.

KEY SKILLS REQUIRED
Be able to analyse maps, data and other geographic information to develop descriptions and explanations. Be able to interpret and analyse maps and other geographical data and information explain the processes of change, the reasons for change and the resulting land use change in the selected area.

ASSESSED TASKS
Structured questions (20%), Fieldwork Report (30%), Analysis of Geographic data (50%).

UNIT 4
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. 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.

LEARNING ACTIVITIES
Students will engage in activities that analyse, describe and explain population dynamics on a global scale. They will undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

KEY SKILLS REQUIRED
To be able to use appropriate criteria to evaluate the effectiveness of strategies developed in response to specific issues. To explain the role and effectiveness of spatial technologies for the development and implementation of strategies developed in response to population issues

ASSESSED TASKS
Analysis of geographic data (40%), Structured questions (60%)

VCAA ASSESSMENT - The overall Study Score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

History: Global Empires

Units 1-2

The Early Modern era was a time of transition between medieval feudalism and the modern, secular nation-state. International trade developed as European countries became emerging powers. New knowledge and technology allowed them to expand as they launched voyages of discovery. The early stages of capitalism saw the extraction of profit from new colonial possessions and the creation of empires.

UNIT 1

Exploration and expansion

Students will examine the world dominated by the Ottoman Empire, the Ming dynasty and the Venetian Empire as well as the challenges posed by the emerging sea-faring countries of Western Europe. Students examine the motivations of new globally oriented empires.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, Internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and examinations.

UNIT 2

Disruptive ideas

Students will examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires. The Age of Exploration was made possible by discoveries that made for easier travel and navigation. Students investigate how the bringing together of science, technology and new economic and political ideas enabled Western European empires to entrench themselves as global superpowers.

LEARNING ACTIVITIES

Case study research, oral presentations, Internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

History: Revolutions

Units 3-4

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

Two of the following revolutions will be selected to study in detail in Unit 3 and 4. This will be made known to students before final selections are due. Student voice and teacher expertise will be considered in the final decision.

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

UNIT 3
Students will examine the role and significance of ideas, leaders, movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted. A second revolution will be explored in Unit 4.

LEARNING ACTIVITIES
Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and historiography exercises.

KEY SKILLS REQUIRED
Reading, group and class discussions, formal writing and ICT activities.

ASSESSED TASKS
Analysis of visual and/or written documents and a research report.

UNIT 4
Students will refine, apply and improve the same set of skills to a second selected revolution.

LEARNING ACTIVITIES
Group tasks, analysis of propaganda posters, documentaries and research activities, historiography exercises.

KEY SKILLS REQUIRED
Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historians' interpretations.

ASSESSED TASKS
SACs, Historiography exercise, essay and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Philosophy
Units 1-2

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

UNIT 1

Through the study of philosophical texts, students will cover an introduction in basic philosophical enquiry in metaphysics and epistemology. The selected texts explore what is meant when we say we have a mind and body, and how we use them. Epistemology addresses the study of how we attain knowledge and the importance of knowledge and justification. It also includes an introduction to logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts and formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and a mid-year written examination.

UNIT 2

This unit begins with a study of ethics. Through key philosophical texts students explore questions such as: What should I do? What is right? Philosophy of religion then addresses questions such as: What does the term God mean? Can a coherent account of God be given? Students will also study a selected area of value theory such as aesthetics or political theory. Students will also cover an area of logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts, formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, short answer responses and an end of semester written examination.

Philosophy

Units 3-4

Unit 3 and 4 Philosophy takes the central philosophical questions surrounding humanity and applies them to key texts throughout history. Students apply skills of analysis and close reading to texts by Plato, Descartes, Armstrong, Hume, Locke, Aristotle, Nietzsche, Singer and Buddhist scripture. These units allow students to explore the questions in light of specific writers over time. There is also a focus on students relating the ideas found in the texts to their lives as individuals in a modern world.

UNIT 3
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 in set texts from the history of philosophy to their own views on these questions and contemporary debates.

LEARNING ACTIVITIES
Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, essays.

KEY SKILLS REQUIRED
Analytical reading, summarizing, analyzing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS
Essay and short answer responses.

UNIT 4
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 well lived life? 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 texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

LEARNING ACTIVITIES
Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, and essays.

KEY SKILLS REQUIRED
Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS
Essay, short answer responses and end of year written examination.

VCAA ASSESSMENT –The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

Sociology

Units 1-2

Studying VCE Sociology involves understanding the nature of sociological inquiry, exploring youth as a social category, and analysing the institution of family and its evolving dynamics. Students will also examine various sociological theories on deviant behavior, the effects of moral panic on deviance, and discuss crime in Australia, assessing the effectiveness of judicial punishment in influencing behavior.

UNIT 1
AOS1 – Youth
AOS2 – Family

In this unit, students explore the way youth is constructed as a social category. Students examine how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorization. Students also investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. A range of theoretical approaches are used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Comparative methodologies also enable comparison of family types and family experiences across time and space.

LEARNING ACTIVITIES
Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

KEY SKILLS REQUIRED
Gather a wide range of relevant source materials, evaluate sources and critical reflect on own and others' ap- proach, describe the nature of sociological inquiry, explain functionalist and feminist views of family, analyse key developments and issues that influenced the experience of family.

ASSESSED TASKS
The assessment tasks can range from a representation analysis, an essay, a report, a media report, a research re- port, a multimedia presentation, an extended response and a film analysis.

UNIT 2
AOS1 – Deviance
AOS2 – Crime

In this unit students explore the concept of deviance. They investigate the functionalist, social control and labelling theories of deviance. Students also explore the phenomenon known as moral panic. Students also investigate crime and punishment. They explore patterns of crime relating to age, gender and country of birth and consider the significance of a range of factors that may lead people to commit crimes such as financial situation and access to resources and employment, addiction, mental health and wellbeing issues, abuse, neglect, peer pressure and rebellion. Students explore different methods of punishment and the extent to which each of these methods serves the aims of punishment.

LEARNING ACTIVITIES
Class and group discussions, group work, research and investigations, individual presentations, note-taking and lit- erature review, analysis of case studies, theoretical inquiry, social observations and experiments and data analysis.

KEY SKILLS REQUIRED
Gather and use a variety of relevant source materials, evaluate sources and critical reflect on own and others' approach to the social world, explain and apply the functionalist, social control, interactionist and positive theories of deviance, analyse the impact of moral panic on individuals and groups considered deviant, examine the various ways other nations deal with crime, evaluate the effectiveness of sentencing.

ASSESSED TASKS
The assessment tasks can range from a representation analysis, an essay, a report, a media report, a research re- port, a multimedia presentation, an extended response and a film analysis.

Sociology
Units 3-4

Studying VCE Sociology enables students to analyse the impacts of historical suppression and the growing public awareness of Australian Indigenous cultures, examine the experiences of ethnicity within Australian society, and explore the general and specific experiences of community. Additionally, students will analyse the nature and purpose of social movements and evaluate their influence on social change.

UNIT 3
AOS1 – Australian Indigenous cultures
AOS2 - Ethnicity

In this unit students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students also investigate ethnicity as a key sociological category that plays an important role in social life. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features.

LEARNING ACTIVITIES
Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

KEY SKILLS REQUIRED
Explain and apply sociological concepts, apply ethical methodology, evaluate sources and critically reflect on their own and others' approaches to understanding the social world, synthesise evidence to draw conclusions.

ASSESSED TASKS
A research report for each area of study, short-answer questions, extended responses.

UNIT 4
AOS1 – Community
AOS2 – Social Movements and Social Change

In this unit students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli. Students also investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

LEARNING ACTIVITIES
Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

KEY SKILLS REQUIRED
Explain and apply sociological concepts, analyse the nature and purpose of social movements, evaluate the influence of social movements on social change, source and use a range of relevant evidence to support observations and analysis.

ASSESSED TASKS
A research report for each area of study, short-answer questions, extended responses.

VCAA ASSESSMENT - the overall study score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

NOTE:
Students do not have to have completed Units 1/2 Sociology as a pre-requisite.

Business Management

Units 1-2

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 specifically deal with the establishment and management of small business. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

UNIT 1
The business idea. In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

LEARNING ACTIVITIES
Research projects, online activities, worksheets, quizzes, crosswords, interactive "TurningPoint" and interactive decision making challenges, business plan to establish a business.

KEY SKILLS REQUIRED
Data interpretation, creativity and imagination with developing their own business, report writing and case study investigations.

ASSESSED TASKS
Topic tests, reports, projects, development of a business plan and an end of semester written examination.

UNIT 2
This unit looks at how effective communication and marketing assists in the achievement of business objectives. Key topics include effective communication in small business, marketing your small business and public relations, and staffing and legal matters.

LEARNING ACTIVITIES
Research projects, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED
Awareness of current issues relating to small business, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

ASSESSED TASKS
Topic tests, case studies, business report and end of semester written examination.

Business Management
Units 3-4

Business Management examines the ways in which people, at various levels within a business organisation, manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexities and rewards that come from business management and gain an insight into the various ways resources can be managed in large-scale organisations.

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.

LEARNING ACTIVITIES
Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED
Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS
Topic tests, learning activities and case studies.

UNIT 4: Transforming a Business
In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

LEARNING ACTIVITIES
Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED
Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS
Topic tests using case study material and an end-of-year written examination.

ASSESSED TASKS
School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); 2 hour written examination in November (50%).

Legal Studies
Units 1 & 2

Students who undertake VCE Legal Studies will have the opportunity to examine the institutions and principles which are essential to Australia's legal system in everyday life. Students will also develop an understanding of the rule of law and it's connection to people in society, law-makers, key legal institutions, the protection of human rights in Australia, and the justice system.

UNIT 1: The presumption of innocence
AOS1 – Legal foundations
AOS2 - Proving guilt
AOS3 – Sanctions
In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT 2: Wrongs and rights
AOS1 – Civil liability
AOS2 - Remedies
AOS3 – Human Rights
Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

LEARNING ACTIVITIES
Students will have the opportunity to engage in a range of learning activities. This includes learning from different case studies, report writing and class discussions. Students will also hear guest speakers; participate in excursions including a visit to Parliament, the County Court, the Supreme Court and a prison.

KEY SKILLS
Students should have an interest in and awareness of current legal issues and a willingness to unpack recent and relevant cases and laws during classroom discussion. Students will move towards employing high level thinking, synthesis and analysis skills. Students will argue their points and apply their knowledge of the law to legal cases. Writing skills will also be developed with a specific focus on writing under a legal framework.

ASSESSED TASKS
Students undertake a range of assessments throughout units 1 and 2 and these may include:
Structured questions, tests, essays, case study reports, classroom presentations and an end of semester written examination.

Legal Studies

Units 3 & 4

Students who undertake VCE Legal Studies will have the opportunity to examine the criminal and civil justice system in Victoria, learn about the Commonwealth Constitution and evaluate how individual rights are protected in the process of law-making through parliament and courts.

UNIT 3: Rights and Justice
AOS1 – The Victorian criminal justice system
AOS2 - The Victorian civil justice system
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. In this unit, students examine the methods and institutions in the criminal and civil 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 means and institutions used to determine and resolve cases. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: People and the Law
AOS1 – The people and the law-makers
AOS2 - The people and reform
The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

LEARNING ACTIVITIES
Students will have the opportunity to engage in a range of learning activities, including learning from different case studies, report writing, class discussions, use of Edrolo, plus individual and group work. Students will also hear from guest speakers; participate in excursions including a visit to Parliament, the County Court, the Supreme Court and visit Barwon and Loddon prisons.

KEY SKILLS REQUIRED
Define key terms and use proper legal terminology in their writing. Discuss, interpret and analyse legal principles and information. Explain and evaluate features of the legal system. Provide examples from key cases to justify their responses. Synthesise and apply legal principles to actual scenarios. Engage in discussion and debate.

ASSESSED TASKS
Students undertake assessments throughout units 3 and 4 which are designed to prepare them for the end of year exam (worth 50% of the study score). Task include Structured questions in long and short answer form, case study reports and extended written responses.
Course work for this unit is worth 50% of the overall study score.

VCAA ASSESSMENT - The overall Study Score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

NOTE:
Students do not have to have completed Units 1/2 Legal Studies as a pre-requisite, however it is advised that they look over this content in preparation for the commencement of the class to have an understanding of the need for law, legal foundations and the difference between civil and criminal law.

Chinese First Language

Units 1-2

The study of Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including in banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 1
This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students establish and maintain a written exchange related to an issue of interest or concern.

Outcome 2
Students listen to, read and obtain information from spoken and written texts.

Outcome 3
Students produce a personal response to a text focusing on real experience of information.

UNIT 2
This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students produce an imaginative piece in written form.

Outcome 2
Students listen to, read, and extract and compare information and ideas from spoken and written texts.

Outcome 3
Students participate in a spoken exchange focusing on the resolution of an issue.

Chinese First Language

Units 3-4

The study of Chinese develops students' ability to understand and use a language which is spoken by about of quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

UNIT 3
This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students express ideas through the production of original texts.

Outcome 2
Students analyse and use information from spoken texts.

Outcome 3
Students exchange information, opinions and experiences.

UNIT 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students analyse and use information from written texts.

Outcome 2A
Students respond critically to spoken and written texts which reflect aspects of the language and culture.

Outcome 2B
Students respond critically to spoken and written texts which reflect aspects of the language and culture.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%)

Chinese Second Language

Units 1-2

The study of Chinese develops student's abilities to understand and use a language spoken by about a quarter of the world's population. It is the major language in China, Taiwan, Singapore and overseas Chinese communities. China's economy has been booming over recent decades and links between Australia and China have been strengthened, particularly in business, tourism, education, commerce and investment. The study of Chinese promotes the strengthening of these links.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. Knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students establish and maintain a written exchange related to personal areas of experience.

Outcome 2
Students listen to, read and maintain a written exchange related to personal areas of experience.

Outcome 3
Students produce a personal response to a text focusing on real experience of information.

UNIT 2
This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students produce an imaginative piece in written form.

Outcome 2
Students listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
Students participate in a spoken exchange.

Chinese Second Language

Units 3-4

UNIT 3

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students express ideas through the production of original texts.

Outcome 2 Students analyse and use information from spoken texts.

Outcome 3
Students exchange information, opinions and experiences.

UNIT 4
This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students analyse and use information from written texts and translate part of the text(s) into English.

Outcome 2
Students respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).

Italian

Units 1-2

The study of Italian develops students' ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

Unit 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. They will also gain the ability to be able to listen to, read and obtain information from spoken and written texts. In conjunction with this, students should be able to produce a personal response to a text focusing on real or imaginary experience.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skillsmust be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

Unit 2

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions. They will also develop competency in listening to, reading, and extracting information and ideas from spoken and written texts. With guidance, students will develop the capacity to give expression to real or imaginary experience in spoken or written form.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

Italian
Units 3-4

The study of Italian develops students' ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Unit 3
On completion of this unit the student should be able to express ideas through the production of original texts, analyse and use information from spoken texts. In conjunction with this students are expected to develop skill at being able to exchange information, opinions and experiences.

LEARNING ACTIVITIES
Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED
Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS
Essay: 250 word personal or imaginative written piece
Listening and Responding: Analyse and use information from spoken texts
Role-play: A three to four minute role-play focusing on the resolution of an issue.

Unit 4
On completion of this unit the student should be able to analyse and use information from written texts as well as respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

LEARNING ACTIVITIES
Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED
Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

STUDYING LANGUAGES
Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

ASSESSED TASKS - UNIT 4
Reading and Responding: Analyse and use information from written texts.
Essay: A 250-300 word informative, persuasive or evaluative written response.
Oral Interview: A three to four minute interview on an issue related to the texts studied.
Students will also complete both an oral and written examination at the end of the year.

Mathematics Overview

Mitchell Anderson
Senior Mathematics Learning Area Leader

WHAT IS VCE MATHEMATICS ABOUT?

Mathematics is the study of patterns in number and space. It provides us with a means of symbolic communication that is powerful, logical, concise and unambiguous. Mathematics is a means by which people can understand and manage their environment. In VCE Mathematics, students have access to worthwhile and challenging mathematical learning activities. Students learn, practice and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and most utilise sophisticated graphic calculators. Wurun Senior Campus offers a range of Mathematics courses to suit different abilities and all career paths.

Students should carefully read the course descriptions and the possible pathways on the next few pages and discuss these with their current Mathematics teacher, Careers counsellor and parents. They should consider their past performance in Mathematics subjects and the level of Mathematics they studied at Year 10.

WHICH MATHS STUDIES SHOULD STUDENTS CHOOSE?
SELECTING UNITS 1-2

Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2
To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 level. This path opens up all Units 3 and 4 Mathematics courses and therefore satisfies any tertiary entrance requirement for Mathematics. Studying Mathematical Methods with Specialist Mathematics allows coverage of all material to a greater depth which promotes better understanding. The Specialist Mathematics Units 1 and 2 also introduces topics that are needed for Specialist Mathematics Units 3 and 4. It is stipulated that all students who choose the subject Specialist Mathematics 1 and 2 must choose the study of Mathematical Method Units 1 and 2 as well.

Pathway 2: Mathematical Methods *
It is possible to do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4, Algorithmics Units 3 and 4 and General Mathematics Units 3 and 4. It is not, however, a recommended pathway for a sound background in these subjects. Students wishing to study Mathematical Methods Units 1 and 2 must discuss their choice carefully with their Year 10 Mathematics teacher or the VCE Leader.

* For this combination of units students will need to undertake some supplementary study (determined by school) with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4).

Pathway 3: General Mathematics
If students do not have a strong background in Mathematics but wish to study some Mathematics for career requirements, then this is the appropriate Study. It can lead onto General Mathematics Units 3 or 4.

Pathway 4: Foundation Mathematics
If students do not have a strong background in Mathematics and would like to be ready for employment, life and every day mathematical problems encountered at home, work and wider community.

SELECTING YOUR UNITS 3-4

Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open even at this stage.

Students may choose:

Foundation Mathematics Units 3 and 4
This is a great choice for a student looking to develop general numeracy encountered in employment, home and community.

General Mathematics Units 3 and 4
This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical abilities who require one or more Mathematics subjects.

Mathematical Methods Units 3 and 4
This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Mathematics with this choice.

Algorithmics Units 3 and 4
This choice provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed this study. The study also provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

Mathematical Methods Units 3 and 4 and General Mathematics Units 3 and 4
This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

Specialist Mathematics Units 3 and 4 with Mathematical Methods Units 3 and 4
Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps students understand the 'Methods' course by giving them more practice in similar concepts.

Foundation Mathematics

Units 1-2

Foundation Mathematics provides students with continuing support to develop a range of mathematical and numeracy skills related every-day problems encountered at home, work and the wider community. This subject is suitable for students who would like to strengthen their understanding and application of numbers, percentages, financial processes, measurement and statistics.

UNIT 1
In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content is developed using contexts present in students' other studies, work and personal or other familiar situations.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Identify and recognise how mathematics is used in everyday situations and contexts, making connections between mathematics and the real world

ASSESSED TASKS
Formative tasks for each topic, application task SACs for each topic and a mathematical investigation task.

UNIT 2
In Unit 2 students work on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Interpret results and outcomes of the application of mathematics in a context, including how appropriately and accurately they fit the situation and to reflect on and evaluate the mathematics used and the outcomes obtained relative to personal, contextual and real-world implications

ASSESSED TASKS
Formative tasks for each topic, summative SAC for each topic, and an end of year written examination.

Foundation Mathematics

Units 3-4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The selected content for each unit is developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

UNIT 3
In unit 3 students study numbers and equations, and the application of numbers to a range of financial and consumer mathematics related problems.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Identify and recognise how mathematics is used in everyday situations and contexts, making connections between mathematics and the real world

ASSESSED TASKS
Formative tasks for each topic, application task SACs for each topic and a mathematical investigation task.

UNIT 4
In Unit 2 students study the application of data analysis, probability and statistics, and problems relating space and measurement.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Identify and recognise how mathematics is used in everyday situations and contexts, making connections between mathematics and the real world

ASSESSED TASKS
Formative tasks for each topic, summative SAC for each topic.

VCAA ASSESSMENT - The overall Study Score will consist of:

- School Assessed Coursework (60%)
- Examination 1 in November (40%) - 120 minutes

General Mathematics

Units 1-2

General Mathematics provides for different combinations of student interests and preparation for study of VCE General Mathematics at the Unit 3 and 4 level. This subject is best suited for students interested in exploring new ideas in the fields of data analysis, networks and decision making, matrices and financial modelling. This subject provides a pathway for students that require a non-specific mathematics as entry for future study and career paths such as nursing and early education.

Students in this course must have an approved CAS calculator.

UNIT 1
Students will study Computation and Practical Arithmetic, Investigating and Comparing Data Distributions, Linear Relations and Equations, Linear Graphs and Modelling, Matrices, and Networks.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative tasks for each topic, summative School Assessed Coursework (SAC) for each topic.

UNIT 2
Students will study Investigating relationships between two numerical variables, Number Patterns & Recursion, Shape and Measurement, Applications of Trigonometry.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative tasks for each topic, summative SAC for each topic, and an end of year written examination.

General Mathematics

Units 3-4

General Mathematics provides for different combinations of student interests and preparation for study of VCE General Mathematics at the Unit 3 and 4 level. This subject is best suited for students interested in exploring new ideas in the fields of data analysis, networks and decision making, matrices and financial modelling. This subject provides a pathway for students that require a non-specific mathematics as entry for future study and career paths such as nursing and early education.

Students in this course must have an approved CAS calculator.

UNIT 3
In this unit students will study Data Analysis including describing and summarising data, investigate associations between variables, data transformations and modelling time series. Students will also study Recursion and Financial Modelling including modelling growth and decay using recursion and modelling and analysing reducing balance
loans and annuities. Students use CAS calculators to explore skills and concepts.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative assessment of understanding for each chapter, application SAC task for Data analysis, and problem-solving task for recursions and financial mathematics.

UNIT 4
In this unit students will study a module on Networks and Decision Mathematics including the use of networks to model and solve problems involving connection, flow, allocation and scheduling and a module on Matrices. Students use CAS calculators to explore skills and concepts.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative assessment of understanding for each chapter, separate problem-solving tasks for each of the two modules.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%)
Examination 1 in November (30%) - 90 minutes, multiple choice questions
Examination 2 in November (30%) - 90 minutes, short answers questions

Mathematics Methods
Units 1-2

Students taking this subject should have a keen interest in mathematics, have achieved strong results in Year 10 Mathematics and should have the support of their year 10 mathematics teacher. This subject provides a pathway for students that require specific mathematics requirements for university courses such as: science, engineering, commerce, medicine, and computer sciences.

Students in this course must have an approved CAS calculator.

It is advised that students completing Mathematical Methods Units 1 and 2 also attempt Specialist Mathematics units 1 and 2 for the best preparation for Mathematical Methods Units 3 and 4.

UNIT 1
Students will study simple algebraic functions in relation to the following areas of study: Functions and Graphs, Algebra, and Probability and Counting Methods. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.
Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS
Formative hurdle tasks for each topic, combined summative SACs at the end of unit.

UNIT 2
In this unit, students will focus on the following areas of study: circular, exponential and logarithmic functions and graphs, algebra, Differentiation and Integration. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.
Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS
Formative hurdle tasks for each topic, combined summative SACs at the end of unit. Students also sit two end of year written examinations.

Mathematics Methods
Units 3-4

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in Mathematical Methods Units 1 and 2. This subject provides a pathway for students that require specific mathematics requirements for university courses such as: science, engineering, commerce, medicine, and computer sciences.

Students in this course must have an approved CAS calculator.

UNIT 3
The focus of this unit will be a selection of content that would typically include Functions and Graphs, Algebra and applications of derivatives and differentiation. This also includes identifying and analysing key features of functions and their graphs with Calculus as a focal point. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative hurdle tasks for each topic, combined application SACs at the end of unit.

UNIT 4
Students will continue to study Algebra and Functions and Graphs as well as Calculus including anti-differentiation, integration, the relationship between integration and the area of regions defined by lines or curves with a focus on real world applications of Calculus. Students will also study random variables and discrete and continuous probability distributions and the distribution of sample proportions. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Formative hurdle tasks for each topic, combined application and problem-solving SACs at the end of unit.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (30%)
Examination 1 (technology free) in November (20%) – 60 minutes
Examination 2 (technology active) in November (40%) – 120 minutes

Mathematics: Specialist

Units 1-2

All students who study Specialist Units 1 and 2 must also study Mathematical Methods Units 1 and 2. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4. This subject should only be considered by students with a strong passion for mathematics and a desire to pathway into university courses that require advanced mathematics.

Students in this course must have an approved CAS calculator.

UNIT 1
Students study techniques in the simplification and solution of a range of algebraic expressions and equations, graphing techniques, matrices and transformations of linear and non-linear relations and complex numbers. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, application SAC tasks.

UNIT 2
Students extend their knowledge of geometry, apply their understanding from Unit 1 to develop techniques in working with vectors, kinematics and explore simulation and sampling techniques in statistics. Students use CAS calculators to explore skills and concepts as well as practicing skills without using technology.

LEARNING ACTIVITIES
Explicit instruction of theory and use of technology, textbook exercises, problem-solving and modelling, application of skills to real-world problems.

KEY SKILLS REQUIRED
Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, application SAC tasks and two end of semester written examinations.

Specialist Mathematics

Units 3-4

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world. Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 is highly recommended to undertake Specialist Mathematics Units 3 and 4.

Students in this course must have an approved CAS calculator.

UNIT 3
Students will study vectors, complex numbers, coordinate geometry, trigonometry and calculus.

LEARNING ACTIVITIES
Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED
High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Year 11 Advanced General Mathematics and Maths Methods CAS is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS
Two school assessed analysis SAC tasks.

UNIT 4
Students will study calculus techniques and applications, particularly integral calculus. This leads to the study of the mathematics of movement and motion, with topics include differential equations, kinematics, vector calculus, statics and dynamics. The study of probability and statistics includes statistical inference related to the definition and distribution sample means, simulations and confidence intervals.

LEARNING ACTIVITIES
Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED
High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics Units 1 and 2 and Maths Methods Units 1 and 2 is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS
Application SAC, topic test SACs and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%)
Examination (technology free) in November (20%)
Examination (technology active) in November (40%)

Algorithmics

Units 3-4

This subject is completed at the Centre for Higher Education Studies (CHES). An application process is required. Please see the Mathematics Learning Area Leader if committed.

For students who have completed Units 1 and 2 in Mathematical Methods, this subject provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed this study. The study also provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

UNIT 3
In this unit, students focus on how algorithms are used for solving complex problems. Students will be involved in data modelling for abstract data types, design algorithms and apply algorithms to solve real world problems.

LEARNING ACTIVITIES
In this subject, student will be analysing algorithms and writing about their impact on the real-world problems they attempt to solve or influence through the design of the algorithm.

KEY SKILLS REQUIRED
Problem solving skills, high level analytical skills, identify, write and correct errors in pseudocode, represent complex information as abstract data types (ADT's), implement algorithms as computer programs in very high-level programming language.

ASSESSED TASKS
Combination of a range of SAC tasks (12%), and the start of the SAT task.

UNIT 4
In this unit, students focus on the performance of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively.

LEARNING ACTIVITIES
In this unit students will concentrate on the design of the algorithm and how it can best solve a real-world problem.

KEY SKILLS REQUIRED
Problem solving skills, high level analytical skills, comparing algorithms based on complexity, recognise and apply the divide and conquer, backtracking and dynamic programming design patterns.

ASSESSED TASKS
Continuation of the SAT task, and an application SAC task (8%)

VCAA ASSESSMENT - The overall study score will consist of
School Assessed Coursework (20%)
School Assessed Task (20%)
End of year examination (60%)

Science Learning Area

Why select VCE Science subjects?

Andy Chan
Senior Science Learning Area

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology, chemistry, physics, environmental science or psychology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary challenges in our world.

What science subjects can be selected at Wurun Senior Campus?

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

Biology
Units 1-2

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

Students need to have studied Units 1 and 2 Biology before attempting Units 3 and 4 Biology.

UNIT 1
In this unit students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells. They explore how systems function and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

LEARNING ACTIVITIES
Practical reports, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. Plant and animal dissections are a part of Unit 1. An excursion to the Melbourne Zoo or Melbourne Museum may be included.

KEY SKILLS REQUIRED
Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

ASSESSED TASKS
SACs based on practical activities and class work.

UNIT 2
In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the inheritance of characteristics,and analyse patterns of inheritance, They study structural, physiological and behavioural adaptations that enhance an organism's survival.

LEARNING ACTIVITIES
Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries and fieldwork excursions to a local bushland and coastal area.

KEY SKILLS REQUIRED
Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

ASSESSED TASKS
Field study report, SACs based on practical activities, class work and end of semester examination.

Biology

Units 3-4

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

UNIT 3
In this unit students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

LEARNING ACTIVITIES
Practical investigations, research, drawing and labelling diagrams, constructing tables and concept maps, text reading and answering questions

KEY SKILLS REQUIRED
Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

ASSESSED TASKS
Reports of three practical activities, a report of an investigation of an organism's response to a specific chemical or physical signal and a response to an issue or aspect related to the human immune response.

UNIT 4
In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time and examine the evidence for trends in the human fossil record.

LEARNING ACTIVITIES
Practical investigations, research, modeling, concept maps, posters, text reading and answering questions.

KEY SKILLS REQUIRED
Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

ASSESSED TASKS
Reports of three practical activities, a report on evolutionary relationships and a response to an issue related to human intervention in evolutionary processes.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%) and 2ó hour written examination in November (60%).

Chemistry
Units 1-2

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.

UNIT 1
Students will consider: 'How can the diversity of materials be explained?'
This will be achieved by studying atomic theory, bonding in matter, the periodic table, organic chemistry and the nature, properties and uses of many materials. Current theory and latest research will be investigated against a backdrop of the historical development of chemistry dating back to the Greek philosophers. This unit is designed for students who are intending to undertake future studies of Chemistry or who are interested in the structures and properties of materials - how is the world put together?

LEARNING ACTIVITIES
Laboratory investigations are a major focus.

KEY SKILLS REQUIRED
Equation writing and numerical calculations require well-developed numeracy and literacy skills.

ASSESSED TASKS
Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.

UNIT 2
Students will consider: 'What makes water such a unique chemical?' Its remarkable properties allow life to exist on Earth.
Students will study how different substances interact with water, and how substances in water are measured and analysed. This will be achieved by studying the properties of water, water as a solvent, acid and base reactions, and redox reactions.

LEARNING ACTIVITIES
Laboratory work, research, online investigations.

KEY SKILLS REQUIRED
Prospective students should possess well-developed numeracy and literacy skills. Stoichiometry provides a numerical means of quantifying the many chemical processes studied.

ASSESSED TASKS
Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.

Chemistry
Units 3-4

This subject will provide students with the skills to pursue further studies. All students should become more informed, responsible decision-making citizens able to use chemical knowledge in their everyday lives and to evaluate and debate important issues such as the future of our environment and its management.

Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.

UNIT 3
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.

LEARNING ACTIVITIES
Practical activities and reports, research, text reading and responding and undertaking experiments.

KEY SKILLS REQUIRED
An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete basic numerical calculations.

ASSESSED TASKS
Two different types of assessment chosen from a range of options including a comparison and evaluation of two practical activities, analysis and evaluation of primary and/or secondary data, problem-solving analysis and evaluation of a chemical innovation, research study and case study.

UNIT 4
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.

LEARNING ACTIVITIES
Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED
An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS
Two different types of assessment chosen from a range of options including a comparison and evaluation of two practical activities, analysis and evaluation of primary and/or secondary data, problem-solving analysis and evaluation of a chemical innovation, research study and case study as well as a structured scientific poster according to the VCAA standard template.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework 50% (Unit 3: 20% & Unit 4: 30%), end of year written examination 50%.

Environmental Science

Units 1-2

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet's natural environment. Unit 1 focuses on the characteristics of a typical ecosystem and how we can measure and monitor changes within an environment. While in Unit 2 students explore the concepts of food/water security, pollution and associated impacts on Earth's four systems through global, national and local perspectives.

UNIT 1
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

LEARNING ACTIVITIES
Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
Topic test, a survey project and a structured scientific poster according to the VCAA standard template..

UNIT 2
In this Unit, students explore how pollutants can be produced through natural and human activities and how pollutants can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students look further into the concept of food security and consider factors that enable individual, national and global security of resources.

LEARNING ACTIVITIES
Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting data from fieldwork and practical work, research tasks and problem solving.

ASSESSED TASKS
Topic tests, research projects and an end of semester written examination.

Environmental Science

Units 3-4

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet's natural environment. Unit 3 tries to answer the question '**How can biodiversity and development be sustained?**' Students will analyse the processes that threaten biodiversity and learn to apply scientific principles in evaluating biodiversity management strategies. Unit 4 investigates the question '**How can the impacts of human energy use be reduced?**' by looking at the social and environmental impacts of energy production and use on society and the environment. Students continue to explore the complexities of interacting systems of water, air, land and living organisms that influence climate.

UNIT 3
Students will need to analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

LEARNING ACTIVITIES Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting and analysing data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
Evaluation of a case study relating to an endemic Victorian species considering sustainability principles and stakeholder perspectives, as well as a designed response to an environmental issues or challenge.

UNIT 4
Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Students will produce their own primary data on current environmental, climate and energy issues and present their findings.

LEARNING ACTIVITIES
Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting and analysing data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
Presentation of recommendations on primary data relating to the production of sustainable energy, as well as the application of Earth systems thinking to evaluate an issue and a scientific poster based off of locally sourced primary data.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3: 20%, School Assessed Coursework Unit 4: 30%, written examination in November: 50%.

Physics

Units 1-2

In Physics, students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, that of the entire universe. The focus is on being able to understand and meaningfully describe the physical world. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in analysis.

UNIT 1
The focus of Unit 1 is on how we can explain heat and heat transfer through the particle model as well as light using the wave model. Students will study the laws of thermodynamics and their application to real life situations, including how energy transfers affect long term patterns in climate. In addition, students will also explore the full spectrum of electromagnetic radiation and how light can be used in communication and other applications. Students will also study nuclear physics, including atomic energy, its application in modern society and the viability of nuclear energy as a household energy source. This will then lead into electricity and their real-world applications through the construction of electrical circuits.

LEARNING ACTIVITIES
Discussions of physical phenomena, worksheets, group activities, text questions, practical activities, and participation in an exploratory Physics excursion.

KEY SKILLS REQUIRED
The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data and graphs are required. It is highly recommended that all Physics students have an accompanying VCE Mathematics subject.

ASSESSED TASKS
Topic tests, practical work, research based report, problem solving tasks and an end of semester written examination.

UNIT 2
The focus of this Unit is the use of experiments and what they reveal about the physical world. We firstly will focus on how motion can be described and explained, in terms of momentum, energy and kinematics. Students then have a choice of studying the physics involved with two separate observations from the physical world. These include studies in the fields of flight, astronomy, nuclear physics, sound, climate change, biomechanics and motion. Students will also develop their practical skills, by planning, executing and reporting on an extended practical investigation.

LEARNING ACTIVITIES
Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

KEY SKILLS REQUIRED
The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data in beneficial. Practical and planning skills will also be required and application of the scientific method to a student designed experiment.

ASSESSED TASKS
Topic tests, practical work, an extended practical investigation, research, team-based multimedia presentations and an end of semester written examination

Physics

Units 3-4

Students gain an appreciation of the laws of and explore the concepts of classical and modern physics. Students learn through experimenting, observing, debating and developing theoretical models that describe the phenomena we see. The study of Physics underpins much of the technology found in areas such as electricity, modern science, engineering and industry.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3
Students study, motion, forces, fields, electro-magnetism and electricity generation. Motion covers basic descriptions on movement, forces, momentum and energy, projection motion and circular motion. In Field and Electromagnetism, students explore the field model and its application to gravity, electrostatics and electro-magnetism. This leads to the topic of Electricity Generation, which includes practical applications of the physics such motors, generators, transformers and the electricity grid.

LEARNING ACTIVITIES
Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks.

KEY SKILLS REQUIRED
Motion, forces, fields and electro-magnetism skills and knowledge from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae and enquiry-based skills.

ASSESSED TASKS
Research based tasks, report based on practical work and tests

UNIT 4
Students explore and understand topics in the realm of modern physics such as the wave-particle model of light, special relativity, and introductory ideas in quantum physics. Students will investigate key experiments and phenomenon such as the Photo-electric Effect, Double Slit Experiment, Spectral Lines and Einstein's thought experiments. Students will design and conduct an extended practical based on their knowledge of motion, fields or light.

LEARNING ACTIVITIES
Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks.

KEY SKILLS REQUIRED
Knowledge and application of conceptual models of modern physics and waves, light and kinematics knowledge from Unit 1 & 2, data interpretation and analysis. Practical and planning skills will also be required and application of the scientific method to a student designed experiment

ASSESSED TASKS
Tasks could include: a data analysis report, a report based on practical work, test done under test conditions. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (50%), Written Examination in November (50%)

Psychology

Units 1-2

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

UNIT 1

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.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

UNIT 2

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.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

Psychology
Units 3-4

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods students will be able to develop skills in analytical and critical thinking.

UNIT 3
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.

LEARNING ACTIVITIES
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED
Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

UNIT 4
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.

LEARNING ACTIVITIES
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED
Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

VCAA ASSESSMENT –The overall Study Score will consist of:
School Assessed Coursework (50%) and 2 ½ hour written examination in November (50%).

Vocational and Applied Learning

WHAT IS VOCATIONAL & APPLIED LEARNING?

Louise Speirs Bridge
Applied Learning Leader

Vocational & applied learning involves students engaging in authentic and motivating learning experiences that they can apply to future study, training and work. It is a method of learning where theoretical information comes to life for students in real-world contexts that relates directly to their future.

Students have input into what and how they learn, in an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect, and plan how to do it better next time.

WHICH VOCATIONAL & APPLIED LEARNING PATHWAY SHOULD STUDENTS CHOOSE?

VCE Vocational Major (VCE VM)
The VCE VM is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for further education and training and the world of work.

Students will develop both academic and practical skills. The program employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

The VCE VM will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

Victorian Pathways Certificate (VPC)
The VPC is a new inclusive and flexible standards-based certificate that offers an engaging curriculum and additional support for students to develop the work-related skills and capabilities needed to succeed.

The VPC coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. Students can study the VPC at their own pace and progress will be assessed through a range of classroom learning activities.

The VPC will prepare students to transition successfully into apprenticeships, traineeships, further education and training, or directly into employment.

Kitchen Operations (VET)

Certificate II in Kitchen Operations

COURSE AIMS
The program provides participants with an overview of the hospitality industry as well as the necessary training and skills development for the achievement of competence in:

- Food Preparation; and
- Some of aspects of Food and Beverage service.

Upon successful completion students have the opportunity to continue further studies (Unit 3 & 4) in Hospitality streams.

VENUE
Collingwood College

CONTRIBUTION to VCE and VCE VM
VCE VM: This will provide the units and hours necessary to meet the VET component required to attain the VCE VM.
VCE: Students will be eligible for up to two Units of credit. Two units for Unit 1 & 2.

ATAR: Students wishing to receive an ATAR contribution will need to complete the Unit 3 & 4 sequence or second year and undertake scored assessment for the purposes of gaining a study score. This study score can contribute to the primary four or as a fifth or sixth study.

ADDITIONAL REQUIREMENTS/INFORMATION
There is an additional fee associated with this certificate. This will be advised by the end of Term 3. This fee will cover the course workbook, uniform, knives and all other associated materials necessary for the completion of this course.

PROGRAM CONTENT
Sample competencies include:
- Prepare simple dishes
- Produce dishes using basic methods of cookery

PATHWAYS
- Certificate II in Kitchen Operations (Unit 3 and 4)
- Certificate III in Hospitality
- Certificate IV in Hospitality

POSSIBLE FUTURE CAREER OPTIONS
- Chef
- Cook
- Food Production
- Catering Manager
- Kitchen Hand

VCE Vocational Major - Literacy

Units 1-2

AIMS

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

UNIT 1

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort.

LEARNING ACTIVITIES

Critical assessment of digital texts including webpages, podcasts and social media, write to convey specific information in workplace settings, practice structrued writing in different forms.

KEY SKILLS REQUIRED

Read, watch, listen to and understand a range of text types for a variety of audiences and purposes, use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts and identify reliable sources to be used for research.

ASSESSMENT TASKS

A range of tasks will be chosen from: a research task, a record and reflection of the presentations of guest speaker/s, a record of discussion or debate, a report, explanatory or instructional piece or article , a record of interviews with members of the community and class, a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

UNIT 2

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

LEARNING ACTIVITIES

Note taking and responding to short answer questions, formulating opinion both oral and written, assessment of values and the role of language in the workplace.

KEY SKILLS REQUIRED

Identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts, infer meaning from persuasive and influential content, including being able to identify the connotations of word, compare and contrast how ideas and issues are presented in different persuasive text types, use appropriate evidence to support personal points of view and identify reliable and trustworthy sources for research

ASSESSMENT TASKS

A range of tasks will be chosen from: a research task, a report, a brochure, a record and reflection of the presentations of guest speaker/s, a record of a debate or discussion, a visual presentation, such as a graphic organiser, a concept/mind map or annotated poster, a comparison of two persuasive pieces or an animation or cartoon that provides a point of view.

VCE Vocational Major - Literacy

Units 3-4

UNIT 3

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

LEARNING ACTIVITIES

To locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents. To focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

KEY SKILLS REQUIRED

Access relevant texts via the internet or other means, read, infer and create meaning from texts, identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant information, engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation and compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information

ASSESSMENT TASKS

One task will be selected from

- a series of annotations and summaries
- a research task
- a case study analysis

It will also include the following activities where students should apply and demonstrate learning:

- a record and reflection of the presentations of guest speaker/s
- annotated photographs, signs or visuals
- a response to structured questions

UNIT 4

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

LEARNING ACTIVITIES

Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group. Use knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

KEY SKILLS REQUIRED

Read, understand and infer meaning and context by evaluating promotional and influential material, design and create influential or promotional material appropriate for context and audience, critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations and considering purpose and the social and workplace values associated with them

ASSESSMENT TASKS

One task for the assessment of Outcome 1 should be selected from the following:

- A series of annotations and summaries, a blog or vlog, a multimodal presentation created for promotion

One task for the assessment of Outcome 2 should be selected from the following:

- a video, podcast or oral presentation
- a digital presentation of a portfolio

VCE Vocational Major - Numeracy

Overview

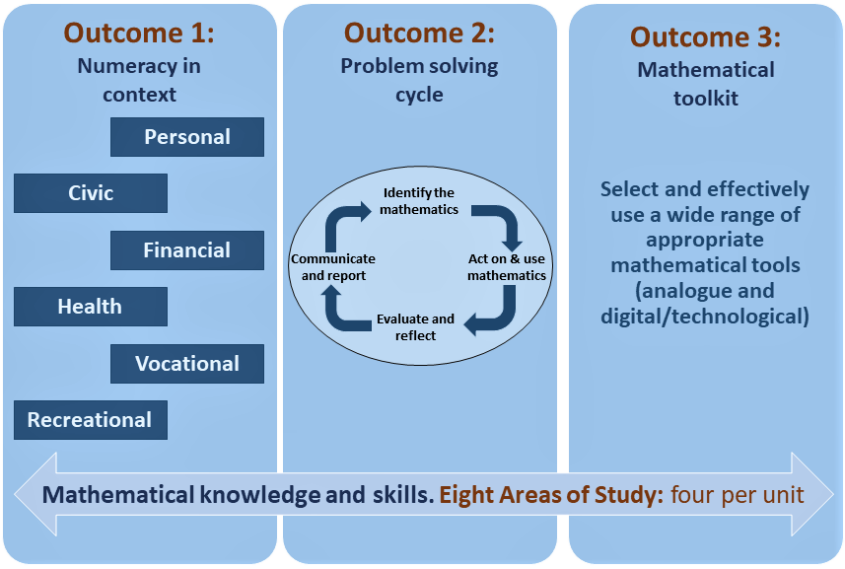
VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. **Eight** areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

2. **Outcome 1** is framed around working mathematically across six different numeracy contexts:
a) Personal numeracy
b) Civic numeracy
c) Financial numeracy
d) Health numeracy
e) Vocational numeracy
f) Recreational numeracy.

3. **Outcome 2** elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

4. **Outcome 3** requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.



Selecting the areas of study and the numeracies

Students will cover the eight areas of study at least once across Units 1 and 2, and across Units 3 and 4 (four areas of study in each unit).

Areas of study are to be selected to support the teaching and learning for each of the six numeracies, as appropriate to the situations and contextual problems being solved. The order in which the areas of study are taught, and how they are combined with other areas of study, is decided by the school and the teachers. This flexibility is an essential aspect of an applied learning approach.

Combinations can be based on the needs and interests of the student cohort and its community, and related vocational and work requirements.
Schools and teachers must make their selection of the areas of study based on the following guidelines:

- Each unit must include three numeracies.
- All six numeracies must be covered across Units 1 and 2 and across Units 3 and 4.
- Select either one or two areas of study to support each selected numeracy (four areas of study are covered in each unit).

VCE Vocational Major - Numeracy
Units 1-4

UNIT 1
In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

There are four areas of study for Unit 1:
- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

UNIT 2
In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

There are four areas of study for Unit 2:
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

UNIT 3
In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

There are four areas of study in Unit 3:
- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

UNIT 4
In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

There are four areas of study for Unit 4:
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

VCE Vocational Major - PDS

Units 1-2

AIMS

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community

UNIT 1

In this unit students will explore the development of personal identity and individual pathways to optimal health and wellbeing. Students will use findings to enhance understanding of community cohesion and engagement, and how sense of identity may affect outcomes. Students will investigate elements of emotional intelligence and develop awareness of interrelationships between communities and individual health and wellbeing.

LEARNING ACTIVITIES:

Explain and discuss concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity. Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

KEY SKILLS REQUIRED:

Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills.

ASSESSMENT TASKS

A range of tasks will be made available and may include: recorded reflection on personal attributes, case studies, reflective journal, performance, debates, presentations, project plan, research task, critical evaluation of an activity or program, or podcast.

UNIT 2

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. Students will seek to understand different perspectives on issues affecting a community.

LEARNING ACTIVITIES:

Explore the concept of and examine issues affecting community at a local, national and global level; understand characteristics that influence how communities are formed; understand differing perspectives and impacts on community cohesion; explore enablers and barriers to problem solving and strategies to foster community cohesion; consider the concept of community engagement and recognise benefits and challenges of community engagement to address issues; investigate key features of effective community engagement to address issues and implement initiatives.

KEY SKILLS REQUIRED:

Describe and explain concepts relating to community and citizenship; analyse the formation of community and the factors that influence community groups; apply strategies to promote community participation; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively; apply and evaluate strategies relating to problem-solving and diversity, inclusion and cohesion within communities; compare, analyse and evaluate community features relating to community engagement

ASSESSMENT TASKS:

A range of tasks will be made available and may include: presentations, written reports, reflective journal, case studies, website creation, research task, meeting minutes or a record of a discussion or debate.

VCE Vocational Major - PDS

Units 3-4

UNIT 3

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

LEARNING ACTIVITIES:

Examine the characteristics of social awareness and interpersonal skills to facilitate respectful interactions with others; investigate contexts and settings in which people demonstrate social awareness and apply interpersonal skills; focus on leadership qualities and how they can be applied to achieving goals; look at a range of leadership styles, and the ethics and expectations of leaders in a democratic society; consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

KEY SKILLS REQUIRED

Describe concepts relating to social awareness and interpersonal skills; compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills; demonstrate leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills; apply and evaluate leadership styles and related skills; describe concepts relating to effective teamwork; and apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team.

ASSESSMENT TASKS:

A range of tasks will be made available and may include: critical reflection on the use of interpersonal skills; digital, written or oral presentation; report; reflective journal; case study; podcast; response to structured questions; personal reflection, team activities; written critical evaluation of a leadership activity; skills audit; or meeting minutes.

UNIT 4

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work.

LEARNING ACTIVITIES

Complete an extended community project that addresses an environmental, cultural, economic or social issue. Conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. Explore opportunities to build awareness of the chosen issue in the community. Implement a detailed plan for a selected community project and consider key elements and key considerations when implementing a plan of action through to completion.

KEY SKILLS REQUIRED

Outline and explain concerns of significance to a local, national and/or global community; analyse considerations that influence the selection of an area of concern to address in a community project; identify, describe and develop elements of the design process for a community project; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills; and outline and apply reflective processes to evaluate the design and implementation phase of a community project.

ASSESSMENT TASKS

A range of tasks will be made available and may include: research or investigation report; record of discussion or debate; video, podcast or oral presentation; reflective journal; a record of interview; a website; an audio recording.

VCE Vocational Major - WRS

Units 1-2

AIMS
This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion

UNIT 1
This unit recognises the importance of sourcing reliable information relating to future education and employment prospects. Students will investigate information relating to future employment, including entry-level pathways, emerging and growth industries, and trends; and evaluate impacts of pursuing employment in different industries. Students will reflect on research in the context of individual skills, capabilities and education and/or employment goals.

LEARNING ACTIVITIES
Evaluate information relating to employment; consider the reliability and credibility of information sources and scope of labour market information; apply strategies to improve planning and decision-making; develop research skills and collate evidence relating to future employment prospects; develop strategies for conducting research and present findings, seek feedback and refine goals through self-reflection.

KEY SKILLS REQUIRED
Identify and explain key concepts and strategies relating to career and educational goals; identify and explain ideas and concepts relating to development of employability and technical skills; propose and justify strategies to improve career prospects and apply knowledge through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

ASSESSMENT TASKS
A range of tasks will be made available and may include: data analysis, research, case studies, participation in interviews, responses to structured questions, creation and analysis of graphs and charts, career and education reports and presentation, career action plan, or creation of a personal profile.

UNIT 2
In this unit, students will consider distinctions between essential employability skills, specialist and technical work skills and personal capabilities; and understand the importance of training and development to support attainment and transferability of skills. Students will collect evidence relating to personal skills and capabilities and promote them through resumes, cover letters and interviews

LEARNING ACTIVITIES
Consider the changing nature of work and the impact on future career pathways; recognise how personal capabilities contribute to future success, and demonstrate skills and capabilities through artefacts and evidence; recognise relationships between transferable and employability skills and capabilities; investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries; apply strategies to promote unique skills and capabilities through writing job applications and participating in interviews.

KEY SKILLS REQUIRED
Identify and explain key ideas and concepts relating to personal skills and capabilities; propose and justify strategies to improve future career prospects through the development, promotion and application of skills; apply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

ASSESSMENT TASKS
A range of tasks will be made available and may include: skills audit, mock interview, training plans, reflective journal, job application, role play, or presentation.

VCE Vocational Major - WRS

Units 3-4

UNIT 3

Students will learn how to maintain positive working relationships with colleagues and employers, understanding characteristics of positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

LEARNING ACTIVITIES:

Examine the concept of culture and consider the characteristics of work–life balance; analyse the interconnection between employee and employer expectations; understand the importance of diversity and inclusion in the workplace; apply understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies; explore workplace relations and methods of determining pay and conditions; consider characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment; examine processes to address and resolve workplace disputes; apply effective and efficient workplace communication strategies; investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

KEY SKILLS REQUIRED

Identify and explain key ideas and concepts relating to workplace structures; propose and justify methods of contributing to a positive workplace environment, identify and explain key ideas and concepts relating to workplace relations; identify and apply appropriate and inclusive methods and mechanisms for workplace communication and problem solving; and identify and apply digital and electronic collaboration and communication.

ASSESSMENT TASKS

A range of tasks will be made available and may include: case study, research task, presentation, report, debate, role-play, graphic organiser or record of discussion with guest speakers and/or community groups.

UNIT 4

In this unit students will develop and apply knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

LEARNING ACTIVITIES

Explore the purpose of a portfolio and consider intended audiences and uses in different contexts; discuss and compare features and uses of physical and digital portfolios; understand how to prepare a portfolio proposal and how to plan the development of a portfolio; develop and formally present a portfolio in a panel style interview; use a range of verbal, written and practical strategies to communicate skills and knowledge; evaluate portfolio using a range of mechanisms including self-assessment, and feedback

KEY SKILLS REQUIRED

Ascertain evidence that will be included in a portfolio; explain key characteristics relating to physical and digital, and/or hybrid portfolio; compare key characteristics and purpose of physical and digital portfolios; discuss portfolio relevance to current industry practice or further education; and propose and justify strategies to improve future career prospects through use of digital and/or physical portfolios

ASSESSMENT TASKS

A range of tasks will be made available and may include:evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts and a portfolio presentation related to a target industry or audience panel and evaluation of the presented portfolio.

Victorian Pathways Certificate (VPC)- Literacy

Units 1-2

AIMS
This study enables students to:

- develop literacy skills by thinking, listening, speaking, reading, viewing and writing to meet demands of the workplace, community, further study and life skills.
- participate in exploration and analysis of the purpose, audience and language of various text types.
- discuss and debate ways in which values of workplace, community and person are represented in different texts

UNIT 1
Enables students to develop knowledge and skills to read and write simple or short texts from a range of local and global perspectives. Students will develop capacity to engage with, understand and respond to digital texts, including webpages, podcasts and social media.

LEARNING ACTIVITIES
Explain how texts are designed for different audiences and purposes; apply decoding strategies; create written, digital and multimedia texts; apply appropriate literacy conventions.

KEY SKILLS REQUIRED:
Identify and describe structures and features of different text types, create material for specific audiences and purposes;identify how language and tone choices relate to purpose and audience and apply conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: recorded reflection, reflective journal, response to structured questions, digital presentation.

UNIT 2
Students will read, view and listen to a range of diverse opinions and consider language and purpose of content. Students will participate in debate, and consider personal perspectives of the community.

LEARNING ACTIVITIES
Identify main ideas and arguments in persuasive and influential content, explain how language and visuals are used to influence an audience and identify influences of bias and perspective.

KEY SKILLS REQUIRED
Read a variety of persuasive and influential written, spoken and multimedia texts; apply de-coding and meaning-making strategies; apply effective sentence structure, paragraphing, punctuation and spelling.

ASSESSMENT TASKS
A range of tasks will be made available and may include: research task, case study, digital presentation, participation in a debate or creation of an advertisement.

Victorian Pathways Certificate (VPC)- Literacy

Units 3-4

UNIT 3
Enables students to develop skills and knowledge required to understand and complete a range of activities for civic participation. Students will engage with a range of texts and information including timetables, government documentation and contracts, and develop the skills necessary to complete documentation.Students will develop skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment.

LEARNING ACTIVITIES
Identify reliable agencies within government and non-government spheres; skim and scan informational documents to determine relevance; summarise and paraphrase information and instructions into sequential points and research and understand requirements of workplace and further learning documentation.

KEY SKILLS REQUIRED:
Access and read informative and instructional written, spoken, visual, digital and multimedia texts and complete a range of documentation from community, vocational, workplace and government organisations.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: research task, reflective journal, digital presentation, graphic organiser or a collection of annotations and notes.

UNIT 4
Students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. A project will be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.The project will focus on skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

LEARNING ACTIVITIES
Communicate effectively through negotiation of a topic of choice for a major presentation; draft and refine a plan of content and direction of a presentation, and complete an informative oral presentation on the individual or group project that showcases reflections and review of learning.

KEY SKILLS REQUIRED
Reflect on areas of personal interest and develop a focus for a project working either individually or collaborating in a group; research and locate a variety of informative written, spoken and multimedia texts; apply decoding and meaning-making strategies; listen and participate effectively in group discussions to communicate, collaborate and problem solve.

ASSESSMENT TASKS:
A range of tasks will include a video, podcast or oral presentation with reflective journal or a digital presentation with reflective journal.

Victorian Pathways Certificate (VPC)- Personal Development Skills

Units 1-2

AIMS
This study enables students to:

- reflect on personal values, feelings and behaviours and maintain respectful and safe relationships
- articulate strengths and potential, set personal goals, outline rights and responsibilities of living in a democracy and understand fundamental pillars of health and wellbeing and practise self-care.

UNIT 2
Explores personal development through focusing on teamwork, communication, time management and problem-solving. Students will investigate how personal development can help achieve goals and investigate influences on motivation.

LEARNING ACTIVITIES:
Develop and demonstrate an understanding of self through active reflection; use teamwork, communication, time management and problem-solving skills; apply skills required for setting and achieving personal goals; and describe principles of health and wellbeing.

KEY SKILLS REQUIRED:
Identify personal values;set goals and plans; identify and analyse barriers to self-motivation;; identify and understand pillars of physical, social and emotional wellbeing and explore and understand features of respectful, positive relationships and the concept of sexual coercion and consent

ASSESSMENT TASKS:
A range of tasks will be made available and may include: skills audit, reflective journal, case study, oral presentation or response to structured questions.

UNIT 2
Emphasises personal and emotional growth through group participation and introduction to significance of community engagement. Students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

LEARNING ACTIVITIES:
Understand and discuss concepts of community, explain rights and responsibilities of community members; and research and locate community support systems

KEY SKILLS REQUIRED:
Identify definitions of community; explain benefits of diverse communities; explore and understand features that facilitate a sense of belonging and inclusion and identify and locate community support systems.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: reflection analysis, presentation, reflective journal, research task or participation in practical tasks.

Victorian Pathways Certificate (VPC)- Numeracy

Units 1 - 2

UNIT 1 and 2

The purpose of Units 1 and 2 is to focus the teaching and learning on supporting and enabling students to develop their numeracy skills and practices to make sense of their daily personal, public, and future vocational lives, and in their local community.

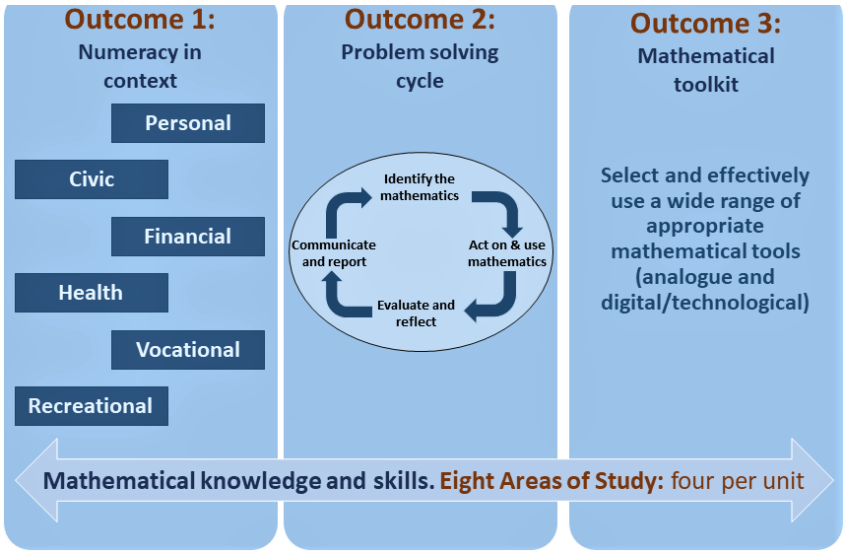
Each module describes the range of contexts that are the starting point for developing the students' numeracy and underpinning their mathematical skills. This range covers four numeracies where foundational mathematical skills are situated and embedded: personal, financial, health & recreational and civic.

At this level, the contexts should be highly familiar and relevant to the students and should reflect their personal interests and lives. The numeracy problems to be solved should be authentic, concrete and immediate. Simple, everyday mathematical information will be situated in highly familiar, simple and concise oral and/or written materials where the mathematics is highly explicit.

LEARNING ACTIVITIES:

Across Units 1 and 2 the student is required to demonstrate achievement of each of the eight learning goals that describe the mathematical content knowledge for three different learning requirements. These include covering:

1. Each of the four numeracies:
- Personal numeracy
- Financial numeracy
- Health and Recreational numeracy
- Civic numeracy.



ASSESSMENT TASKS:

Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:

- Problem Solving Report; for example, form a hypothesis or question to solve and collect data to use to represent as evidence and refer to likelihood statements to support the question/hypothesis;
- Create an Experiment for example use everyday objects like bottles and containers to measure water and rice and compare weight and volumes
- Design a Game to play, for example create a puzzle out of different shapes; design a new board game that requires pieces to be built together to explore shapes; write rules to a board game that require timed activities.

Victorian Pathways Certificate (VPC)- Work Related Skills

Units 1-2

AIMS
This study enables students to:

- Identify and implement ways to ensure mental health and wellbeing in the workplace
- Identify safety risks and hazards in the workplace and proactively implement safety strategies t
- understand rights and responsibilities in the workplace
- identify and personal skills, capabilities and technical knowledge and future pathway options

UNIT 1
Examine skills, capabilities and attributes required within the workplace and develop understanding of how employability skills and capabilities are applied. Explore employment and further study opportunities. . Identify workplace rights and responsibilities, and write a resume and cover letter.

LEARNING ACTIVITIES:
Differentiate between interests, personal attributes and capabilities, research employment opportunities, describe rights and responsibilities of employees and employers, and identify elements of a successful resume and cover letter.

KEY SKILLS REQUIRED:
Identify differences between interests, personal attributes and capabilities, explain technical skills and capabilities required by specific industry groups; identify worker classifications; communicate employee rights and responsibilities; and produce a job application.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: resume and cover letter, career action plan, skills audit, goal setting, presentation, and mock interview.

UNIT 2
Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity.

LEARNING ACTIVITIES:
Utilise skills of planning by establishing a work-related activity; identify employability skills that align to the activity; evaluate the effectiveness of the plan and implement planned small-scale work-related activity.

KEY SKILLS REQUIRED:
Demonstrate key features of effective collaboration; explain required technology and/or resources required; identify employability skills and carry out a small-scale work-related activity within agreed timeframes.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: project plan, chair a meeting, skills audit, report or a planned small-scale work-related activity

Victorian Pathways Certificate (VPC)- Work Related Skills

Units 3-4

UNIT 3
Students will examine how employees and employers can contribute to physical and mental health of self and colleagues, including policy implementation. Distinguishes between safe and unsafe workplaces and explores how students can address unlawful practices.

LEARNING ACTIVITIES:
Identify and describe physical and mental health in the workplace; discuss ways in which employees and employers contribute to physical and mental health in the workplace; describe unlawful workplace practices and identify processes to address and report unsafe practices; recognise and assess potential hazards and harm and develop response recommendations.

KEY SKILLS REQUIRED:
Explain a variety of workplace structures; provide evidence of physical health preservation measures ; identify policies that promote respect and inclusion; identify unlawful workplace practice; explain employee responsibilities in the workplace and use examples to explain universal strategies, safeguards and organisations that exist to reduce harm and ensure safe workplaces.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: presentation, research task, case study, role play, safety audit, risk management plan or report.

UNIT 4
Provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

LEARNING ACTIVITIES:
Identify potential pathways and a pathway plan; source and evaluate employment opportunities; and apply knowledge in preparing a job application.

KEY SKILLS REQUIRED:
Identify and discuss employment and education pathways; engage with online platforms, professionals, family/carers to discuss potential employment and education pathways; understand role of further education and training providers; develop a pathway plan and identify and use strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resume.

ASSESSMENT TASKS:
A range of tasks will be made available and may include: presentation, visit to an education provider, career action plan, cover letter and resume, skills audit, mock interview or personal portfolio.