



# Senior School (Year 11 & 12)

# Course Selection Handbook

# 2024

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## Introduction

As your child moves through secondary school, their thoughts naturally turn to considering their options for their future career. As a parent and carer, you are well placed to offer support and advice as students begin to direct themselves towards their future goals.

This handbook is designed to assist students and parents/carers in planning programs and pathways for the important senior years of secondary education.

The College ensures students receive course counselling and guidance, and, for parents/carers, access to helpful information and resources to support your child through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your teen can find further information.

The course counselling process provides guidance and support to meet the needs of students as individuals with the support of the staff of the college along the way. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement and celebration of success.

We aim to support our students to:

- Find their career passion.
- Understand the labour trends in today's world.
- Consider the options available to them.
- Discover their next step.
- Where to go to find out more.

In Year 9 and 10, the timetable enables students to access a wide range of electives over a two-year period, however, students' selections will determine the subjects that are run in 2024. Subjects will only be offered where there are sufficient numbers to make up a class.

Decisions about future pathways are a joint responsibility between the student, the parent and the school.

It is recommended that parents take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2024.

Sarah Burns, Principal

### Our Vision

***"Together we use our voice to challenge and grow a confident community."***

#### Our Mission

At Somerville Secondary College we aim to achieve our vision by:

- Providing an inclusive, encouraging, caring, safe and secure learning environment
- Developing responsible behaviours through clear expectations and high levels of consistency and accountability
- Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement
- Providing high quality co-curricular, sport, personal development and leadership programs
- Actively promoting the development of positive and supportive relationships within the learning community

### Our Values

At Somerville Secondary College our vision and mission are underpinned by:

- **Integrity** - acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions
- **Respect** - treating others with consideration and regard
- **Responsibility** - accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.

## Key Contacts for Course Selection

<b>Sarah Burns</b>	College Principal
<b>Katie Johnson</b>	Assistant Principal – Wellbeing and Inclusion
<b>Chris Ironside</b>	Assistant Principal – Teaching and Learning
<b>Melodie Moltzen</b>	Leading Teacher Teaching and Learning
<b>Jacquelyn Kirk</b>	Junior Sub School Leader Year 7 and 8
<b>Cairine Henderson</b>	Student Engagement Leader Year 7
<b>Sian Sharpe</b>	Student Engagement Leader Year 8
<b>Graham Howgate</b>	Middle Sub School Leader Year 9 and 10
<b>Jess Ballingall</b>	Student Engagement Leader Year 9
<b>Alex Canton</b>	Senior Sub School Leader Year 10-12
<b>Matthew Mackinlay</b>	Learning Specialist Numeracy
<b>Marley Collins</b>	Learning Specialist Literacy
<b>Eric Buchler and Raelene Craig</b>	Student Pathways/Careers Advisors
<b>Natalie Lees</b>	Leading Teacher VCE Vocational Major
<b>Lauren Humphrey</b>	Learning Specialist - Inclusion

### FOR YOUR DIARY - THURSDAY 8 JUNE 2023

#### Course Information Evening – for Parents/Guardians & Students

##### **Year 8 and Year 9** (into Year 9 and Year 10, 2024)

Course Displays, Gymnasium Foyer .....5:00 pm to 6.10 pm

Information Session, Gymnasium .....6:10 pm to 6:45 pm

##### **Year 10 and Year 11** (into Year 11 and Year 12, 2024)

Information Session, Gymnasium .....5:30 pm – 6.00 pm

Course Displays, Gymnasium Foyer .....6:00 pm to 7:00 pm

## Course Selection Timeline

Thursday 8 June	<p><b>Course Information Evening (for parents/guardians &amp; students).</b></p> <p><b>Year 8 and Year 9</b> (into Year 9 and Year 10, 2024)            Course Displays, Gymnasium Foyer.....5:00 pm to 6.10 pm            Information Session, Gymnasium .....6:10 pm to 6:45 pm</p> <p><b>Year 10 and Year 11</b> (into Year 11 and Year 12, 2024)            Information Session, Gymnasium.....5:30 pm – 6.00 pm            Course Displays, Gymnasium Foyer.....6:00 pm to 7:00 pm</p>
Thursday 15 June	<p><b>Subject Selection Day, 10:00 am – 6:00 pm</b>            Year 8-11 students and their parent/guardian, Individual interviews.</p> <p>(Year 7 students are not required at school).            (The GAT – VCE/VCE VM students)</p> <p><b>Edval Choice open</b> for Course Selection.</p>
Monday 10 July	Course selection closes (Edval Choice).
Friday 1 September	Subject choices given to students.
Friday 8 September	Last day to make subject changes for 2024.
Monday 2 October	<p>Booklist (Campion Books) distributed. <i>(Note: free delivery for online orders placed before 20 October.)</i></p> <p><b>VET students:</b> students withdrawing from VET after this date will be charged a \$50 withdrawal fee and the cost of any materials supplied that have been charged to Somerville Secondary College.</p>
Monday 20 November	Headstart – Students commence their 2024 curriculum.
Beginning of Term 1 2024	Curriculum Contributions due for payment.

## VET / SBAT Important dates

Please note: VET fee arrangements and timelines for 2024 have not been finalised. Further information will be released in Term 3 re payment dates and requirements.

Thursday 15 June	<p><b>Course Selection Day</b></p> <ul style="list-style-type: none"> <li>VET or SBAT Subjects will be chosen.</li> <li>Enrolment form/Expression of interest form to be completed.</li> </ul>
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## Senior School (Year 11 & 12) Program

We aim to provide opportunities, so all students are continually challenged to perform at their best, are engaged in their work and encouraged to regularly attend classes. Our commitment to you is to provide students with access to programs that suit their interests and are directed towards their future goals. We endeavour to establish strong personal and respectful relationships with each student in our care. We aim to present enjoyable, relevant, and rigorous teaching and learning programs that reflect the developmental stages of our students, as they move through their adolescent and consider their future.

## Improving academic and student engagement

Somerville Secondary College is committed to continuously improving the academic outcomes of all our students. Year 11 and 12 are an important stage for building knowledge and skills to engage in your own learning to improve your academic success.

Student engagement levels are affected by many factors which include sense of ownership of their own learning program; the ability to make their own informed choices within that program; understand that the programs which they have chosen caters to their own individual interests and needs; to appreciate their own program choice will link to their future learning and life goals.

## Course Counselling

Somerville Secondary College has a comprehensive careers and pathways curriculum which is delivered across all year levels which follows the Victorian Careers Curriculum Framework. Students undergo multiple sessions of course counselling to familiarize themselves with the courses on offer and will receive support from our key staff to guide them through this process to design their program.

Course counselling will also include:

- Information sent out via parent/student email on Compass
- Student information sessions delivered by key staff
- Online subject selection tools
- Question and Answer sessions

### So many questions



## Course Selection Interviews

Compulsory course selection **interviews** will be held in lieu of formal classes on **Thursday 15 June**. The interview is designed around exploring your future aspirations and pathway preference, as well as, discussing your current academic achievement and locking in a course that is suited to you and enables you to work towards that aspiration or pathway. It is recommended that a parent/guardian participates in your interview.

Students are requested to complete their course selection preferences by **Monday 10 July**. We will do our best to offer students their first choices, however this is not always possible, so students will also need to preference additional courses within their selections.



## Students - How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2024-year level.
2. Use the examples of a student timetable.
3. Look ahead to VCE pathways to ensure your course aligns with what you may already have planned.
4. Make sure that your choices will support your future pathway and aspirations.
5. Write down any questions you may have so you can either email or contact a teacher at school to ask.
6. Make sure you use the Key Contacts listed as they will be able to best answer your queries.

### Parents and Carers

- Research indicates that parents and carers are the biggest factor affecting how well students want to do at school
- All students need the active encouragement and support of parents and carers.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education. **Form teachers are your first contact.**
- We seek and welcome parents and carers into a partnership. Together we will assist students to set goals and work towards developing their potential.
- We look for your full support in implementing our college's policies.

### Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

### It's your decision

Study choice is your personal decision and requires

you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals. It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.

### How to choose

- When choosing subjects think about what interests you and what you are good at.
- Stuck? Consider a broad program. This is the best pathway to take if you have no idea what you would like to do once you finish school. Pick subjects across the areas you are interested in and are good at.
- Research prerequisite subjects. If you need Chemistry to apply for a Bachelor of Science, then you **MUST** complete Unit 3 and 4 Chemistry.
- Consider complementary subjects. Maths Methods and Physics, Business Management and Legal Studies and Biology and Health and Human Development are great partnerships.
- Do not choose studies if you do not like them or are not good at them. Not making informed decisions and ending up having to settle for what is available. Be an active participant in Course Counselling. It is all about YOU.
- Students are requested to complete their course selection preferences by 11 June. We will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

### How NOT to choose studies?

- Don't choose studies if you don't like them or aren't good at them.
- Choosing studies simply because of how they were scaled last year doesn't guarantee you a 'good' ATAR. If you perform well in all of your studies, you will increase your chance of getting a 'good' ATAR.
- Your friends are choosing it.

# Inspire to Aspire

Goals at each step are organised into three stages:

- **Self-development:** young people understand themselves, build their experiences and achievements and develop their capabilities.
- **Career exploration:** young people locate, investigate and consider opportunities in learning and future work options.
- **Career management:** young people make and adjust career action plans and manage their life choices, changes and transitions.

## Useful Links

- The Victorian Skills Gateway - Developed by the Victorian Department of Education and Training (DET), the Victorian Skills Gateway is a one-stop-shop of Victorian vocational education and training. Searches can be performed on occupations, course, training providers, video and written case studies.
- The website is also viewable via a smartphone interface. Courses listed on the Victorian Skills Gateway website are either qualifications regulated under the Australian Qualifications Framework (AQF) or short training programs comprising units of competency from regulated qualifications:
- <http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx>

<b>Job Outlook</b>	Careers and labour market research information site: <a href="http://www.joboutlook.gov.au/">http://www.joboutlook.gov.au/</a>
<b>Defence Forces</b>	<a href="http://www.defence.gov.au/adfa/">http://www.defence.gov.au/adfa/</a>
<b>Police Careers</b>	<a href="http://www.policecareer.vic.gov.au/">http://www.policecareer.vic.gov.au/</a>
<b>My Future</b>	This website will help students start thinking about their careers, explore their interests and skills and discover different occupations. <a href="http://www.myfuture.edu.au/">http://www.myfuture.edu.au/</a>
<b>Career Bulls Eye</b>	<a href="https://myfuture.edu.au/bullseyes#/">https://myfuture.edu.au/bullseyes#/</a>

## Where to Now?

As a Year 10 student about to choose your Year 11 and 12 study program, it can all seem a little overwhelming.

You will be asked to make some decisions about what you might like to do after school and what you want to study in your senior school years.

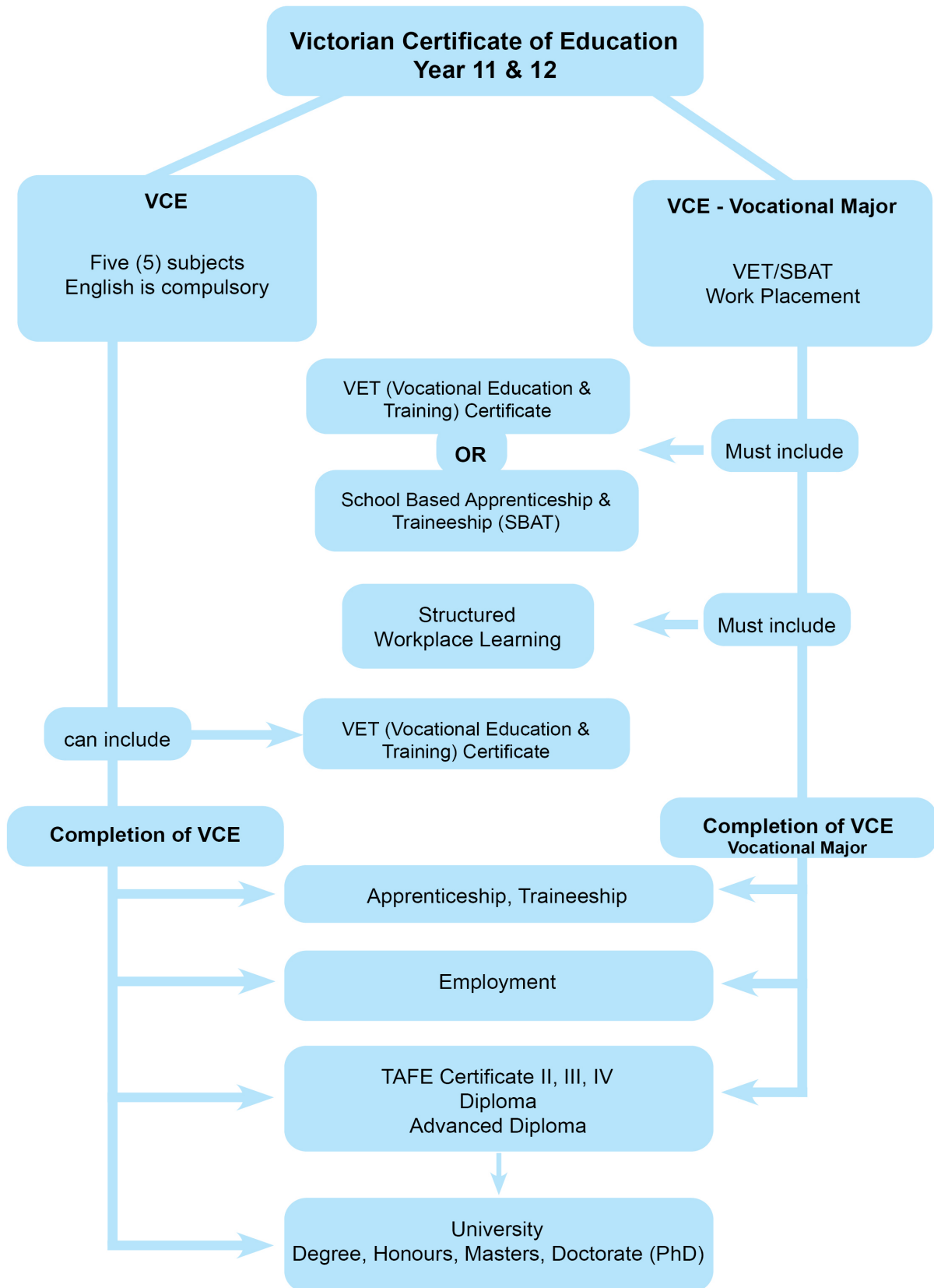
While there's a lot of information to take in, we don't expect you to read this guide from cover-to-cover in one sitting. Instead, we suggest you read a section at a time. Each section contains information and activities to help you think about what decisions are right for you.

## Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

## It's your decision

Study choice is your personal decision and requires you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals. It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.



## Pathways

Victorian Certificate of Education – Year 11 & 12		Notes
VCE – ATAR	VCE – Vocational Major	
English 1-4 (Compulsory)	Literacy (Compulsory)	English or its equivalent is compulsory.
<u>Highly Recommended</u> General Maths Maths Methods	Numeracy (Compulsory)	Mathematics/Numeracy is highly recommended at least until the end of Year 11.
Refer VCE Unit Descriptions	Work Related Skills (Compulsory) and Personal Development (compulsory)	VCE Vocational Major - relevant VET (External) study) is compulsory under the Industry Specific strand. Work Placement (compulsory)

Program	VCE - ATAR VCE - Vocational Major	Complementary Subjects	Tertiary Studies	Future Employment
<b>Art &amp; Design &amp; Creative Arts</b>	<ul style="list-style-type: none"> <li>English or equivalent</li> <li>Art – Making and Exhibition</li> <li>Music</li> <li>VM-Literacy/ Numeracy</li> <li>VM-Work Related Skills</li> <li>VM-Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Maths Methods</li> <li>VET Dance</li> <li>VET Fashion Design</li> <li>VET Information Technology (Games Creation)</li> <li>VET Interactive Digital Media</li> <li>VET Music Industry</li> <li>VET Residential Drafting</li> </ul>	Arts Management Arts Media Dance Fine Arts Theatre & Drama 3D Animation	Acting Theatre work Dancer, Dance Instructor Teaching Graphic Artist/ Designer Photographer
<b>Commerce &amp; Business Administration</b>	<ul style="list-style-type: none"> <li>Business Management</li> <li>English</li> <li>VM-Literacy/ Numeracy</li> <li>General Mathematics</li> <li>Legal Studies</li> <li>VM-Work Related</li> </ul>	<ul style="list-style-type: none"> <li>Psychology</li> <li>VET Business Administration</li> <li>VET Games Creation</li> <li>VET Retail Operations</li> <li>VET Tourism &amp; Events</li> </ul>	Business Studies Commerce Hotel Management Office Management Retail Management	Advertising Administration Business Marketing Management Personal Assistant Sales / Retail
<b>English</b>	<ul style="list-style-type: none"> <li>English</li> <li>VM-Literacy</li> </ul>	<ul style="list-style-type: none"> <li>VET Acting</li> <li>VET Business/Admin</li> <li>VET Community Services</li> <li>VET Tourism</li> <li>History</li> <li>Legal Studies</li> <li>Psychology</li> </ul>	Teaching Arts Performing Arts Film/TV Drama/Theatre Law	Teaching Journalism Film/TV writer Writer – Policy/ Technical/Web Publishing Politics
<b>Health &amp; Sports Sciences</b>	<ul style="list-style-type: none"> <li>English / VM-Literacy</li> <li>VM-Numeracy</li> <li>Health &amp; Human Development</li> <li>General Mathematics</li> <li>Outdoor &amp; Environmental Studies</li> <li>Physical Education</li> <li>Food Studies</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> <li>VET Health Services</li> <li>Health &amp; Human Development</li> </ul>	Nutrition Teaching Sports Management & Administration Human Movement Teaching Allied Health Nursing	Personal Trainer Sports Trainer Exercise Physiologist Health Professional Nurse

	• VM-Work Related Skills			
<b>Science &amp; Engineering</b>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• English</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Physics</li> <li>• Psychology</li> <li>• Systems Engineering</li> <li>• Geography</li> <li>• VM-Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Human Development</li> <li>• VET Computer IT Support</li> <li>• VET Engineering</li> <li>• VET Integrated Technology</li> <li>• VET Laboratory Skills</li> </ul>	Teaching Civil, Electrical & Mechanical Engineering Environmental Science Medicine Pharmacy Veterinary Science	Allied Health Doctor / Dentist Engineer Nursing Psychologist Scientist
<b>Languages &amp; Humanities</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• History</li> <li>• Indonesian</li> <li>• Legal Studies</li> <li>• Business Management</li> <li>• Geography</li> <li>• VM-Literacy</li> <li>• VM-Personal Development Skills</li> <li>• VM-Work Related Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Indonesian</li> <li>• VCE Arts based subjects.</li> <li>• VCE Mathematics &amp; Science-based subjects</li> </ul>	Arts Education Humanities / Social Sciences Professional Writing Public Relations Geography	Government / Public Service Journalist Librarian Legal Worker Researcher Teacher
<b>Trade &amp; Manufacturing</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• VM-Literacy</li> <li>• General Mathematics</li> <li>• VM-Numeracy</li> <li>• Business Management</li> <li>• Legal Studies</li> <li>• VM-Personal Development Skills</li> <li>• VM-Work Related Skills</li> </ul>	<ul style="list-style-type: none"> <li>• VET Automotive</li> <li>• VET Building &amp; Construction</li> <li>• VET Electrical</li> <li>• VET Furniture Making</li> <li>• VET Hair &amp; Beauty</li> <li>• VET Horticulture</li> <li>• VET Hospitality</li> <li>• VET Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship / Traineeship</li> <li>• Credit available into relevant TAFE courses</li> </ul>	Building Carpentry Hair & Beauty Hospitality

## Subject Costs 2024

### CURRICULUM CONTRIBUTIONS

- Somerville Secondary College, like all government schools, ensures students have access to the items, activities, and services to fulfil standard curriculum requirements.
- This includes instructional curriculum materials and equipment required for theory-based learning activities across learning areas and may include items such as: poster/coloured paper, food, chemicals, and materials to conduct practical activities/learning tasks which support the program.

### EXTRA-CURRICULAR ITEMS AND ACTIVITIES – USER PAYS

- User-pays contributions may be requested for additional curriculum instructional materials, items and activities that enhance or broaden the schooling experience of students that are above and beyond what the school provides to deliver the curriculum. This may include student materials for practical aspects of the course which students will own/consume/for home use.
- These items are provided on a user-pays system. Unfortunately, students will be unable to access these extra-curricular items and activities if these contributions are unpaid.
- Many electives attract extra-curricular, user-pays contributions for materials, activities, camps and/or excursions over and above the standard curriculum which should be considered in selecting subjects for next year.
- Where student elective/subject choices incur a cost for extra-curricular items and activities- which are those items, activities or services that are essential to support student learning of the standard curriculum - payments are requested to be made within the reasonable timeframe indicated by the college.
- To support families in planning for these contributions, the College offers payment options via credit card and Centrepay (Centrelink).

- Payments can also be made via Compass Pay.
- Please contact the office if you require further information on payment options and plans.

#### Other family support includes:

- The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year.
- State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

### VET Program

VET fee arrangements for 2024 have not as yet been finalised. Further information will be released in Term 3 for payment dates and requirements.

Department of Education and School Council Financial Policy Documents are available on the school website:

- *Department of Education (DET) Parent Payments (one page overview).*
- *Department of Education (DET) Parent Payment Policy.*
- *Year level Statement of Charges, School Council Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.*

For further information about school costs and parent payment contributions:

- Department of Education: <https://www.vic.gov.au/school-costs-and-fees>
- Somerville Secondary College website: <https://www.somervillesc.vic.edu.au/child-safety/college-documents/>

## VCE Units\*

Unit	Curriculum Contribution	Extra-Curricular Items/ Activities - User Pays*	TOTAL
	NOTE: all costs are indicative and may be subject to change		
Units 1 & 2 Art Making & Exhibiting	\$30.00	\$80.00	\$110.00
Units 3 & 4 Art Making & Exhibiting	\$30.00	\$80.00	\$110.00
Units 1 & 2 Biology	\$50.00		\$50.00
Units 3 & 4 Biology	\$35.00		\$35.00
Units 1 & 2 Business Management	\$18.00		\$18.00
Units 3 & 4 Business Management	\$18.00		\$18.00
Units 1 & 2 Chemistry	\$35.00		\$35.00
Units 3 & 4 Chemistry	\$35.00		\$35.00
Units 1 & 2 English	\$20.00		\$20.00
Units 3 & 4 English	\$20.00		\$20.00
Units 1 &2 Food Studies	\$20.00	\$160.00	\$180.00
Unit 3 & 4 Food Studies	\$20.00	\$160.00	\$180.00
Units 1 & 2 Geography	\$20.00		\$20.00
Units 1 & 2 History - 20th Century	\$18.00		\$18.00
Units 3 & 4 History - Revolutions	\$18.00		\$18.00
Units 1 & 2 Health & Human Development	\$10.00		\$10.00
Units 3 & 4 Health & Human Development	\$10.00		\$10.00
Units 1 & 2 Indonesian	\$10.00		\$10.00
Units 3 & 4 Indonesian	\$10.00		\$10.00
Units 1 & 2 Legal Studies	\$18.00		\$18.00
Units 3 & 4 Legal Studies	\$15.00		\$15.00
Units 1 & 2 Maths General	\$10.00		\$10.00
Units 3 & 4 Maths Further	\$10.00		\$10.00
Units 1 & 2 Maths Methods	\$10.00		\$10.00
Units 3 & 4 Maths Methods	\$10.00		\$10.00
Units 1 & 2 Music	\$10.00	\$30.00	\$40.00
Units 1 & 2 Outdoor & Environmental Studies (Year 10)	\$10.00	\$355.00	\$365.00
Units 3 & 4 Outdoor & Environmental Studies (Year 11)	\$10.00	\$355.00	\$365.00
Units 1 & 2 Physical Education	\$10.00	\$10.00	\$20.00
Units 3 & 4 Physical Education	\$10.00	\$60.00	\$70.00
Units 1 & 2 Physics	\$30.00		\$30.00
Units 3 & 4 Physics	\$30.00		\$30.00



Unit	Curriculum Contribution	Extra-Curricular Items/ Activities - User Pays*	TOTAL
	NOTE: all costs are indicative and may be subject to change		
Units 1 & 2 Product Design & Technology	\$12.00	220.00	\$232.00
Units 3 & 4 Product Design & Technology	\$12.00	220.00	\$232.00
Units 1 & 2 Psychology	\$20.00		\$20.00
Units 3 & 4 Psychology	\$15.00		\$15.00
Unit 1 & 2 Visual Communication	\$30.00	\$50.00	\$80.00
Unit 1 & 2 Systems Engineering	\$12.00	\$200.00	\$212.00
Vocational Major – Year 11	\$40.00	\$230.00	\$270.00
Vocational Major – Year 12	\$40.00	\$180.00	\$220.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities, excursions, and student's printing credits throughout the year.

## SBAT (School Based Apprenticeship & Traineeship)

SBAT – Parks and Gardens	Somerville Secondary College
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## VET Subjects

Please note: VET fee arrangements for 2024 have not been finalised. We anticipate that payment dates/ requirements will be released in Term 3.

VET Subject	Location	Curriculum Contribution
Acting	Elisabeth Murdoch College	\$200.00
Agriculture	Elisabeth Murdoch College	\$200.00
Animal Studies	Foundation Learning College, Frankston	\$200.00
Applied Fashion Design & Technology	Elisabeth Murdoch College	\$200.00
Automotive Studies	Chisholm TAFE Frankston	\$200.00
Aviation (Drones)	Elisabeth Murdoch College	\$200.00
Beauty	Chisholm TAFE Frankston	\$200.00
Construction Pathways	Somerville Secondary College (TBC)	\$200.00
Business	Chisholm TAFE Frankston	\$200.00
CISCO	Elisabeth Murdoch College	\$200.00
Community Services	Chisholm TAFE Frankston or Foundation Learning College Frankston	\$200.00
Computer Repair	Chisholm TAFE Frankston	\$200.00
Dance	Elisabeth Murdoch College	\$200.00



Design Fundamentals Graphic	Chisholm TAFE Frankston	\$200.00
Design Fundamentals Photography	Chisholm TAFE Frankston	\$200.00
<b>VET Subject</b>	<b>Location</b>	<b>Curriculum Contribution</b>
Early Childhood Education and Care	Chisholm TAFE Frankston	\$200.00
Electrical Industry	Somerville Secondary College (TBC)	\$200.00
Engineering	Chisholm TAFE Frankston	\$200.00
Furnishing	Chisholm TAFE Frankston	\$200.00
Hairdressing (Salon Assistant)	Chisholm TAFE Frankston	\$200.00
Horticulture	Chisholm TAFE Cranbourne	\$200.00
Hospitality (Front of House)	Chisholm TAFE Frankston	\$200.00
Interior Design	Elisabeth Murdoch College	\$200.00
IT - Games Creation	Chisholm TAFE Frankston	\$200.00
Hospitality Kitchen Operations	Chisholm TAFE Frankston or Bayside Christian College	\$200.00
Hospitality Kitchen Operations (Patisserie)	Chisholm TAFE Frankston	\$200.00
Music Industry - Performance	Mount Eliza Secondary College	\$200.00
Music Industry – Sound production	Mount Eliza Secondary College	\$200.00
Plumbing	Somerville Secondary College (TBC)	\$200.00
Salon Assistant (Hairdressing)	Chisholm TAFE Frankston – 1 year only	\$200.00
Screen Media	Chisholm TAFE Frankston	\$200.00
Tourism	Chisholm TAFE Frankston	\$200.00
Visual Arts	Chisholm TAFE Frankston	\$200.00

## VCE Victorian Certificate of Education

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally. At Somerville Secondary College we encourage all our students considering a VCE Pathway to begin their VCE in Year 10 by choosing one VCE subject.

### How is the VCE structured?

- The VCE course is made up of studies and units, some of which must be studied as a sequence.
- A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.
- For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE.

### The rules for obtaining your VCE

To achieve your VCE you must successfully complete 16 units, including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group.

While it may be possible to vary the number of units you can enrol in, a typical VCE program at Somerville Secondary College is made up of 22 units which are completed over two or 3 years. Generally, twelve units at the unit 1/2 level and ten units at 3/4 level would constitute the normal full-time program for most students.

### Sample VCE and VET Programs

Example Student A			
After finishing school, this student wishes to complete an Arts Degree. They know they will need to get an ATAR to gain entry into a course. They choose the subjects they are best at to help them to achieve these results. As a result of having undertaken a Unit 1 & 2 subject in Year 10, they may complete the Unit 3 & 4 sequence in Year 11.	Year 10	Year 11	Year 12
	Core Subjects	English 1 & 2	English 3 & 4
		20 <sup>th</sup> Century History 1 & 2	Revolutions 3 & 4
		Legal Studies 1 & 2	Legal Studies 3 & 4
		Indonesian 1 & 2	Indonesian 3 & 4
	Studio Arts 1 & 2	Studio Arts 3 & 4	Total of 22 Units
Example Student B			
After finishing school, this student wishes to complete a TAFE course in Health Services. They may not need an ATAR score, but choose subjects that they have enjoyed the most and will provide them with the prerequisites for entering either of the professions they are interested in.	Year 10	Year 11 Units	Year 12 Units
	Core Subjects	English 1 & 2	English 3 & 4
		Psychology 1 & 2	Psychology 3 & 4
		Biology 1 & 2	Biology 3 & 4
		Health & HD 1 & 2	Health & HD 3 & 4
		VET Health Services	VET Health Services
			Total Units 20

## What studies can I choose?

You have a variety of study options in the VCE through which you can pursue your interests and build your skills.

There are more than 90 VCE studies and over 20 VCEVET programs across the humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies. Somerville Secondary College does not offer all subjects, but if there is something specific you would like to do or it is a pre-requisite for post-school pathways you may want to consider Virtual School Victoria or the Victorian School of Languages (more information on web link: <https://vsv.vic.edu.au>), or you can speak to your VCE coordinator about other options.

## How should I choose which VCE subject to complete as part of my Year 10?

The best idea is to choose studies that:

- interest you
- you are good at
- lead to a job that interests you
- will help you get into a university or TAFE course that you want to do (pre-requisite)

### Pre-requisites

Before you start picking subjects you need to be mindful that there are pre-requisite subjects and other criteria for entry into courses post Year 12 if you are planning on going on to university or TAFE. Course requirements are 'essential requirements and admission criteria' you may need to meet to be considered for selection into a course. These could include prerequisite studies, the completion of additional assessment tasks (such as tests, interviews or folios), and non-compulsory requirements that may strengthen your application.

You must meet prerequisites and complete all compulsory course requirements by the dates specified to ensure your application for the course will be considered.

### What are prerequisites?

Prerequisites are studies you **must** have completed to be eligible for selection to a course. Most

prerequisites for courses in are Victorian Certificate of Education (VCE) studies.

#### Units 1 and 2 prerequisites

- If a course specifies Units 1 and 2 of a study as prerequisites, this means that a satisfactory result must be awarded in both units.

#### Units 3 and 4 prerequisites

- If a course specifies Units 3 and 4 of a study as prerequisites, this means that a minimum VCE study score of 10 is required, with at least two graded assessments higher than UG. Some courses specify a higher VCE study score.

#### Example prerequisite statement

**Prerequisites: Units 3 and 4 — a study score of at least 30 in English (EAL) or 25 in any other English.** A statement like this means that before you are eligible to be selected for this course, you must have achieved a study score of at least 30 if you completed English (EAL) or a study score of at least 25 in any other English (English, English Language, Literature) at Units 3 and 4 level.

### Where do I find prerequisites?

Prerequisites are listed in each course description within CourseSearch on the VTAC website.

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm>

Prerequisites may be listed under 'Essential requirements for selection and application' or 'Admission criteria'.

### VTAC Course and prerequisite explorer

The VTAC Course and Prerequisite Explorer is designed so that students in Years 10 to 12 can enter their actual or proposed VCE program or a specific VCE study and see which courses that program or VCE study meets the prerequisites for.

### How do I achieve marks in the VCE?

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see

how you are progressing. The assessments have deadlines, and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances. For Units 1 and 2 you will receive either S (satisfactory) or N (not satisfactory).

Your school may give you a grade for each unit but only the S counts towards your VCE.

For Units 3 and 4 you will have grades calculated from A+ to E, or UG (ungraded) or NA (not assessed) for your assessment tasks, as well as an S or N. There are three graded assessments for each VCE study at the Unit 3 and 4 level.

School-based assessments are set by your teacher following the requirements set by the VCAA in the relevant study design. They include school-assessed coursework (SAC), which is completed at school, and school assessed tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format. Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair.

## What is an ATAR?

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95. The ATAR reflects your relative achievement compared to everyone else in the Year 12 group.

Before offering places, tertiary institutions look at each student's ATAR and the combination of VCE studies they have completed. To qualify for an ATAR, you need to have at least four study scores, one of which must be from the English group. You can find

out more about the ATAR, subject combinations and course choices through VTAC:

[www.vtac.edu.au](http://www.vtac.edu.au)

## What is the GAT and why is it important?

All students studying at least one Unit 3 and 4 VCE study (or scored VCE VET study) are expected to sit the GAT. The GAT measures your general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. Although the results do not count directly towards your VCE results, they play an important role in checking that school-based and external assessments have been fairly and accurately assessed.

The GAT may also be used to determine 'Derived Examination Scores' for students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement. The GAT is now used to measure and report on Literacy and Numeracy standards.

## How will I receive my results?

All students who enrol in VCE studies receive a Statement of Results. If you undertake Units 1 and 2, your statement will be sent to your school. If you are enrolled in at least one Unit 3 and 4 study, the VCAA will mail it to your home address in December. Your Statement of Results includes the overall grade for your school-based and external assessments. Students who sit the GAT will also obtain a Statement of Results, which shows their results in the three key areas tested. You will also be issued a certificate when you have successfully completed the VCE.

## **Can I complete a VET qualification or school-based apprenticeship or traineeship as part of my VCE program?**

Yes, you can. Read more in the VET and School Based Apprenticeship and Traineeship (SBAT) sections of this booklet.

## VCE UNITS OF STUDY 2024

VCE Units offered at Somerville SC	VCE Units - Distance Education only
<b>THE ARTS</b> <ul style="list-style-type: none"> <li>Art Making &amp; Exhibiting</li> <li>Visual Communication Design</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Studies</li> <li>Music Investigation</li> <li>Music Style and Composition</li> <li>Dance</li> <li>Drama</li> <li>Media</li> </ul>
<b>BUSINESS STUDIES</b> <ul style="list-style-type: none"> <li>Business Management</li> <li>Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Economics</li> <li>Industry and Enterprise</li> </ul>
<b>HEALTH &amp; PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Health and Human Development</li> <li>Outdoor and Environmental Studies</li> <li>Physical Education</li> </ul>	
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>English as an Additional Language</li> <li>English Language</li> <li>Foundation English†</li> <li>Literature</li> <li>Bridging English as an Additional Language†</li> </ul>
<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Geography</li> <li>History <ul style="list-style-type: none"> <li>Revolutions (1&amp;2)</li> <li>Twentieth Century History (3&amp;4)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Australian Politics*</li> <li>Global Politics*</li> <li>Classical Studies</li> <li>History <ul style="list-style-type: none"> <li>Ancient History</li> <li>Australian History*</li> <li>Global Empires†</li> </ul> </li> <li>Philosophy</li> <li>Religion and Society</li> <li>Sociology</li> <li>Texts and Traditions</li> </ul>
<b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Food Studies</li> <li>Product Design and Technology</li> <li>Systems Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural and Horticultural Studies</li> <li>Algorithmics (HESS)*</li> <li>Applied Computing <ul style="list-style-type: none"> <li>Data Analytics</li> <li>Software Development</li> </ul> </li> </ul>
<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>Further Mathematics (3&amp;4)</li> <li>General Mathematics (1&amp;2)</li> <li>Mathematical Methods</li> </ul>	<ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>Specialist Mathematics</li> </ul>
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Science</li> </ul>
<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>Indonesian</li> </ul>	<p><i>Please see the Senior Sub School leader for a list of Languages you can study at the Victorian School of Language</i></p>
<b>VCE VOCATIONAL MAJOR</b> <ul style="list-style-type: none"> <li>VCE Vocational Major</li> </ul>	<p>† Units 1 &amp; 2 only                      * Units 3 &amp; 4 only</p>

# VCE Subject Descriptions

(In Alphabetical order)

## Art Making and Exhibiting

Art Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop their potential in creating and presenting artworks. Students use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. By learning how to analyse artworks, students can gain a deeper understanding about art and about the artists' intention. Students also visit galleries to see a range of exhibitions to gain a better understanding about the art industry.

### Unit 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. 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. Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

### Unit 2 – Understand, develop and resolve

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.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

### Unit 1 & 2 ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
AoS1: Explore – materials, techniques and art forms	Visual Arts journal
AoS2: Expand – make, present and reflect	Finished artwork
AoS3; Investigate – research and present	Information for an exhibition
<b>Unit 2: Understand, develop and resolve</b>	
AoS1: Understand – ideas, artworks and exhibition	Thematic exhibition
AoS2: Develop – theme, aesthetic qualities and style	Experimental artworks and documentation
AoS3: Resolve – ideas, subject matter and style	Finished artworks

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Units 1 & 2 Art Making & Exhibiting	\$30.00	\$80.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Art: Making and Exhibiting

Art – Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop and extend their knowledge about creating, refining and presenting artworks. Students continue to use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. Students gain knowledge about the art industry and specific roles of gallery staff. They also explore art conservation methods that galleries use, including storage and collection.

### Unit 3 – Collect, extend and connect

In Area of Study 1, **Collect – inspirations, influences and images**, students research inspiration to help develop subject matter and ideas, and understand how materials, techniques and processes are used to make works. In Area of Study 2, **Extend – make, critique and reflect**, students extend their ideas from Area of Study 1 and make artworks. They develop their use of visual language to communicate their ideas in a presentation to their peers. They reflect on the critiques from their peers and further develop and refine their works. In Area of Study 3, **Connect – curate, design and propose**, students investigate galleries and exhibition spaces and examine the role of the curator. They select artworks of 3 artists and create an exhibition proposal and an online interactive presentation.

### Unit 4 – Consolidate, present and conserve

In Area of Study 1, **Consolidate – refine and resolve**, create at least one finished artwork based on the work explored in Unit 3. Students document the use of materials and techniques, processes, subject matter and aesthetic qualities and investigate methods of conserving their works. In Area of Study 2, **Present – plan and critique**, students plan an exhibition for their own art works in a designated space and present their work to their peers. They reflect on feedback and evaluate the success of their own exhibition. In Area of Study 3, **Conserve – present and care**, students extend their knowledge about gallery conservation and investigate procedures in regards to storage and handling of works.

### Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 3: Collect, extend and connect</b>	
Outcome 1: Inspiration	Journal – School Assessed Task
Outcome 2: Make finals and present	Presentation and written SAT
Outcome 3: Research and plan an exhibition	Presentation SAC
<b>Unit 4: Consolidate, present and conserve</b>	
Outcome 1: Finished artwork and folio	Folio SAT
Outcome 2: Present and critique artworks	Presentation and written SAT
Outcome 3: Conservation	Presentation SAC

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Units 3 & 4 Art Making & Exhibiting	\$30.00	\$80.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*



## Biology

The study of Biology focuses on living things from complex multi-cellular to single celled micro-organisms. Students study the relationships between living things, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the interconnectedness of all living things and their environment. The study of Biology prepares students for continuing studies in Bioscience and entry into the workforce in a wide range of careers.

### Unit 1: BIO011 How do organisms stay alive?

In this unit students are introduced to the cell as the structural and functional unit of life. They analyse adaptations that enhance the organism's survival in a particular environment and the mechanisms that maintain the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to and utilises the resources of its habitat.

### Unit 2: How is Continuity of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They explore reproductive strategies, the role of stem cells and their potential use in medical therapies. Students use knowledge of chromosomes to explain the inheritance of traits, analyse patterns of inheritance, interpret pedigree charts and predict genetic outcomes.

### Unit 3: BIO033 How do cells maintain life?

In this unit students develop an understanding of the workings of the cell and an appreciation of both the capabilities and the limitations of living organisms. Students investigate the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules in and out. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions.

### Unit 4: How does life change and respond to challenges over time?

In this unit students investigate the relatedness between species and the impact of various change events on a population's gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology and explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Subject Cost*	Curriculum Contribution
Biology Units 1 & 2	\$50.00
Biology Units 3 & 4	\$35.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*



## Business Management

### Unit 1: BM011 Planning a Business

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

### Unit 2: BM022 Establishing a Business

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

This course includes excursions to local businesses.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for The Business Idea	A business plan for a new business idea, with a presentation to the class.
2 AOS 2 SAC for External Environment	A research report into a chosen business, to identify the external factors which impact that business.
3 AOS 3 SAC for Internal Environment	An interview with a local business, with a written report on the internal factors which impact it.
4 Semester 1 Exams	A Term 1 and a Semester 1 examination.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
5 AOS 1 SAC for Legal Requirements and Financial Considerations	A written test of structured questions in response to business scenarios, with short answer responses.
6 U2 AOS 2 SAC for Marketing a Business	An analysis of a range of case studies, to evaluate the advertising strategies of Australian businesses.
7 U2 AOS 3 SAC for Staffing a Business	A written test of structured questions in response to business scenarios, with short answer responses.
8 Semester 2 Exams	A Term 3 and a Semester 2 examination.

Subject Cost*	Curriculum Contribution
Units 1 & 2 Business Management	\$18.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Business Management

### Unit 3: Managing a Business

This unit focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives for a range of business types. Students will consider the corporate culture, management styles, management skills, and the relationship between each of these, as they also investigate strategies for managing both staff and business operations. The course covers an investigation of potential conflicts between the demands of various stakeholders in a business, as well as how various theories can be used to effectively manage employees, and also considers the ways in which the production process can be maximised for efficiency. Students will develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies from the past four years, to order to apply their theoretical knowledge.

### Unit 4: Managing a Business

This unit focuses on the key processes and issues concerned with managing a large business efficiently and effectively to achieve business objectives. Students will focus on how businesses can build a healthy corporate culture to manage their employees using a range of management skills, as well as how to balance the needs of various stakeholders in the production of goods and services. The course will also cover the different ways in which businesses can review their own processes to identify issues, then successfully undergo the change management process.

This course includes excursions to local businesses.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for Business Foundations	A written test of structured questions in response to business scenarios and case studies.
2. AOS 2 SAC for Managing Employees	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
3. AOS 3 SAC for Operations Management	A written test of extended responses which evaluate the processes of selected businesses.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Business Foundations	A written test of structured questions in response to legal scenarios, with an extended response.
5. U4 AOS 2 SAC for Reviewing Performance	A written test of structured questions applying FFA theory to business case studies.
6. U4 AOS 3 SAC for Implementing Change	A case study based report, which evaluates how well a selected business has implement a major change.
7. Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
Units 3 & 4 Business Management	\$18.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Chemistry

Chemistry is a key science in understanding the workings of our universe. It is used to explain natural phenomena at the molecular level as well as create new materials such as medicines and polymers. Students will develop the ability to use chemical knowledge and scientific arguments in their everyday lives. Understanding Chemistry is important to allow new and improved materials to be made and to help solve problems of modern society, such as degraded environments, pollution and the need for new energy sources.

### Unit 1: CH011 How can the diversity of materials be explained?

Students investigate the development of our current model of the atom and the Periodic Table and the classification of materials such as organic, inorganic, metals, polymers and nanotechnology. They learn how the chemical formulae of pure substances can be determined. Based on the models of bonding between molecules they will be able to determine the properties of materials.

### Unit 2: What makes water such a unique chemical?

In this unit, students investigate how chemistry is used to respond to the effects of human activities on our environment. Students study the properties of water and its unique nature. They undertake qualitative and quantitative investigations of reactions involving acids and bases, precipitates and gases, and redox.

### Unit 3: CH033: How can chemical processes be designed to optimise efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems in order to produce desired chemicals.

### Unit 4: How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. Students learn to use their knowledge of chemistry to calculate the energy content of food using a calorimetry.

Subject Cost*	Curriculum Contribution
Chemistry Units 1 & 2	\$35.00
Chemistry Units 3 & 4	\$35.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## English

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

### Unit 1: EN011

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They explore the vocabulary, text structures, language features and ideas within a text. Students will also demonstrate an understanding of effective and cohesive writing through crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

### Unit 2: EN012

In this unit, students develop their reading and viewing skills. They extend their writing in response to a text to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students will also consider the ways arguments are developed and delivered in many forms of media. They will apply their knowledge of argument to analyse persuasive texts and to construct a point of view text for oral presentation.

Common Assessment Task	Description
U1 AOS 1 SAC for Reading and Exploring Texts	A personal response to a set text.
U1 AOS 2 SAC for Crafting Texts	Two student created texts in response to the set mentor texts.
U2 AOS 1 SAC for Reading and Exploring Texts	An analytical text response to a set text.
U2 AOS 2 SAC for Exploring Argument	An analysis of the use of argument, persuasive language and tech AND An oral presentation of a point of view on a contemporary issue.

Subject Cost*	Curriculum Contribution
English Units 1 & 2	\$20.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## English

### Unit 3: EN013

In this unit, students build upon the knowledge and skills they acquired in English Units 1 and 2 to complete a range of similar tasks. Students first read two texts and then respond to them: the creative response is to the work of a set poet, while the analytical response is to the Greek play *The Women of Troy*. Students are also expected to read a range of persuasive source material written by others, in order to identify the use of arguments and persuasive language within them and write a comparative language analysis of visual and written language. There will also be an excursion to a theatrical performance of *'The Women of Troy'*.

### Unit 4: EN014

In this unit, students will continue to build upon the knowledge and skills from English Units 1 and 2, in order to complete two more tasks. First, students will create an oral presentation about an issue currently debated in the media to develop their arguments and position their intended audience. They will then present their speeches to the class. Afterwards, the final task for students to complete is the comparison of two texts, the novel *'The Hate Race'* and the film *'Charlie's Country'*, in order to analyse how the creators of each have used their differing forms to present the ideas, issues, and themes that are essential to the text.

Common ASSESSMENT TASK	DESCRIPTION
1. U3 AOS 1 SAC for Reading and Creating	A creative response to a studied poetry text, with a written explanation.
2. U3 AOS 1 SAC for Reading and Creating	An analytical essay response to the studied text <i>The Women of Troy</i> , a classical Greek play.
3. U3 AOS 2 SAC for Analysing Language	A written comparative language analysis of multiple persuasive texts from a contemporary issue.
4. U4 AOS 2 SAC for Presenting Language	An oral presentation in the form of a persuasive speech on a contemporary issue, with a written explanation.
5. U4 AOS 1 SAC for Reading and Comparing	A written comparative analytical essay in response to two texts – the novel <i>The Hate Race</i> and film <i>'Charlie's Country'</i> .
#6. External Exam	The external examination organised by VCAA for all Unit 3-4 students in Victoria.

Subject Cost*	Curriculum Contribution
English Units 3 & 4	\$20.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Food Studies

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. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

### Unit 1: FS011 Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. They explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

### Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. They first focus on commercial food production industries, and then at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Food Studies Unit 1 & 2	\$20.00	\$160.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Food Studies Unit 3

In this unit students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

Students then move onto focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>1. Unit 3 AOS 1 SAC</b>	<ul style="list-style-type: none"> <li>a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs</li> </ul> <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>an annotated visual report</li> <li>an oral presentation: face-to-face or recorded as a video or podcast</li> <li>a practical demonstration: face-to-face or recorded as a video or podcast</li> <li>a short-written report: media analysis, research enquiry or case study analysis</li> </ul>
<b>2. Unit 3 AOS 2 SAC</b>	<ul style="list-style-type: none"> <li>a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices</li> </ul> <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>an annotated visual report</li> <li>an oral presentation: face-to-face or recorded as a video or podcast</li> <li>a practical demonstration: face-to-face or recorded as a video or podcast</li> <li>a short-written report: media analysis, research inquiry or case study analysis</li> </ul>
<b>3. School based Exam</b>	<ul style="list-style-type: none"> <li>An examination of all topics studied for the semester.</li> </ul>

## Food Studies Unit 4

Students examine debates about Australia's food systems as part of the global food system and describe key issues relating to the challenge of adequately feeding a rising world population. They look at individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students also focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
4. Unit4 AOS 1	<ul style="list-style-type: none"> <li>a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Dietary Guidelines</li> </ul> <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>an annotated visual report</li> <li>an oral presentation: face-to-face or recorded as a video or podcast</li> <li>a practical demonstration: face-to-face or recorded as a video or podcast</li> <li>a short-written report: media analysis or case study analysis</li> <li></li> </ul>
5. Unit4 AOS 2	<ul style="list-style-type: none"> <li>a research enquiry report that includes a selected food-related topic based on a range of practical activities explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.</li> </ul>
6. External exam	<ul style="list-style-type: none"> <li>an examination of all topics studied in both Unit 3 and 4</li> </ul>

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Food Studies Unit 3 & 4	\$20.00	\$160.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.



# Geography

## Unit 1: Hazards and Disasters

In this unit, students investigate two contrasting types of hazards that can cause harm to people and/or the environment, as well as how people respond to them when they occur. Hazards are classified as either geological, hydro-meteorological (weather), disease, or technological ones. Hazards that students may study include localised ones such as fast-moving traffic or coastal erosion, to the more regional or global issues of drought or infectious disease. Students will examine the processes involved with hazardous events, from the causes to impacts, as well as the interconnections between human activities and natural phenomena. Human responses to hazards, including how to reduce vulnerability, are also investigated.

## Unit 2: Tourism

In this unit, students will then investigate the characteristics of tourism, in terms of how it has developed, the forms that it takes, how it changes over time, and also the impact of tourism on people, places and environments. Students will select contrasting examples of tourism from Australia and the world to use as case studies. This study of tourism will look at the local, regional, and global levels to identify how the interconnections of climate, landforms, and culture develop the unique character of a place and then attract tourists. The impact of a significant growth in tourism on local areas is also explored, as well as how this growth can be managed to protect the environment as well as sustain jobs.

This course will include fieldwork excursions to a range of locations.

### COURSE ASSESSMENT

UNIT 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Hazards	A fieldwork report on a local, regional, or global hazard.
AOS 2 SAC for Response to Hazards and Disasters	A case study or report on a hazard of the student's choice, which includes an investigation of how humans responded to the issue.
Semester 1 Exams	Term 1 and Semester 1 Exams

UNIT 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Tourism	A SAC of structured questions and case studies, where students respond to prompts.
AOS 2 SAC for Impact of Tourism	A fieldwork report on how tourism has impacted a specified location.
Semester 2 Exams	Term 3 and Semester 2 Exams

Subject Cost*	Curriculum Contribution
Geography Units 1 & 2	\$20.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## History – Twentieth Century History

### Unit 1: Twentieth Century History 1918-1939

Students begin their VCE History studies with a focus on the international events, ideologies, and movements that occur throughout the world in the aftermath of WWI, through to the causes of WWII. Students will investigate the impact of the Great War treaties which redrew the map of Europe, as well as the limitations of the League of Nations in preventing further conflict. There will also be an exploration of how well democracy is able to replace monarchies in an environment when the new ideologies of communism, socialism, and fascism are also becoming more popular in countries such as Russia, Italy, Spain and Germany, while at the same time, militarism rises in Japan and the USA pursue policies of isolationism during a time of social upheaval and economic depression.

### Unit 2: Twentieth Century History 1945-2000

In Unit 2, students then proceed to focus on how the world adapts to the aftermath of WWII in Europe and the Pacific, as new challenges arise and there are significant changes to political, economic, and social arrangements in the second half of the twentieth century. Students will learn about how the establishment of the United Nations in 1945 and the Universal Declaration of Human Rights in 1948 intended to improve on the League of Nations' attempts to maintain international peace, as well as protect people from some of the atrocities of the Second World War. Students will then study the move of multiple countries towards independence, as the former empires lose their colonies across the globe, before examining how other social movements such as civil rights, feminism and environmentalism dominated the last half of the twentieth century.

This course includes an excursion to the Vietnam Museum.

#### COURSE ASSESSMENT

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for Ideology and Conflict	A written test of structured questions on the competing ideologies of Europe and the causes of WWII.
2. AOS 2 SAC for Social and Cultural Change	A written analysis of primary sources and historical interpretations of the social and cultural changes in the 1920s and 1930s.
3. Semester 1 Exams	A Term 1 and Semester 1 exam.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Competing Ideologies	An historical essay on the competing ideologies between world powers during the Cold War.
5. AOS 2 SAC for Challenge and Change	An historical inquiry into how two movements challenged and changed their nations.
6. Semester 2 Exams	A Term 3 and Semester 2 exam.

Subject Cost*	Curriculum Contribution
20 <sup>th</sup> Century History Units 1 & 2	\$18.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## History - Revolutions

### Unit 3 and 4

Students will study two significant revolutions: the French Revolution of 1789 and the Russian Revolution of 1917, with each semester focusing on a different one. Revolutions are the great upheavals which mark deliberate attempts by people at turning their society into a new direction, after breaking with the past by destroying existing regimes and embarking on a program of political transformation.

For each topic, students will start with an examination of the long-term causes and short-term triggers of the revolution, to identify how significant events, ideas, individuals, and popular movements all interplay to create revolutionary outbreaks. This includes a study of how new political ideologies, such as the enlightenment for France, and Leninism for Russia, spark change, as well as how the intended and unintended actions of certain individuals brought their societies to the brink of revolution. Students also consider and evaluate a range of historical interpretations about the causes of revolution and explain why historians place differing emphases on the roles of events, ideas, individuals, and popular movements.

Once the course has covered the beginnings of the revolution, students focus on the aftermath and consequences of these events, to evaluate the extent to which it brought change to society. There is no guaranteed success when a revolution is begun, therefore students examine the challenges which confront the new regimes after the initial outbreak of revolution and evaluate the ability of the new regime's responses to these challenges, especially when there are civil wars or counter revolutions. The consequences of these challenges can result in the new regimes compromising their ideological principles, as the leaders become more authoritarian and initiate severe policies of social control to stay in power. In analysing this past, students will engage with a range of historical perspectives and study the experiences of those everyday people whose lives are fundamentally changed.

#### COURSE ASSESSMENT

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for the French Revolution	A written analysis of historical primary sources and an evaluation of historical interpretations.
2. AOS 2 SAC for the French Revolution	Structured questions and prompts to evaluate the social and political changes of the revolution.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
3. AOS 1 SAC for Russian Revolution	A written essay on the causes of the Russian Revolution.
4. AOS 2 SAC for Russian Revolution	An historical inquiry into the aftermath of the Russian Revolution.
5. Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
History Revolutions Units 3 & 4	\$18.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Health & Human Development

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts. The subject cost includes an excursion.

### Unit 1: HH011 Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will 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. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will 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. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Unit 3: HH033 Australia's Health in a Globalised World

This unit explores health, wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analyse and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

#### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Understanding health and wellbeing	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"><li>• A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li><li>• Oral presentation, such as a debate or a podcast</li><li>• A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li><li>• Structured questions, including data analysis</li></ul>
Promoting health and wellbeing	

## 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 the 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.

## COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Health and wellbeing in a global context</b>	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> <li>• A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li> <li>• Oral presentation, such as a debate or a podcast</li> <li>• A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li> <li>• Structured questions, including data analysis</li> </ul>
<b>Health and the sustainable development goals</b>	

Subject Cost	Curriculum Contribution
Health & Human Development Units 1 & 2	\$10.00
Health & Human Development Units 3 & 4	\$10.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Indonesian Units 1 and 2

<b>Subject Name</b>	<b>Indonesian as a Second Language Units 1-4</b>
<b>Featured Learning Area</b>	<b>Languages</b>

### COURSE DESCRIPTION

The study of Indonesian contributes to the development of communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students to be open to different ways of thinking, acting and interacting in the world. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. A broad range of social, education and employment opportunities in a widevariety of fields result from the study of a language in VCE.

In Units One and Two, students develop an understanding of the language and cultures of Indonesian-speaking Communities through the study of topics selected from the prescribed themes: 'The individual', 'Indonesian-speakingcommunities' and 'The world around us'. Topics are selected to suit student language development and interests, and to reflect current events.

Students access and share useful information on the topics and develop their vocabulary, grammar knowledge and language skills. They focus on analysing aspects of culture through visual, spoken or written texts. They reflect on theconnections between language and culture, and how this impacts language use, meaning and understanding depending on the context and audience.Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian and develop adeeper cultural understanding. They will use stories, films, songs, photographs, conversations, interviews, technology and written and recorded texts to acquire these skills and explore this knowledge.

### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>1. Unit 1 AOS1</b>	Interpersonal Communication - Informal, personal spoken interaction.
<b>2. Unit 1 AOS2</b>	Interpretative Communication - Interpret information from spoken, written or visual texts and respond in writing.
<b>3. Unit 1 AOS3</b>	Presentational Communication - Explain an aspect of culture in a written presentation.
Common ASSESSMENT TASK	DESCRIPTION
<b>4. Unit 2 AOS 1</b>	Interpersonal Communication - Respond in writing to spoken, written or visual texts.
<b>5. Unit 2 AOS2</b>	Interpretive Communication - Analyse and use information from written, spoken or visual texts in a written response.
<b>6. Unit 2 AOS 3</b>	Presentational Communication - Explain an aspect of culture in an oral presentation.
<b>7 End-of-year-Exam</b>	Assessment of listening, reading and writing skills.

Subject Cost*	Curriculum Contribution
Indonesian Units 1 & 2	\$10.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Indonesian Units 3 and 4

### COURSE DESCRIPTION

In Units Three and Four, students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian. Topics from the prescribed themes: 'The individual', 'Indonesian-speaking communities' and 'The world around us' are selected to suit student language development and interests, and to reflect current events. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consider cultural perspectives and explain personal observations. They access and share useful information on the topics and consolidate and extend language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices and perspectives of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian cultures can be applied in a range of contexts, such as further study, travel, business, or community involvement. They consider how culture, place and time influences values, attitudes, and behaviours and how the knowledge of more than one culture can influence the way we relate to each other in the world.

### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
#1. Unit 3_AOS1	Interpersonal Communication – Negotiate a solution to a personal issue in a 3-4 minute role-play.
#2. Unit 3_AOS2	Interpretative Communication – Interpret information from texts and respond in writing.
#3. Unit 3_AOS3	Presentational Communication – Express ideas through a 250 word personal, informative or imaginative piece of writing.

Common ASSESSMENT TASK	DESCRIPTION
#4. Unit 4_AOS1	Interpersonal Communication – Share information and respond to questions about an aspect of culture in a 3-4 minute interview.
#5. Unit 4_AOS2	Interpretive Communication - Analyse information from written, spoken and visual texts in a 250-word written response.
#6. Unit 4_AOS3	Presentational Communication – A 300 word evaluative or persuasive written piece on an issue.
#7. Written Exam	External assessment – 2 hours plus reading time
#8. Oral Exam	External assessment – 15-minute conversation and discussion on a chosen topic

Subject Cost*	Curriculum Contribution
Indonesian Units 3 & 4	\$10.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Legal Studies – Units 1 and 2

### Unit 1: LS011 Guilt and Liability

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### Unit 2: LS022 Sanctions, Remedies and Rights

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country and learn about possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for Legal Foundations	A report on foundational legal concepts and terminology.
1. AOS 2 SAC for Presumption of Innocence	A written test of structured questions in response to legal scenarios and case studies.
2. AOS 3 SAC for Civil Liability	An annotation of civil law case studies from the media.
3. Semester 1 Exams	Term 1 and Semester 1 exams.
Unit 3 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Sanctions	A folio of exercises related to real criminal cases from Victoria, with a presentation to the class.
5. AOS 2 SAC for Remedies	A written test of structured questions in response to legal scenarios, with an extended response.
6. AOS 3 SAC for Rights	A research task comparing Australia's political and legal system with that of another democracy.
7. Semester 2 Exams	Term 3 and Semester 2 exams.

Subject Cost*	Curriculum Contribution
Legal Studies Units 1 & 2	\$18.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.



## Legal Studies - Units 3 and 4

### Unit 3: LS033 Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Unit 4: LS034 The People and the Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. 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 law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for the Victorian Criminal Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
2 AOS 2 SAC for the Victorian Civil Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
3 AOS 1 SAC for the People and the Australian Constitution	A folio of exercises on High Court cases regarding the Australian Constitution.
4 U4 AOS 2 SAC for the People, the Parliament, and the Courts	A written test of structured questions in response to legal scenarios, with an extended response.
5 Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
Legal Studies Units 3 & 4	\$15.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Mathematics - General Mathematics Units 1 & 2

The areas of study for Unit 1 and 2 of General Mathematics are 'Data Analysis', 'Graphs of Linear and Non-Linear Relations', 'Arithmetic and Number', 'Decision and Business Mathematics', 'Measurement' and 'Geometry and Trigonometry'.

These are designed as a preparation for Units 3 and 4 of Further Mathematics, which comprises the Data Analysis module as well as the modules: Geometry and Trigonometry, Discrete Mathematics and Business-related Mathematics. The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the course.

### Unit 1: MA011

This unit introduces Computation and Practical Arithmetic, Financial Arithmetic, Matrices, Graphs and Networks, Investigating and Comparing Data Distributions

**Note: Unit 1 & 2  
General Mathematics  
leads to Further  
Mathematics in  
Year 12.**

### Unit 2

In this unit students extend and refine their skills in the areas of Financial Arithmetic, Number Patterns and Recursion, Linear Graphs and Models, Investigating relationships between two numerical variables.

Subject Cost*	Curriculum Contribution
General Maths Units 1 & 2	\$10.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Mathematics: Further Mathematics Units 3 & 4

Further Mathematics has a strong emphasis on using Mathematics in data analysis, business modelling and everyday practical contexts. Students are expected to be able to apply problem solving techniques and processes as well as statistical analysis techniques to a wide variety of situations and application tasks including univariate and bivariate data, networks, business modelling and matrices, Geometry and Trigonometry. A strong emphasis on the use of Graphics calculators and other statistical and graphing packages is incorporated into all areas of study.

Further Mathematics Units 3 and 4 provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have completed Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

### Unit 3: MA033

The topics learned about in this unit are: Data analysis and Recursion and financial modelling. Data analysis covers the calculation of statistics to describe data sets and the differences between data sets and analysis of trends to make predictions. Recursion and financial modelling, covers the use of mathematical models and technology to model and analyse a range of financial situations, and solve related problems.

### Unit 4

The topics learned about in this unit are Matrices and Networks and decision mathematics. Matrices covers the arithmetic used with matrices and the use of matrices to model a range of situations and solve related problems. Networks and decision mathematics covers the representation of different kinds of networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Subject Cost*	Curriculum Contribution
Further Mathematics Units 3 & 4	\$10.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Mathematics - Mathematical Methods CAS

Mathematical Methods CAS provides students with a range of mathematical techniques that are commonly used in analytical and problem-solving situations.

Students are exposed to opportunities to apply mathematical techniques, routines and processes involving Rational and Real Arithmetic, Algebraic Manipulation, Equation Solving, Graph Sketching, Calculus and Theoretical Probability with and without the use of technology. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of Mathematics, and in related assessments, is incorporated throughout the course and is required for the successful completion of the course. The study comprises four units: 1: Functions and Graphs, 2: Algebra, 3: Rates of Change and Calculus, and 4: Probability.

### Unit 1: MA011

This unit provides an introduction to functions and relations, as well as new notation to describe them, the concept of domain and range, algebraic techniques to solve linear and quadratic equations. Students are also introduced to the power functions and their transformations. Students apply these to an introductory understanding of the theory and language of probability.

### Unit 2:

This unit focuses on the introduction of Calculus as the mathematical study of change. Students learn differentiation and simple anti differentiation of power functions and their applications. Students extend their knowledge of trigonometric, exponential and logarithmic functions and apply them to a range of analytical situations. This unit also includes a study of counting techniques and how they can be applied to probability.

### Unit 3: MA033

This unit focuses on developing a more rigorous understanding of the functions examined in Year 11 and their transformations and analytical applications. Students revise and refine the algebraic techniques associated with those functions. Students also extend their knowledge of calculus to extend to all functions studied in Year 11 and are introduced to the use of anti- differentiation as a method of evaluating area.

### Unit 4:

This unit primarily focuses on the use of Calculus, particularly integration, in problem solving and analytical situations. This unit also comprises the study of probability extended from Year 11, examining the properties of discrete and continuous probability distributions and their properties.

Subject Cost*	Curriculum Contribution
Mathematics Methods Units 1 & 2	\$10.00
Mathematics Methods Units 3 & 4	\$10.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Music Units 1 & 2

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VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators, and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt, and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

### Unit 1 – Organisation of music

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.

### Unit 2 – Effect in music

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.

## Unit 1 & 2 ASSESSMENT

School Assessed Coursework	DESCRIPTION
<b>Unit 1: Organisation of Music</b>	
1. Area of Study 1: Performance	<ul style="list-style-type: none"> <li>- Performances of at least two works</li> <li>- a discussion of the challenges presented by these works</li> </ul>
2. Area of Study 2: Creating	<ul style="list-style-type: none"> <li>- aural, oral, written and practical tasks</li> </ul>
3. Area of Study 3: Analysing and responding	<ul style="list-style-type: none"> <li>- composition and/or improvisation exercises and accompanying discussion</li> </ul>
<b>Unit 2: Effect in Music</b>	
1. Area of Study 1: Performance	<ul style="list-style-type: none"> <li>- Performances of at least two works</li> <li>- a discussion of the challenges presented by these works</li> </ul>
2. Area of Study 2: Creating	<ul style="list-style-type: none"> <li>- aural, oral, written and practical tasks</li> </ul>
3. Area of Study 3: Analysing and responding	<ul style="list-style-type: none"> <li>- composition and/or improvisation exercises and accompanying discussion</li> </ul>

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Music Units 1 & 2	\$10.00	\$30.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Outdoor and Environmental Studies

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

### NOTE:

- Students usually study **Unit 1 and 2 Outdoor and Environmental Studies in Year 10** even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.
- **Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11** even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

### Unit 1: OES011 Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Practical Activities for Units 1 and 2 will include 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

### Unit 3: OES033 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

### Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Outdoor & Environmental Studies 1 & 2	\$10.00	\$355.00
Outdoor & Environmental Studies 3 & 4	\$10.00	\$355.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Physical Education

### Unit 1:

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore relationships between body systems and physical activity, sport and exercise, and how these 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.

Common ASSESSMENT TASK	DESCRIPTION
How does the musculoskeletal system work to produce movement?	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"><li>• A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li><li>• Oral presentation, such as a debate or a podcast</li><li>• A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li><li>• Structured questions, including data analysis</li></ul>
How does the cardiorespiratory system function at rest and during physical activity?	

### Unit 2:

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Common ASSESSMENT TASK	DESCRIPTION
What are the relationships between physical activity, sport, health and society?	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"><li>• A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li><li>• Oral presentation, such as a debate or a podcast</li><li>• A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li><li>• Structured questions, including data analysis</li></ul>
What are the contemporary issues associated with physical activity and sport?	



### Unit 3:

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movements 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.

#### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
How are movement skills improved?	Structured questions that draw on primary data, which analyses a movement skill using biomechanical and skill acquisition principles.
How does the body produce energy?	A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
	<p>A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.</p> <ul style="list-style-type: none"> <li>• a practical laboratory report</li> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• a critically reflective folio/diary of participation in practical activities</li> <li>• a visual presentation</li> <li>• a multimedia presentation</li> <li>• structured questions</li> <li>•</li> </ul>

### 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 an theoretical perspective.

## COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
What are the foundations of an effective training program?	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness
How is training implemented effectively to improve fitness?	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study
	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: <ul style="list-style-type: none"> <li>• a case study analysis</li> <li>• a data analysis</li> <li>• structured questions.</li> </ul>

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Physical Education Units 1 & 2	\$10.00	\$10.00
Physical Education Units 3 & 4	\$10.00	\$60.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

# Physics

Physics is a theoretical and empirical Science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. This understanding has significance for the way we understand our place in the universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics. The knowledge gained through Physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources.

## Unit 1: PHY011 What Ideas Explain the Physical World?

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe

## Unit 2: What Do Experiment Reveal About the Physical World?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question through a student designed Practical Investigation.

## Unit 3: PHY033 How do fields explain motion and electricity?

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

## Unit 4: How can two contradictory models explain both light and matter?

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

- the role a person's attitude, perception of themselves and relationships with others influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research.
- A student practical investigation related to internal and external influences on behaviour is undertaken.

Subject Cost*	Curriculum Contribution
Physics 1 & 2	\$30.00
Physics 3 & 4	\$30.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Product Design and Technology (Units 1 & 2)

Designers play an important part in our daily lives. They determine the form and function of the products we use every day and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Environmental and sustainability issues are key considerations. In VCE Product Design and Technology, students work as designer-makers. They develop skills to critically analyse existing products and develop their own creative solutions. Students follow the design process to develop and manufacture solutions to real problems. They will learn about and use a range of manufacturing techniques from hand skills through to Computer Aided Design and Manufacture, developing skills to work both independently and in teams.

### Unit 1 - Sustainable Product Redevelopment;

This unit focuses on the analysis, modification and improvement of a product design with specific consideration to the sustainability of the redesigned product. Students choose a product to redesign, investigate the product, create solutions and develop a final design which they manufacture and evaluate. Intellectual Property related to the design industry is studied.

### Unit 2 - Collaborative Design;

In this unit students work in teams to design, develop and manufacture an item in a product range or contribute to a group product. This teamwork mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. In this unit, students also research and gain inspiration from historical and contemporary design movements or styles.

#### Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 1: Sustainable Product Redevelopment</b>  AoS1; Sustainable redevelopment of a product AoS2; Producing and evaluating a redeveloped product	Design Folio Finished product and records of production
<b>Unit 2: Collaborative Design</b>  AoS1; Designing within a team AoS2; Producing and evaluating within a team	Design Folio Finished product and records of production

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Product Design and Technology Units 1 & 2	\$12.00	\$220.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

**Potential Pathways:** Unit 3 & 4 Product Design & Technology

## Product Design and Technology (Units 3 & 4)

### Unit 3 - Applying the Product Design Process

In Area of Study 1, **Designing for End Users**, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They learn how a design brief directs research and design activities.

In Area of Study 2, **Product Development in Industry**, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models, investigating specific case studies as reference.

In Area of Study 3, **Designing for Others**, students start their Unit 3/4 project, undertaking the Investigation, Designing and Planning stages of their final project.

### Unit 4 – Product Development and Evaluation

In Area of Study 1, **Product Analysis and Comparison**, students examine the success of commercially available products. Products are analysed and evaluated and students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods. Students consider the impacts and consequences of product design success and failure.

In Area of Study 2, **Product Manufacture**, students make the product designed in Unit 3, using their scheduled production plan and apply risk management in the safe use of materials, tools, equipment and machines. They monitor and record their progress and make modifications if necessary.

In Area of Study 3, **Product Evaluation**, students evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

### Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 3; Applying the Design Process</b> Outcome 1; SAC - Investigate and define a design problem Outcome 2; SAC – Influences on industrial design, development and manufacture Outcome 3; SAT – Final project	Written SAC  Written SAC  Folio work (Investigation, Designing and Planning stages)
<b>Unit 4; Product Development and Evaluation</b> Outcome 1; SAC – Product Analysis Outcome 2; SAT – Final Project Outcome 3; SAT – Final Project	Written SAC Folio work (Production) Folio work (User instructions and Evaluation report)

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Product Design & Technology Units 3 & 4	\$12.00	\$220.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

## Psychology Units 1 & 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

### Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

Subject Cost*	Curriculum Contribution
Psychology Units 1 & 2	\$20.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Psychology – Unit 3 & 4

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

### Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

### Unit 4: How is wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Subject Cost*	Curriculum Contribution
Psychology Units 3 & 4	\$15.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Systems Engineering (Units 1 & 2)

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills. In VCE Systems Engineering, students work as engineers to develop and produce solutions to real problems. Students will learn about mechanical and electro technologies including coding and robotics. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

### Unit 1 – Mechanical Systems

In this unit, students learn about fundamental mechanical engineering principles and the components. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage. Using the systems engineering process students research, design, plan, produce, test and evaluate a mechanical system.

### Unit 2 – Electronic Systems

This unit focuses on electro technological engineering principles and the components and materials that make operational electro technological systems. Students develop their understanding of commonly used components and how they should be represented in schematic circuit diagrams and in circuit simulation software. Using the systems engineering process, students research, design, plan and produce an operational electro technological system.

### Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 1; Mechanical Systems</b> AoS1; Mechanical System Design AoS2; Producing and Evaluating Mechanical Systems	Design Folio Finished product and records of production
<b>Unit 2; Electronic Systems</b> AoS1; Electro technological Systems Design AoS2; Producing and evaluating Electro Technological Systems	Design Folio Finished product and records of production

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Systems Engineering Units 1 & 2	\$12.00	\$200.00

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

**Potential Pathways:** Systems Engineering Unit 3 & 4



## Systems Engineering (Units 3 & 4)

### Unit 3 – Integrated and Controlled Systems

In Area of Study 1, **Integrated and Controlled Systems Design**, students investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electro technological system using the systems engineering process.

In Area of Study 2, **Clean Energy Technologies**, students discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

### Unit 4 – Systems Control

In Area of Study 1, **Producing and Evaluating Integrated and Controlled Systems**, students finalise the production of the integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. They test and diagnose a mechanical and electro technological integrated and controlled system using the systems engineering process. Students manage, document and evaluate the system and the process, as well as evaluating their own performance.

In Area of Study 2, **New and Emerging Technologies**, students will evaluate a range of new or emerging systems engineering technologies. They analyse the likely impacts of a selected technology and resulting advantages and disadvantages of the systems in relation to social, economic and environmental factors.

### Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 3 Integrated and Controlled Systems</b> Outcome 1; SAT – Final project Outcome 2; SAC – Clean Energy Technologies	Folio work (Investigation, Designing and Planning stages)  Written SAC
<b>Unit 4 Systems Control</b> Outcome 1; SAT – Final Project Outcome 2; SAC – New and Emerging Technologies	Folio work (Production, Testing and Evaluation)  Written SAC

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Systems Engineering Units 3 & 4	TBA	TBA

*\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

## Visual Communication Design

Visual Communication Design is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design). Students work with computers and more traditional hands-on techniques and processes to allow for the development of design solutions to a wide range of creative challenges. Drawing is a particular skill that is developed, allowing students to communicate their ideas effectively through visual means.

### Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe, and they use drawing methods to explore their own ideas.

### Unit 2: Applications of Visual Communication Within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in the designated design fields of communication, environmental and industrial design.

#### COURSE ASSESSMENT

UNIT 1 Assessment	Description
Drawing as a Means of Communication	Turn your favourite piece of technology into some detailed promotional drawings, both manually and digitally.
Design Elements and Design Principles	Design an identity for a client; e.g. café, mechanic or nursery, to identify their business and provide information about them.
Visual Communications in Context	Research the social and cultural significance of poster designs from historical periods.

UNIT 2 Assessment	Description
Technical Drawing in Context	Convert an old shipping container into a shelter for the homeless. Using the same proportions as a shipping container, develop plans and elevations to the appropriate scale and correctly detail to Australian Standards.
Type and Imagery in Context	Manually create type forms from any found objects. Wire, school ties, stones, flowers all serve as units for manipulation and combination.
Applying the Design Process	Design a compact, multi-use cutlery set for camping, outlining constraints such as the need for it to be lightweight and easy to store.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Visual Communication Design Units 1 & 2	\$30.00	\$50.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

# Victorian Certificate of Education

## Vocational Major

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Vocational Major– Year 11	\$40.00	\$230.00
Vocational Major– Year 12	\$40.00	\$180.00

\*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

The VCE Vocational Major (VM) is a senior secondary vocational and applied learning program undertaken throughout Years 11-12. It is designed to be completed over a minimum of two years and gives students the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE (VM) is to:

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

VCE (VM) requires students to have excellent time management skills to successfully manage the compulsory units as the students are required to spend:

- one day in a workplace
- one day in industry training (VET program)
- three days at school undertaking VCE (VM) subjects

### How do I achieve my VCE Vocational Major?

To achieve a VCE (VM), students need to complete a minimum of 16 units and must include units from the following compulsory subjects:

**Subject:** Literacy – 3 units (including a unit 3 & 4 sequence)

**Subject:** Numeracy – 2 units

**Subject:** Work Related Skills – 2 units

**Subject:** Personal Development Skills – 2 units

**Subject:** VET credits at Certificate II level or above (180 nominal hours)

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

### How will I be assessed for VCE Vocational Major?

Each VCE (VM) unit of study has specified learning outcomes. The VCE (VM) studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE (VM) Unit 3–4 sequences, and VCE (VM) studies do not receive a study score. If a student wishes to receive study scores, they will be directed to undertake VCE studies and scored VCE VET programs that contain both internal and external assessment components. The VCE (VM) studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

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. Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

## What content is covered in the VCE Vocational Major subjects?

### Literacy

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

### Numeracy

This study enables students to:

- develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies

### Work Related Skills Strand

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
- apply skills and knowledge in a practical setting

### Personal Development Skills Strand

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
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens

### Can I complete a school-based apprenticeship or traineeship as part of my VCE – Vocational Major program?

A school-based or part-time apprenticeship or traineeship (SBAT) can be included in your VCE (VM) program. Please refer to the section on SBATs in this guide.

## VCE Vocational Major - Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

### Unit 1: LIT001

#### Area of Study 1: Literacy for personal use

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. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information,

to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

#### Area of Study 2: Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Outcome	Assessment tasks
<b>Outcome 1</b> Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a reflective journal</li> <li>• a narrative, expository or informative piece</li> <li>• a performance.</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• research task</li> <li>• a record and reflection of the presentations of guest speaker/s</li> <li>• a record of discussion or debate</li> <li>• a report, explanatory or instructional piece or article</li> <li>• a record of interviews with members of the community and class</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.</li> </ul>
<b>Outcome 2</b> Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 2 should be selected from the following: <ul style="list-style-type: none"> <li>• a digital presentation</li> <li>• an online report, explanatory or expository piece or article</li> <li>• a video, podcast or oral presentation</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a digital reflective journal</li> <li>• an online narrative, instructional or informative piece/content</li> <li>• a digital presentation of guest speaker/s</li> <li>• a recorded of discussion or debate</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.</li> </ul>

## Unit 2: LIT002

### Area of Study 1: Understanding issues and voices

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. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may affect their community or be of particular concern to a vocational or workplace group. Students should consider the language and

purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise notetaking and responding to short-answer questions as well as formulating their own oral and written opinions.

## Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select. In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Outcome	Assessment tasks
<b>Outcome 1</b> Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that reflect learning.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a case study</li> <li>• a response to structured questions</li> <li>• a digital presentation that offers a point of view</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students could apply and demonstrate learning: <ul style="list-style-type: none"> <li>• research task</li> <li>• a report</li> <li>• a brochure</li> <li>• a record and reflection of the presentations of guest speaker/s</li> <li>• a record of a debate or discussion</li> <li>• a visual presentation, such as a graphic organiser</li> <li>• a concept/mind map or annotated poster</li> <li>• a comparison of two persuasive pieces</li> <li>• an animation or cartoon that provides a point of view.</li> </ul>
<b>Outcome 2</b> Interpret the values and opinions of others and present in oral form points of view supported by evidence.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 2 should be selected from the following: <ul style="list-style-type: none"> <li>• an oral report</li> <li>• a video, podcast or oral presentation</li> <li>• a recorded debate or discussion</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• research task</li> <li>• a reflective journal</li> <li>• a report</li> <li>• a brochure</li> <li>• a record and reflection of the presentations of guest speaker/s</li> <li>• a record of interviews with members of the community or class</li> <li>• a comparison of two persuasive pieces.</li> </ul>



## Unit 3: LIT003

### Area of Study 1: Accessing and understanding informational, organisational and procedural texts

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.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout

adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

### Area of Study 2: Creating and responding to informational, organisational and procedural texts

This area of study focuses 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.

Outcome	Assessment tasks
<b>Outcome 1</b> Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organizational and procedural texts through application of knowledge to real-life documents.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a series of annotations and summaries</li> <li>• research task</li> <li>• a case study analysis</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a record and reflection of the presentations of guest speaker/s</li> <li>• annotated photographs, signs or visuals</li> <li>• a response to structured questions.</li> </ul>
<b>Outcome 2</b> Create organizational, informational and procedural texts that reflect a specific workplace or vocational experience.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: <ul style="list-style-type: none"> <li>• a set of instructions including visuals/diagrams</li> <li>• a brochure or report including visuals/diagrams</li> <li>• a vlog.</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a series of annotations and summaries</li> <li>• annotated photographs, signs or visuals</li> <li>• a video, podcast or oral presentation</li> <li>• a response to structured questions</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> </ul>



## Unit 4: LIT004

### Area of Study 1: Understanding and engaging with literacy for advocacy

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 advocacies, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the

effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

### Area of Study 2: Speaking to advise or to advocate

In this area of study, students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below:

Outcome	Assessment tasks
<b>Outcome 1</b> 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 chosen community group.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a series of annotations and summaries</li> <li>• a blog or vlog</li> <li>• a multimodal presentation created for promotion</li> <li>•</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a case study</li> <li>• a brochure or pamphlet</li> <li>• a video, podcast or oral presentation</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.</li> </ul>
<b>Outcome 2</b> Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: <ul style="list-style-type: none"> <li>• a video, podcast or oral presentation</li> <li>• a digital presentation of a portfolio</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a series of summaries</li> <li>• a reflective journal or diary</li> </ul>

## VCE Vocational Major - Numeracy

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VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

### Unit 1: NUM001

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.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Area of Study 1: Number

In this area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

### Area of Study 2: Shape

In this area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

### Area of Study 3: Quantity and measures

In this area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

### Area of Study 4: Relationships

In this area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications. They should be able to recognise when change is occurring, be able to identify common and simple mathematical relationships and variables, and apply the most appropriate process or processes to determine the results of change.

Outcome	Assessment tasks
<b>Outcome 1</b> On completion of this unit, the student should be able to identify, use and apply the mathematical key knowledge and skills from the four areas of study, across the specific Numeracies.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"> <li>Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).</li> <li>Multimedia presentation, poster, or report. For example, an outline of food requirements for an athlete preparing for their sport that includes nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.</li> <li>Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change.</li> </ul>
<b>Outcome 2</b> On completion of this unit, the student should be able to identify and use the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.	
<b>Outcome 3</b> On completion of this unit, the student should be able to identify and use the appropriate mathematical tools.	

## Unit 2: NUM002

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.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Area of Study 5: Dimensions and direction

In this area of study students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams. The study of dimension also includes common and routine angles with degrees and an awareness of the one-, two- and three- dimensions of space.

### Area of Study 6: Data

Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and be confident in describing general patterns and trends.

### Area of Study 7: Uncertainty

In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

### Area of Study 8: Systematics

In this area of study students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information. Students will choose a number of inputs of familiar data, compare the outputs and results, and understand the representations and any summary information derived from the technology.

Outcome	Assessment tasks
<b>Outcome 1</b> On completion of this unit, the student should be able to use and apply the mathematical key knowledge and skills from the four areas of study, across the specified Numeracies.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>The structure of the Numeracy study sees that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"> <li>Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).</li> <li>Multimedia presentation, poster or report. For example, an outline of food requirements for an athlete preparing for their sport including nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.</li> <li>Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change.</li> </ul>
<b>Outcome 2</b> On completion of this unit, the student should be able to use and apply the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.	
<b>Outcome 3</b> On completion of this unit, the student should be able to identify, select and apply a wider range of appropriate mathematical tools.	

## Unit 3: NUM003

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. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 & 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 & 2.

### Area of Study 1: Number

In this area of study students undertake single- and multi-step operations and tasks applied to a range of numbers, including positive and negative numbers, fractions, decimals and percentages and numbers expressed using familiar power notations. Students should be confident in selecting the appropriate method or approach required and communicating their ideas. They should be at ease with performing calculations both manually and using software tools and devices.

### Area of Study 2: Shape

In this area of study students learn to recognise and name a range of two-dimensional shapes and three-dimensional objects. They classify, manipulate, represent and construct a range of simple and compound shapes in diagrammatical and concrete forms. Students also become familiar with the different characteristics and properties used in classifying shapes.

### Area of Study 3: Quantity and measures

In this area of study students develop an understanding of metric measurements and their units of measurement applied to multi-step measurement tasks including working with commonly used non-metric measurements and their units of measure. Students will conduct estimations of measurements, perform a range of measurement calculations, and undertake conversions with the embedded use of different technologies.

### Area of Study 4: Relationships

In this area of study students recognise, understand and represent relationship and change in more formal mathematical terms, where it exists in relevant real-life contexts and applications. Students should understand when change is occurring and be able to identify and use formal mathematical relationships, variables, and mathematical processes to determine the results of change.

Outcome	Assessment tasks
<b>Outcome 1</b> On completion of this unit, the student should be able to apply, analyse and evaluate the key mathematical knowledge and skills from the four areas of study, across the specified Numeracies.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"> <li>Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.</li> <li>Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.</li> <li>Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.</li> </ul>
<b>Outcome 2</b> On completion of this unit, the student should be able to apply, analyse and evaluate the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.	
<b>Outcome 3</b> On completion of this unit, the student should be able to select, use and apply tools from an extensive mathematical toolkit to a wide range of contexts effectively and accurately.	

## Unit 4: NUM004

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. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 & 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 & 2.

### Area of Study 5: Dimension and direction

In this area of study students develop an understanding of the use of space, direction and location in relation to landmarks and compass directions. Students should be able to accurately give and follow complex directions to multiple locations based on digital and printed maps and diagrams. The study of dimension also includes angles with degrees and spatial awareness.

### Area of Study 6: Data

Data can be found in everyday life, workplaces and society. In this area of study, students collect, represent and undertake different analyses of data to discover

patterns in data, undertake summary statistics, and derive meaning from data located within relevant but possibly unfamiliar or non-routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and their analysis and be confident to represent, describe and reflect on any patterns, outcomes and trends.

### Area of Study 7: Uncertainty

In this area of study students use concepts of randomness, chance and probability. Students should be able to make mathematical predictions about the likelihood of events occurring or not occurring. They should be able to consider and make conclusions about likelihood based on the data and make straightforward inferences. Students should be familiar with the concept of risk and apply the idea of uncertainty to risk.

### Area of Study 8: Systematics

In this area of study students develop an understanding of inputs and outputs of technology, including emerging technologies, that can be used for the purposes of planning, collecting, sorting or categorising a range of quantitative or mathematical data and information. Students should be confident in choosing multiple inputs of data, compare the outputs and results, and analyse, review and make decisions and conclusions based on the representations and any summary information derived from the technology.

Outcome	Assessment tasks
<b>Outcome 1</b> On completion of this unit, the student should be able to apply, critically analyse, evaluate and justify the key mathematical knowledge and skills from the four areas of study, across the specified Numeracies.	Assessment tasks should provide opportunities for practical application of the outcome.  The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks: <ul style="list-style-type: none"> <li>Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.</li> <li>Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.</li> <li>Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.</li> </ul>
<b>Outcome 2</b> On completion of this unit, the student should be able to apply, critically analyse, evaluate and justify the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.	
<b>Outcome 3</b> On completion of this unit, the student should be able to select, apply, evaluate and justify the use of tools from an extensive mathematical toolkit to a wide range of contexts effectively and accurately.	

## VCE Vocational Major – Work Related Skills

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

### Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth

industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

### Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.



Outcome	Assessment tasks
<p><b>Outcome 1</b> Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a record of data analysis</li> <li>• research task</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning</p> <ul style="list-style-type: none"> <li>• job outlook, web scavenger hunt</li> <li>• participation/discussion/questions during incursions by industry</li> <li>• participation/discussion/questions during industry visits</li> <li>• participation in career speed-interviews</li> <li>• a reflection and collection of resources during career expos visits</li> <li>• reflection and participation in industry immersion activities</li> <li>• a case study</li> <li>• a video, podcast or oral presentation</li> <li>• a response to structured questions</li> <li>• creation of a graph/chart.</li> </ul>
<p><b>Outcome 2</b> Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a career and education report</li> <li>• a career and education presentation</li> <li>• a career and education research task</li> <li>• a career action plan</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning</p> <ul style="list-style-type: none"> <li>• creation of SMART goals</li> <li>• record of meeting with careers advisor</li> <li>• completion of career discovery quizzes</li> <li>• record of interview with an employer or employee</li> <li>• creation of a personal profile</li> <li>• a record and reflection on visit/s to a community-based program or organisation</li> <li>• a collection of annotated resources.</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or consultation</li> <li>• annotated photographs</li> </ul>

## Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### Area of Study 1: Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career

pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success and demonstrate their own skills and capabilities through artefacts and evidence.

### Area of Study 2: Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will 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. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Outcome	Assessment tasks
<b>Outcome 1</b> Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• skills audit</li> <li>• participation in mock interview</li> <li>• a further education and/or training plan</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning <ul style="list-style-type: none"> <li>• a collection of curated artefacts</li> <li>• completion of a careers quiz</li> <li>• completion of a personality type indicator survey</li> <li>• a reflective journal of participation in practical tasks</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• annotated photographs</li> <li>• a video</li> <li>• a role play</li> </ul>
<b>Outcome 2</b> Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following: <ul style="list-style-type: none"> <li>• a cover letter                      a resume                      a mock interview</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning <ul style="list-style-type: none"> <li>• a plan of action/response to feedback</li> <li>• a collection of annotated position description or advertisements</li> <li>• participation in mock job interview</li> <li>• a video, podcast or oral presentation</li> <li>• a role-play or performance</li> <li>• a record of survey responses</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> </ul>



### Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

#### Area of Study 1: Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of

work-life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

#### Area of Study 2: Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

#### Area of Study 3: Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Outcome	Assessment tasks
<b>Outcome 1</b> Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a case study</li> <li>• research task</li> <li>• a presentation</li> <li>• a report</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning <ul style="list-style-type: none"> <li>• participation in discussion and questions during excursions to:               <ul style="list-style-type: none"> <li>– Trades Hall Council</li> <li>– The Human Rights Commission</li> <li>– Union or advocacy body</li> </ul> </li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or debate</li> <li>• a response to structured questions</li> <li>• a digital presentation</li> <li>• a role-play or performance</li> </ul>

Outcome	Assessment tasks
	<ul style="list-style-type: none"> <li>a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> </ul>
<b>Outcome 2</b> Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> <li>a case study</li> <li>role play or performance</li> <li>a presentation</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>participation in discussion and questions during excursions to:               <ul style="list-style-type: none"> <li>Fair Work Australia</li> <li>The Fair Work Commission</li> <li>Community Legal Centre</li> </ul> </li> <li>a mock hearing</li> <li>a record and reflection of presentations by guest speaker/s</li> <li>a record of discussion or debate</li> <li>a response to structured questions</li> <li>research task</li> <li>a digital presentation</li> <li>a graphic organiser, concept/mind map or annotated poster</li> </ul>
<b>Outcome 3</b> Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> <li>a record of observed active listening techniques</li> <li>a role play or performance</li> <li>a presentation</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning.</p> <ul style="list-style-type: none"> <li>participation in school council meetings</li> <li>membership of student representative groups</li> <li>committee membership</li> <li>a case study</li> <li>a record of interview</li> <li>a record of discussion with guest speakers and/or community groups</li> </ul>

## Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

### Area of Study 1: Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

### Area of Study 2: Portfolio presentation

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

Outcome	Assessment tasks
<b>Outcome 1</b> Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.	The assessment of Outcome 1 will include: <ul style="list-style-type: none"> <li>evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.</li> </ul>
<b>Outcome 2</b> Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.	The assessment of Outcome 2 will include <ul style="list-style-type: none"> <li>presentation of a portfolio related to a target industry or target audience panel.</li> <li>evaluation of presented portfolio</li> </ul>

## VCE Vocational Major – Personal Development Skills

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VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

### Unit 1: Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

### Area of Study 1: Personal Identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

### Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

### Area of Study 3: Promoting a healthy life

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Outcome	Assessment tasks
<p><b>Outcome 1</b> Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a recorded reflection on personal attributes</li> <li>• a reflective journal</li> <li>• a case study</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a performance</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or debate</li> <li>• a video, podcast or oral presentation</li> <li>• a response to structured questions</li> <li>• a record of interviews with members of the community and class</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> </ul>
<p><b>Outcome 2</b> 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.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• project plans</li> <li>• research task</li> <li>• annotated photographs</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a record and reflection on visit/s to a community-based program or organisation</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or consultation</li> <li>• a video or oral presentation</li> <li>• a record of interviews with members of the community</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> </ul>
<p><b>Outcome 3</b> Analyze the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a critical evaluation of an activity or program</li> <li>• a digital or oral presentation reflecting on activity or program</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• annotated photographs</li> <li>• a record of survey responses</li> <li>• a record and reflection on visit/s to a community-based program or organisation</li> <li>• a video, podcast or oral presentation</li> </ul>

## Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

## Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

## Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

## Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Outcome	Assessment tasks
<b>Outcome 1</b> Describe concepts relating to citizenship and community (local, national and/or global), analyze the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> <li>• an oral, digital or written report</li> <li>• a record and reflection of guest speaker/s or interview with community member/s</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a reflective journal of participation in practical tasks</li> <li>• annotated photographs</li> <li>• a case study</li> <li>• a video</li> <li>• a digital presentation</li> <li>• a record of survey result</li> <li>• a website</li> </ul>
<b>Outcome 2</b> Identify issues and challenges within the community, analyze different perspectives of diverse groups and apply learnt problem-solving strategies when working	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• research task</li> <li>• an oral, digital or written report</li> <li>• a case study</li> </ul>



independently or collaboratively on a community-based activity.	<p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a written critical evaluation of community barriers</li> <li>• a record and reflection on visit/s to a community-based program or organisation</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or debate</li> <li>• a record of interview with community members or leaders</li> <li>• a video, podcast or oral presentation</li> <li>• a research task or case study analysis</li> <li>• a record of interview with members of the community</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> <li>• meeting minutes</li> </ul>
<p><b>Outcome 3</b> Discuss the concept of engagement as an approach to address community issues, analyze features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a community engagement plan/ concept map</li> <li>• a digital, oral, or written presentation</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a record and reflection on visit/s to a community-based program or organisation</li> <li>• a reflective journal of participation in practical tasks</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• annotated photographs</li> <li>• a record of discussion or debate</li> <li>• a video, podcast or oral presentation</li> <li>• a record of survey results</li> <li>• a record of interview with community engagement activity participants</li> </ul>

## Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### Area of Study 1: Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities

of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.

### Area of Study 2: Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

### Area of Study 3: Effective teamwork

On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Outcome	Assessment tasks
<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a critical reflection on the use of interpersonal skills</li> <li>• a digital, oral, or written presentation</li> <li>• a report</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a reflective journal</li> <li>• a record and reflection of presentations by guest speaker/s</li> <li>• a record of discussion or debate</li> <li>• a case study</li> <li>• annotated photographs</li> <li>• a video, podcast or oral presentation</li> <li>• a response to structured questions</li> </ul>
<b>Outcome 2</b> Describe the concept of effective leadership, analyze leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• a personal reflection of participation in practical tasks</li> <li>• a critical evaluation of a team activity</li> <li>• a compilation and reflection on a variety of feedbacks</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a record and reflection on visit/s to a program or organisation</li> <li>• a reflective journal of participation in practical tasks</li> <li>• a record of discussion or debate</li> <li>• a video, podcast or oral presentation</li> <li>• a record of interviews with members of the community</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster</li> <li>• meeting minutes</li> </ul>
<b>Outcome 3</b> Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.	<p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> <li>• an evaluation report of participation in practical tasks</li> <li>• a critical reflection on team members' feedback</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a written critical evaluation of a leadership activity</li> <li>• a record and reflection on visit/s to a program or organisation</li> <li>• survey responses</li> <li>• skills audit</li> <li>• a reflective journal</li> <li>• a record of discussion or debate</li> <li>• a blog or vlog</li> <li>• a video, podcast or oral presentation</li> <li>• a response to structured questions</li> <li>• a record of interview/s with members of the community</li> <li>• a digital presentation</li> <li>• meeting minutes</li> </ul>



## Unit 4: Community Project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. 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. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

### Area of Study 1: Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a

focus for the project. Students will 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. They will explore opportunities to build awareness of the chosen issue in the community.

### Area of Study 2: Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

### Area of Study 3: Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Outcome	Assessment tasks
<b>Outcome 1</b> Investigate and analyze an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.	Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 1 should be selected from the following: <ul style="list-style-type: none"> <li>• a research or investigation report</li> <li>• a project plan.</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a record of survey results</li> <li>• a record of discussion or debate</li> <li>• a reflection on a site or organisation visit</li> <li>• a video, podcast or oral presentation</li> <li>• a digital presentation.</li> </ul>
<b>Outcome 2</b> Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.	Assessment tasks should provide opportunities for practical application of the outcome.  The assessment of Outcome 2 should include: <ul style="list-style-type: none"> <li>• a record of active implementation, participation and execution of a planned project</li> </ul> Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

# Inspire to Aspire

Outcome	Assessment tasks
	<ul style="list-style-type: none"> <li>• annotated photographs</li> <li>• a reflective journal of participation in practical tasks</li> <li>• a video</li> <li>• a record of survey results</li> <li>• a record of interviews with members of the community</li> <li>• a digital presentation.</li> </ul>
<p><b>Outcome 3</b> Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.</p>	<p>The assessment of Outcome 1 will include:</p> <ul style="list-style-type: none"> <li>• a presentation regarding individual or team effectiveness in executing planned project</li> </ul> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> <li>• a video</li> <li>• an audio recording</li> <li>• a PowerPoint or Prezi</li> <li>• a website.</li> <li>• annotated photographs</li> </ul>

## Vocational Education and Training in Secondary Schools (VET)

Studying VET as part of a Senior Program gives students a headstart on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

### What is VET and who is it for?

Vocational Education and Training (VET) programs come from the VET sector, where they are taught by TAFE institutes and other Registered Training Organisations (RTOs). All nationally recognised VET training counts towards a VET qualification as well as the VCE. It allows students to mix general and vocational education and to make a start on training for a career before they leave school. The training teaches skills and knowledge needed in certain occupations and workplaces, and normally includes some workplace experience that puts these into practice. An up-to-date list of VCE VET programs is available from the VCAA website:



<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

The VCAA website “**Get VET**” offers a comprehensive list of resources, videos and other relevant information to see if VET is right for you. <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>



The number of schools offering VET programs has increased in recent years, and most schools now offer some VET options to senior secondary students. At Somerville Secondary we offer certificates in Plumbing, Electrotechnology and Construction Pathways. As well as preparing students for the workforce, VET programs can lead to further study, either in the VET sector (where students can gain credit for their VET certificate) or university, since results from some VET programs can be included in the calculation of an ATAR score. Of course, it is also possible for students to leave school and complete VET qualifications either full time or in combination with employment.

Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate.

## School Based Apprenticeships and Traineeships (SBAT)

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**SBAT stands for School based Apprenticeships and traineeships.** This is where you can complete a qualification with paid work experience as part of your senior school program – VCE Vocational Major only.

You can commence an apprenticeship or traineeship while you are at school and receive credit towards your VCE – Vocational Major. Apprenticeships and Traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation. A SBAT is also referred to as a Part-time Apprenticeship or Traineeship.

A school-based apprenticeship or traineeship is when you are released from school for a minimum of two days per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week. You get paid at the Apprenticeship Award rate for the hours of work you complete, and anytime completed during your SBAT is time credited when you commence a fulltime apprenticeship. All apprenticeships and traineeships can provide credit towards your VCE Vocational Major.

### Things to consider:

- Check the location of your VET/SBAT - You need to be able to get home from your classes. There may be a VET bus available to get you there at an additional cost (approx. \$180 for the year).
- VCE-Vocational Major students must have a VET subject or an SBAT to complete their program.
- Most importantly, VET/SBAT is a great way to get a nationally recognised qualification while you are completing your VCE. You learn real life, industry skills and get a chance to see what a career might be like in your chosen industry.

If you have any questions, please ring Raelene Craig (Student Pathways/Career Advisor) on 5973 1037 or you can email [raelene.craig@education.vic.gov.au](mailto:raelene.craig@education.vic.gov.au).

## SBAT 2024

*The Certificate III in Parks and Gardens SBAT was offered and delivered at Somerville Secondary College in 2023. The 2024 program is yet to be confirmed – please contact Ms Raelene Craig or Mr Eric Buchler with your enquiries.*

### **AHC20621 - Certificate II in Parks and Gardens – School Based Apprenticeship**

This SBAT initiative is an opportunity for Year 11 and 12 VCE/VCE Vocational Major students to start a pathway into careers in the horticulture industry while at school. The program is delivered in partnership with Advance Community College.

It is an opportunity to study a Certificate II in Parks and Gardens and participate in paid work in school ground environments. This is a pathway for those considering careers in:

- **Horticulture**
- **Arboriculture**
- **Floriculture**
- **Landscaping**
- **Nursery**
- **Parks and Gardens**
- **Sports Turf Management**

### **Delivery**

This course is delivered 2 days per week and combines 6 hours of training and 7 hours of paid employment.

### **Duration**

The program has been developed to be completed in 32 weeks. There is no work during school holidays.

### **What you will learn**

This qualification includes the following units of competency:

- AHCIRG221 Assist with pressurised irrigation systems
- AHCLSC206 Assist with landscape construction work
- AHCMOM203 Operate basic machinery and equipment
- AHCNSY205 Pot up plants
- AHCNSY207 Undertake propagation activities
- AHCPCM204 Recognise plants
- AHCPGD207 Plant trees and shrubs
- AHCPGD208 Prepare and maintain plant displays
- AHCPGD209 Prune shrubs and small trees
- AHCPGD212 Conduct visual inspection of park facilities
- AHCPMG201 Treat weeds
- AHCSOL203 Assist with soil or growing media sampling and testing
- AHCTRF208 Support turf establishment
- AHCWHS201 Participate in work health and safety processes
- AHCWRK208 Provide information on products and services

## VET - What can I study? List of VET Certificates 2024

Please note this is a guide only, based on what was offered last year. You will be notified of any changes if they affect your enrolment choice. Brief Descriptions of VET Subjects, below.

### Certificate II Agriculture AHC20116

**Curriculum Contribution: \$200**

Working in agriculture goes beyond being on the land – we also need scientists, agricultural economists and environmental professionals. A vibrant and sustainable agricultural sector is the key to the future prosperity of Australia and the world. This program is delivered at Elisabeth Murdoch College on Wednesdays and aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the agricultural industry. Students are required to undertake 80 hours of structured workplace learning.

Sample units may include:

- Follow OHS procedures
- Maintain livestock water supplies
- Care for health and welfare of livestock
- Handle livestock using basic techniques
- Install, maintain and repair fencing

### Certificate II & III in Acting (Screen) 22576VIC

**Curriculum Contribution: \$200**

The course is delivered at Elisabeth Murdoch College on Wednesdays. The general purpose of the course is to provide the skills, knowledge and attitudes for training in acting for film and television. The training will provide the skills and knowledge in a broad range of acting tasks relating to film and television. The course provides opportunities to visit on set locations, practical filming lessons and sessions with industry guest speakers who actively work in film and television.

Sample units may include:

- Prepare and present self for auditions
- Develop script knowledge and performance skills
- Develop acting techniques
- Develop and apply creative arts knowledge

## Certificate II Animal Care ACM20121

**Curriculum Contribution: \$200**

Delivered at Foundation Learning College, Frankston, this course provides the basic skills and knowledge to become an animal carer. Students learn how to assist with general animal care, provide food and water for animals and follow occupational health and safety procedures in the workplace. Students will undertake work in the animal facility throughout the year giving them the opportunity to work with mice, rats, guinea pigs, rabbits, fish and reptiles. They will also have dogs and cats regularly attend class for practical training.

**\*\* This course is a pre-requisite for entry to Veterinary Nursing\*\***

Sample units may include:

- Feed and water animals
- Assist in health care of animals
- Provide information on companion animals, products and services

## Certificate II Applied Fashion Design & Technology MST20616

**Curriculum Contribution: \$200**

This program is delivered at Elisabeth Murdoch College and aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with and making patterns and applying quality standards. The program provides an introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production. Students are required to undertake 40 hours of Structured Workplace Learning.

Sample units may include:

- Using a sewing machine, sewing components
- Modifying patterns
- Drawing and interpreting basic sketches
- Identify fibres and fabrics, design concepts for simple garments
- Basic patternmaking principles

## Certificate II in Automotive Vocational Preparation AUR20720

**Curriculum Contribution: \$200**

Delivered at Chisholm Institute, the Certificate II in Automotive Studies has been designed to align with needs in the automotive vehicle industry. The course is designed to provide a hands-on learning environment and focuses on providing students with simulated practical work experiences, employability skills, and career pathways into the automotive industry as an apprentice.

Sample units may include:

- Carry out basic vehicle servicing operations
- Dismantle and assemble multi-cylinder four stroke petrol engines
- Remove and replace vehicle front suspension springs



### **Drones - Certificate III in Aviation (Remote Pilot) AVI30419**

**Curriculum Contribution: \$200**

This program will be delivered at Elisabeth Murdoch College. This qualification is relevant to individuals operating remotely piloted aircraft (Drones) within visual line of sight, below 400 feet outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas. Students doing this qualification will also complete the requirements for certification by the Civil Aviation Safety Authority (CASA)

Sample units may include:

- Operate aeronautical radio
- Apply regulations and policies during remote pilot aircraft systems operations
- Operate and manage remote pilot aircraft systems
- Control remote pilot aircraft systems in normal flight

### **Certificate III in Beauty Services SHB30121**

**Curriculum Contribution: \$200**

Delivered at Chisholm Institute, this course is designed to introduce students to the theory and practice of waxing, manicure and pedicure, make-up, business communications, retail and spray tanning. This course will be a full day, from 9am -3pm. There is a requirement to undertake 40 hours of Structured Workplace Learning for each year of the 2-year course.

Sample units may include:

- Provide manicure and pedicure services
- Advise on beauty products and services
- Design and apply make-up
- Apply eyelash extensions
- Provide waxing services

### **Certificate II in Construction Pathways CPC20220**

**Curriculum Contribution: \$200**

This program is delivered at Somerville Secondary College (TBC) and gives students the opportunity to experience and learn about a range of vocational options before having to enrol in a particular trade stream whether it be at a Certificate II level or an Apprenticeship. The aim of the Construction Pathways program is to provide a multi-industry experience so that students are able to make a more informed choice about what trade/industry they may like to pursue.

Sample units may include:

- Read and interpret plans and specifications
- Prepare to work safely in the construction industry
- Apply OHS requirements, policies and procedures in the construction industry
- Construct basic sub-floor



### Certificate III in Business BSB30120

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed to provide students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts. It provides partial completion of Certificate III in Business, Units 3 and 4 sequence of VCE VET Business, and is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2 (Certificate II in Business – BSB20115). This course is only a one-year duration.

Sample units may include:

- Deliver and monitor a service to customers
- Design and produce business documents
- Recommend products and services

### Certificate II in Community Services CHC20215

**Curriculum Contribution: \$200**

Delivered at Foundation Learning College, Frankston. This VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. This will include a language, literacy and numeracy assessment, and there is project work in both first and second years of the course. Students will not complete the full qualification; they receive a Statement of Results for the units successfully completed.

**Note:** The course also covers sensitive areas and issues which may trigger learners who have experience of the issues covered.

Sample units may include:

- Work with diverse people
- Manage personal stressors in the work environment
- Provide first point of contact
- Respond to client needs

### CISCO – Incorporation units from Certificate IV in Integrated Technology 22263VIC

**Curriculum Contribution: \$200**

CISCO is an internationally recognised Networking Academy Program. The program is delivered at Elisabeth Murdoch College in partnership with Chisholm Institute of TAFE. The course provides students with training and practical skills in the design, construction and maintenance of small to medium sized computer networks. The program provides a pathway into further education and training in the ICT industry. There is a large theory component to this course.

Units include:

- Introduction of Networks
- Routing and Switching Essentials
- Scaling Networks
- Connecting Networks

### **Certificate II in Computer Assembly and Repair UEE205020**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed to introduce students to the theory and practice of selecting components and assembling computers to customer specification and carrying out routine hardware repairs. Sample units may include:

- Install and configure a client computer operating system and software
- Assemble, set-up and test computing devices
- Install and configure a home or small office network
- Use computer applications relevant to a workplace

### **Certificate II in Dance CUA20111 selected Certificate III Units CUA30113**

**Curriculum Contribution: \$200**

The program is delivered at Elisabeth Murdoch College and aims to provide students with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career in the entertainment industry. The program contributes to the professional orientation of articulate dancers who aspire for both the technical dance skills necessary to work professionally as well as academic and theoretical knowledge and skills that will equip them to work in a variety of areas within the Entertainment Industry.

Sample units may include:

- Developing basic dance techniques
- Basic level of physical condition for dance performance,
- two specific dance styles e.g. Jazz, Contemporary and Street
- Preparing self for a dance performance, refining basic dance techniques and
- Applying basic dance techniques for performances

### **Certificate III in Design Fundamentals (Graphic Design) CUA30715**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed to introduce students to the theories and practices of creative arts industries, including those using emerging technology. Students will study skills in photo imaging and 3D printing common to screen and media, interactive games, graphic design and visual arts.

Sample units may include:

- Produce drawings to communicate ideas
- Make scale models
- Explore the use of colour
- Produce computer-aided drawings

### **Certificate III Early Childhood Education and Care CHC30121**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course offers the minimum qualification required to work in early childhood education and care settings with babies and children up to six years of age. It prepares students for centre-based, out-of-school hours, family day care and nanny roles and covers child development and how to foster and support children's emotional and educational wellbeing.

All students must be 16 years old on 1 February of the commencing year and also need to have Year 10 English and Maths. Students are required to attend a compulsory information session before their applications are to be accepted dates and times will be advised. Students will also need to have a current Volunteer Working with Children Check.

This qualification is a partial completion – All students are required to complete practical placement in an Early Childhood Education and Care setting (40 hours per year).

Sample units include:

- Work effectively in children's education and care
- Support children to connect with the natural environment
- Support inclusion and diversity

### **Certificate III in Design Fundamentals (Photography) CUA30715**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed for students who wish to pursue a photographic career. It is designed build the theoretical and practical skills required to develop photographic expertise both in the studio and on location, and helps students explore their creativity and develop their photographic eye for capturing and enhancing dynamic photography. Sample units may include:

- Follow a design process
- Explore the use of colour
- Produce drawings to communicate ideas
- Explore and apply the creative design process to 3D forms

### **Certificate II in Electrotechnology UEE22020**

**Curriculum Contribution: \$200**

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the various careers available in electrotechnology through project based, hands-on experience in the workshop. These careers include electrical, electronics, renewable energy and telecommunications.

Sample units may include:

- Carry out routine work activities in an energy sector environment
- Use routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and material for energy sector work activities

### **Certificate II in Engineering studies (Mechanical) 22470VIC**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this scored VCE VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the engineering or engineering related industries. It introduces students to emerging technologies in engineering, and the design of new projects focuses on the knowledge and skills needed to move into the programming and robotics industry.

Sample units may include:

- Select and interpret drawings and prepare 3D sketches and drawings
- Apply basic fabrication techniques
- Create engineering drawings using computer aided systems
- Configure and program a basic robotic system

### **Certificate II in Furniture Making Pathways MSF20516**

**Curriculum Contribution: \$200**

This course is delivered at Chisholm Institute of TAFE. You can learn furniture-making basics while completing your secondary school years. The course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the furnishing industry. The programs prepares students for further training in a range of furnishing industries, such as cabinet making, wood machining, polishing. Upholstery and picture framing.

Sample units may include:

- Apply domestic surface coatings
- Join materials used in furnishing
- Make a basic upholstery product
- Undertake a basic furniture making project

### **Certificate II in Hospitality SIT20416**

**Curriculum Contribution: \$200**

Delivered at Chisholm or Bayside Christian College, this scored VCE VET course is designed to introduce students to the theories and practices for a range of tasks in hospitality establishments. The course leads to work in the areas of catering assistant, porter, food and beverage attendant, bar attendant, cafes and basic cookery.

Sample units may include:

- Use hygienic practices for food safety
- Prepare and present sandwiches
- Prepare and present simple dishes
- Provide responsible service of alcohol

### **Certificate III in Information, Digital Media and Technology (Cyber Security) ICT30120**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about IT to network administration. The course covers IT hardware, operating systems and the fundamentals of network administration within the context of cyber security. **Note:** This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Install and manage network protocols
- Install, configure and secure small office or home office network
- Provide basic system administration
- Determine and action network problems

### **Certificate III in Information, Digital Media and Technology (Games) ICT30120**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about gaming to the video games industry. The course covers IT hardware, digital imaging, animation, principles of game design, and interactive gaming and industry tools such as Unreal Development Kit. Students will be taught some advanced features of Microsoft Office. At this level, the emphasis is on simple game design. **Note:** This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Review and apply the principles of animation
- Identify and apply principles of games design and game playing
- Create visual design components for interactive games

### **Certificate III in (Interior Decoration) Retail Services SIR20216**

**Curriculum Contribution: \$200**

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, Students will study interior decoration and learn the practical skills and knowledge required to plan and implement creative design and decoration solutions for a variety of interior environments.

They will also learn skills in computing, Google SketchUp, presentation methods, soft furnishings, hard material application, colour theory and application. Students will create a folio of design work of art and design courses at tertiary level.

Sample units may include:

- Evaluate the nature of design in a specific industry context
- Source and apply information on the history and theory of design
- Estimate and cost job
- Source and specify decoration products

### **Certificate II in Kitchen Operations SIT20416**

**Curriculum Contribution: \$200**

Delivered at Chisholm or Bayside Christian College, this course is designed to introduce students to patisserie (cakes and pastries) or general cooking and provides the skills to work in a range of hospitality establishments. In the second year of the program students are required to complete 12 service sessions and complete a logbook. It is strongly advised that students complete at least some of this in the workplace, which can include Chisholm student restaurants. Sample units may include:

- Prepare and present simple dishes
- Use hygienic practices for food safety
- Prepare dishes using basic methods of cookery

### **Certificate III in Music Industry (Performance) CUA30920**

**Curriculum Contribution: \$200**

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills that will enable them to maximise their employment opportunities as a performer or composer in the music industry.

Sample units may include:

- Apply knowledge of style and genre to music industry practice
- Develop technical skills in performance
- Develop improvisation skills
- Develop and maintain stagecraft skills

### **Certificate III in Music – (Sound Production) CUA30920**

**Curriculum Contribution: \$200**

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills to be able to work in the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Sample units may include:

- Work effectively in the music industry
- Develop basic audio skills and knowledge
- Record and mix a basic music demo
- Install and disassemble audio equipment

### **Certificate II in Plumbing 22569VIC**

**Curriculum Contribution: \$200**

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the basic theory and practice of plumbing in order to prepare them to enter the plumbing industry or a plumbing and gas-fitting apprenticeship.

Sample units may include:

- Fabricate simple plumbing pipe systems
- Cut and penetrate building materials and structures
- Perform basic oxy-acetylene welding and cutting
- Read and interpret plans and specifications
- Apply basic sheet metal practices

### **Certificate II in Salon Assistant SHB20216**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this one-year program will offer students the training of a first-year salon apprentice in their initial six months. Training includes practical skills for styling, basin services and removal of chemicals, as well as theory studies in client communication. A work placement of 40 hours is mandatory. If students are unable to source placement, they will be able to access Chisholm Salon days. (Salon days may not be scheduled on the same day as the VET program).

Sample units may include:

- Provide shampoo and basin services
- Conduct salon financial transactions
- Provide head, neck and shoulder massages for relaxation
- Braid hair

### **Certificate III in Screen and Media CUA31015**

**Curriculum Contribution: \$200**

Delivered at Chisholm, this scored VCE VET course is designed to equip students for working as assistants in the multimedia and design industries. Delivery incorporates industry-relevant computer equipment, teachers are current industry practitioners, and the course focuses on developing employability skills.

Sample units may include:

- Produce and prepare photo images
- Prepare video assets
- Create visual design components
- Write content for a range of media



## Certificate III in Visual Arts CUA31120

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**Curriculum Contribution: \$200**

This course is designed for further study in all visual and creative art fields, and concentrates on creative thinking, design principles and arts practice theory. It explores drawing techniques including observational drawing, 2D studies including painting and printmaking techniques, 3D studies and photo media (Adobe Photoshop). All teachers of the course are practising artists who bring years of creative thinking and practice to the classroom.

Sample units may include:

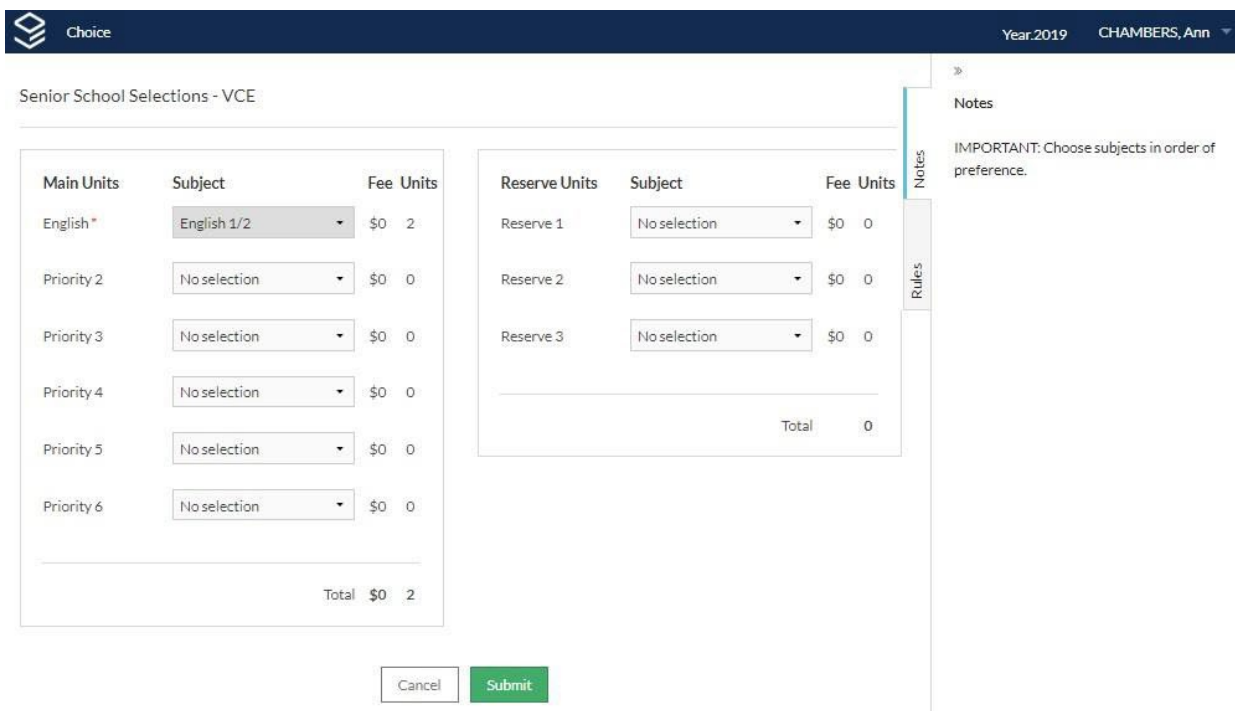
- Produce drawings
- Produce paintings
- Plan a career in the creative arts industry

## How to: Complete your selection in Edval Choice

- Navigate to <https://my.edval.education>
- Enter your unique web code.



The image shows the Edval login interface. At the top is the Edval logo. Below it, the text "Sign in to your account" is displayed. There is a text input field labeled "Enter WebCode". Below the input field is a checkbox labeled "Stay signed in for 30 days" and a link "Forgot WebCode?". At the bottom is a large blue button labeled "Sign in".



The image shows the "Senior School Selections - VCE" form in the Edval Choice system. The form is divided into two main sections: "Main Units" and "Reserve Units".

Main Units	Subject	Fee	Units
English*	English 1/2	\$0	2
Priority 2	No selection	\$0	0
Priority 3	No selection	\$0	0
Priority 4	No selection	\$0	0
Priority 5	No selection	\$0	0
Priority 6	No selection	\$0	0
Total		\$0	2

Reserve Units	Subject	Fee	Units
Reserve 1	No selection	\$0	0
Reserve 2	No selection	\$0	0
Reserve 3	No selection	\$0	0
Total			0

At the bottom of the form are "Cancel" and "Submit" buttons. On the right side, there is a "Notes" section with the text: "IMPORTANT: Choose subjects in order of preference." and a "Rules" section.


- The form will display a section for Main units and Reserve units, depending on what the school requires you to complete.

# Inspire to Aspire

- On the right-hand side of the page, there are two tabs:  
Notes: The school may have entered notes to communicate important information. Rules: Check to see if there are any rules about choosing subjects.
- Select a subject from each drop-down menu. It is usually important to choose in preference order, so the more you want a subject, the higher it should appear in your selections.

Note that if the subject costs are included, these will be totalled. The Units column will also total to ensure you are choosing the correct number of subjects.

If the same subject has been selected twice, it will be highlighted.


**Choice**

Senior School Selections - VCE

Main Units	Subject	Fee	Units
English *	English 1/2	\$0	2
Priority 2	Biology 1/2	\$0	2
Priority 3	History 1/2	\$0	2
Priority 4	General Maths 1/2	\$0	2
Priority 5	Media 1/2 (\$60.00)	\$60	2
Priority 6	Media 1/2 (\$60.00)	\$60	2
Total		\$120	12

Reserve Units	Subject	Fee	Units
Reserve 1	Outdoor Education 1/2 (\$300.00)	\$300	2
Reserve 2	Literature 1/2	\$0	2
Reserve 3	Art 1/2 (\$100.00)	\$100	2
Total			6

Cancel

Submit

- When you have made your choices, select **Submit**.
- A warning message will appear if an incorrect choice has been made. Make the correction and **Submit** again.

Choice

Year.2019

You need to have at least 2 units from the following subjects: VET - OTHER, VET Sport

Senior School Selections - VCE

Main Units	Subject	Fee	Units
English *	English 1/2	\$0	2
Priority 2	Biology 1/2	\$0	2
Priority 3	History 1/2	\$0	2
Priority 4	General Maths 1/2	\$0	2
Priority 5	Media 1/2 (\$60.00)	\$60	2
Priority 6	PE 1/2 (\$80.00)	\$80	2
Total		\$140	12

Reserve Units	Subject	Fee	Units
Reserve 1	Outdoor Education 1/2 (\$300.00)	\$300	2
Reserve 2	Literature 1/2	\$0	2
Reserve 3	Art 1/2 (\$100.00)	\$100	2
Total			6

Cancel

Submit

Notes

Rules

You can't have duplicate subjects.

If you select Math Methods 1/2 you must select General Maths 1/2

English 1/2 is a compulsory subject.

Please select at least 2 units of the subjects: VET - OTHER, VET Sport.

You need to request 12 main units.

You need to request at least 6 reserve units.

- When submitted, a summary of your choices will be displayed. This can be printed or emailed.

## Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	<b>N</b> refers to <b>not satisfactory completion in VCE</b>
NA	Not Assessed
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
S	<b>S</b> refers to <b>satisfactory completion</b>
SAC	School-assessed Coursework
SAT	School-assessed Task
SBAT	School Based Apprenticeship and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VSU	Victorian Student Number
VTAC	Victorian Tertiary Admissions Centre

## Glossary

Assessing School	The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also <i>Outcomes</i> ).
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
Home School	Refers to the major school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.
Recognition of Prior Learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.
Registered Training Organisation (RTO)	An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.
Satisfactory Completion (VCE)	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an <b>S</b> for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an <b>N</b> for it. Students qualify for the VCE when they satisfy units which meet the program requirements.
School-assessed Coursework (SAC)	A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
School-assessed Task (SAT)	A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

<b>School Based New Apprenticeships (SBNA)</b>	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
<b>Semester</b>	One half of the academic year. VCE units are designed to be completed in one semester
<b>Sequence</b>	VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.
<b>Special Provision</b>	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
<b>Statement of Results</b>	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
<b>Student Number</b>	The unique number assigned to each student enrolled in VCE and VET
<b>Studies</b>	The subjects available in the VCE.
<b>Study Score</b>	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
<b>Victorian Certificate of Education (VCE)</b>	An accredited senior secondary school qualification.
<b>VCE Provider</b>	A school or other organisation authorised to offer the VCE.
<b>Vocational Education and Training (VET)</b>	Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.