



2023

Senior Pathways

Program Handbook

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Introduction

HSC Senior Pathways Program Handbook

Welcome to Hallam Secondary College. Whether you are already a student of the College or new to us, I want to thank you for considering our Senior Pathways Program for your son or daughter.

We believe that Hallam Secondary College provides outstanding opportunities for senior secondary students. More importantly we are committed to ensuring that every student is successful and ready to follow their dreams.

We have a proven track record of achieving excellent outcomes for students across a range of programs from academic VCE pathways to university to applied learning pathways into vocational training and employment.

At the heart of this success is an absolute belief in the ability of every student to shine – no matter what their background, ability or character. We combine the values of Achievement, Care and Equity with the very best contemporary practice in teaching, learning and technology.

We are a community and family focused College with student interests at the heart of everything we do. As a smaller secondary College, we genuinely know every learner. Our smaller class sizes, personalised programs and caring environment allow us to focus on the development of every individual.

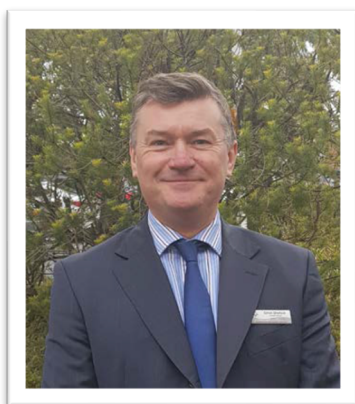
At Hallam Secondary College senior students can choose from a broad range of programs and specialisms including;

- over 20 VCE subjects
- VET courses in key employment sectors, and
- our Centres of Excellence including the Sports Academy, Centre for Creative and Performing Arts (CAPA) and Centre for Innovation

All learning is built on high expectations, teaching excellence and state of the art facilities including our Trade Training Centre and Sports Academy.

We ensure every student has a personalised and flexible program that is negotiated with the individual student, their family and our experienced careers counselling team. Students receive regular feedback on their progress and mentoring to achieve their goals.

We know a great school is not just about individuals. When a student joins our College they are joining a strong team that is pulling in the same direction to achieve great things. We are proud of our students and their achievements and we hope that you will want to join our team.



A handwritten signature in black ink that reads "Simon Sherlock". The signature is written in a cursive, flowing style.

Simon Sherlock
Executive Principal

Selecting a VCE Program

At Hallam Secondary College all students in Year 11 and 12 are Victorian Certificate of Education (VCE) students.

The VCE at Hallam is a 3 year journey with units that need to be satisfactorily completed over the course of Year 10, 11 and 12.

Units 1 and 2 are usually completed in Year 10 and 11, and Units 3 and 4 are usually completed in Year 11 and 12.

Each unit per semester includes:

- 50-60 hours in class
- 30 hours of structured homework
- 20-30 hours of independent study (revision)

At Hallam Senior College we expect students undertaking the VCE Course to satisfactorily complete a minimum of 22 units.

Students will:

- Complete 1 unit per semester in Year 10
- Complete 5 units per semester in Year 11 (1 of which is English)
- Complete 5 units per semester in Year 12 (1 of which is English)

At the end of Year 11 students will undergo significant course counselling and be assisted in selecting a Certification that they will complete in Year 12. The choices comprise of VCE – ATAR (Australian Tertiary Admissions Rank) or VCE – VM (Vocational Major).

Year 10	Year 11	Year 12 ATAR	Year 12 VM
Subject 1 Unit 1 & 2	English Unit 1&2	English Unit 3&4	English or Literacy
	Maths Unit 1&2 (Recommended)	Subject 2 Unit 3&4	Maths (Foundation)
	Subject 3 Unit 1&2	Subject 3 Unit 3&4	WRS/PDS
	Subject 4 Unit 1&2	Subject 4 Unit 3&4	VET
	Subject 5 Unit 1&2/VET	Subject 5 Unit 3&4	Subject 5 Unit 3&4

We strongly encourage students to consult the study outlines in this handbook before they select their program.

Many of the decisions made about subject choices during course counselling can affect access to study and career options in later years. It is extremely important that informed decisions are made.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

1. Future Options

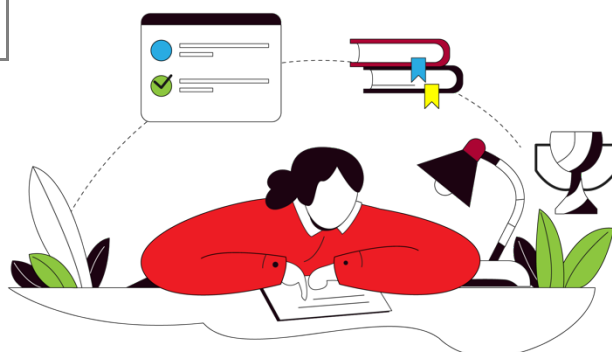
In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

2. Prerequisite Subjects for Tertiary Courses

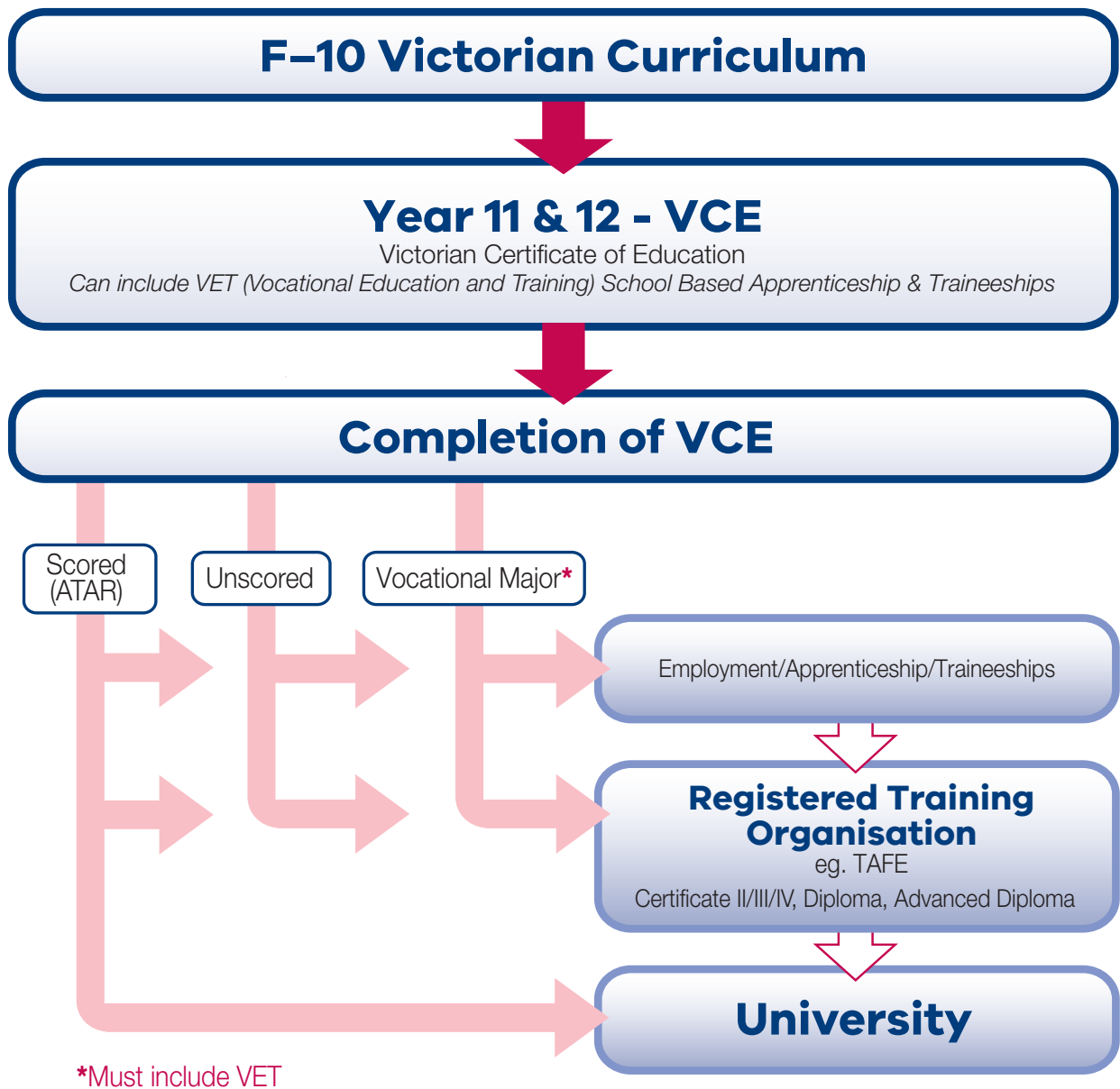
Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

3. Interests and Abilities

It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.



2023 Learning Pathways



Year 10 at Hallam Secondary College

The Year 10 curriculum provides opportunities for all students to experience new options while at the same time undertaking core requirements that provide a solid foundation for students to move into the VCE.

A clear and detailed pathway is developed for each student as they progress from Year 10 to Year 11 and then Year 12. In August all Year 10 students participate in an extensive careers program and counselling to choose units of study as part of their pathway plan for the senior years. Year 10 students are supported in making this transition to senior school by a full and rigorous interview and program selection program.

Year 10 students will make selections of electives that provide them with the opportunity to experience a broad range of subject areas before they enter Year 11. All Year 10 students will select a VCE subject. This will allow them to experience what it is like to study an VCE course as well as giving them an additional two units to contribute to the completion of their Year 12 certificate.

The core curriculum for Year 10 students gives all learners an opportunity to have a broad range of learning experiences. The elective program allows students to select subjects based on personal interests and passions.

Each Year 10 student will undertake the following core units:

- English
- Maths
- Science
- Humanities
- Health and P.E

Each Year 10 student will choose electives in the following way:

Centre of Excellence students will select	Non-Centre of Excellence students will select
Workshop/Training/Rehearsal 1 and 2 + 2 electives from any area	4 electives from any area

Please see the following information for detailed course descriptors to assist in making informed choices.



Year 10 Compulsory Subjects

Year 10 English

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students' reflective and critical analysis skills. The study of language includes the competent use of language and the development of students' knowledge and understanding of linguistics.

Students learn to appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings and form and convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts.

Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

In Year 10, students will study many texts, two of these texts will be paired to provide a basis for comparative analysis, and the others will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, may participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

Key Knowledge:

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts
Personal writing.

Key Skills:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Year 10 English as an Additional Language

EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12. EAL Eligibility Assessment is carried out by the EAL Coordinator upon enrolment at Hallam Secondary College.

English as an Additional Language (EAL) is compulsory for students who qualify under the specific guidelines for EAL support. The course addresses the English language needs of the students and focuses on improving their reading, writing, speaking and listening skills in English, to support their Secondary School goals and Further Education goals.

In addition, improvement in English skills will enable students to more successfully interact socially with their English-speaking peers and negotiate their way through various aspects of Australian society.

This subject focusses on developing core skills in the three modes of reading and viewing, writing, listening and speaking. The focus of the speaking and listening is students' development in comprehending spoken English and in using it for communication in both formal and informal contexts. Students develop reading in English, including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts.

The development of skills for encoding English into its written form as well as skills for composing, editing and presenting a range of written genres is focused. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

In Year 10, students will study many texts. Two texts will be paired to provide a basis for comparative analysis, and the others will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Knowledge:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts
- Personal and analytical writing

Key Skills:

- Produce and respond to oral texts, read and respond to written texts and communicate in written English for social interaction and in the school context across the curriculum
- Understand and produce written English texts which are used in a variety of contexts
- Identify how different contexts affect the way spoken and written English is used and interpreted
- Understand the relationship between text and context, audience and purpose
- Control over the linguistic structures and features of written English.

MATHEMATICS

Mathematics is a core subject all students will undertake in Year 10. The students will expand on their number and algebra, geometry and measurement and statistics and probability skills throughout the first semester that will draw on the skills required for their future personal and work lives. The maths class will integrate problem-based learning and explicit teaching of the maths skills to develop a deeper understanding. The students will conduct weekly investigations to develop their fluency, understanding, problem solving and reasoning proficiencies in their mathematical knowledge. They will explain their thinking and communicate the results to other members of their class.

With this in mind, all students complete a core Mathematics curriculum during Semester One which provides the background knowledge common to all Year 11 Mathematics subjects. In Semester Two, students enrol in either Mathematics Methods Year 10 or General Mathematics Year 10 based on their interests, career aspirations and recommendation from their maths teacher.

Key Knowledge:

Semester One:

- Use algebra to solve equations and model real world situations with and without the use of technology
- Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term
- Solve measurement problems involving volume, surface area, similarity, Pythagoras' theorem and trigonometry
- Understand the symmetry of the unit circle and use radians as an alternative measure of angle

Semester Two: General Maths

- Calculate measures of centre and spread, interpret the relationship between two variables and discuss the validity of statistical claims
- Determine probabilities, use Venn diagrams and probability tables to determine probabilities of chance events
- Implement algorithms using a general-purpose programming language.

Semester Two: Maths Methods

- Simplify and perform the four operations with surds and algebraic fractions
- Factorise algebraic expressions by taking out a common algebraic factor
- Solve simple quadratic equations using a range of strategies
- Graph a range of functions including parabolas, circles, hyperbolas and exponential functions
- Apply knowledge of percentages to real world contexts such as profit and loss, discounting, GST and simple and compound interest



HUMANITIES

Students will continue with their studies in Humanities as a core subject. Focusing on the four strands; Civics and Citizenship, Business and Economics, History and Geography, students will expand their investigative skills to explore the challenges of society nationally and globally.

Civics and Citizenship

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life.

Key Knowledge:

- Analyse key elements of the Australian government system
- Analyse how Australian politics roles and responsibilities impacts the country nationally and the world globally.
- Discuss key principles in the justice system and high court
- Become active and informed citizens, looking through multiple perspectives and evaluating the factors that influence identities and attitudes to diversity

Business and Economics

In studying Business and Economics students will explore and develop their critical thinking skills by investigating contemporary economic and business issues and events. The students will demonstrate an understanding of the choices made can impact the social, economy business and environmental aspects around the world. Overall, this unit will build the student's confidence in making informed choices to secure their own financial well-being

Key Knowledge:

- Describe how resources are disturbed in the Australian economy and where Australia fits within the Asian market and globally
- Investigate the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions
- Enterprise skills and the changing workforce
- Investigate the cost-benefit analysis of a business and justify the most appropriate course of action
- Discuss consequences of business decisions intended and unintended

History

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The students will develop their critical and creative thinking skills by constructing arguments and debates on the challenges faced in societies from the past and present. Furthermore, students will explore the impact Australian History has on society and discover the importance on Australian Indigenous culture.

Key Knowledge:

- Evaluate the changing of worlds from 1750 to the modern world
- Discuss and investigate the modern world to now
- World War 1 and II and the impact it has on history
- Different perspectives and interpretations of historical events and why

Geography

In Geography students will interpret, analyse and evaluate the importance of different areas in the world. The students will explore the elements of location, and environment and analyse how the characteristics of an area can develop the culture and place of human beings. They will further develop an understanding of how these elements interconnect and change the characteristics of people and the area. The students will investigate the sustainability components of an area and how this can impact the health and well-being of the people. While using this information the students will form insights on how changes have occurred overtime and predict future outcomes.

Key Knowledge:

- Investigate the role of the biotic environment and its role in food and fibre production.
- Examine the causes and consequences of environment change and strategies to manage the change in Australia and another country
- Investigate how people through their choices and actions are connected to places throughout the world in a wide variety of ways and how these connections help make and change places and their environments
- Investigate global, national, and local differences in human wellbeing between places. Explore programs designed to reduce the gap between differences in well being

SCIENCE

Science will continue to be a core subject the student undertakes in Year 10. Science allows the students to explore and investigate the unknown. The students will predict outcomes and through scientific investigation discover whether these predictions are true.

The students will answer important questions about the biological, physical and technological aspects of the world. Moreover, students will expand their creative and critical thinking skills and analyse their scientific experiments by drawing evidence-based conclusions on local, national and global issues in biology, chemistry, earth and space science and physics.

Key Knowledge:

- The transmission of characteristics between generations involves DNA and genes
- The theory of evolution by natural selection explains biodiversity and is supported by scientific evidence
- Global systems, including the carbon cycle, rely on interactions between spheres of the Earth
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
- Different types of chemical reactions that are important in both living and non-living systems and involve energy transfer
- The atomic structure and properties of elements are used to organise them in the periodic table
- The motion of objects involves the interaction of forces and the exchange of energy
- The Universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used
- to explain the origin of the Universe
- Scientific understanding is refined over time through a process of review by the scientific community
- The values and needs of contemporary society can influence the focus of scientific research.



YEAR 10 HEALTH AND PHYSICAL EDUCATION

The domain of Health and Physical Education aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices, both now and into their future. At Hallam Secondary College we acknowledge the importance of the whole person and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

The Health strand will focus on what is health and will explore the issues that have an impact on students' own health and individual development. Various health promotion programs and behaviours will be examined. The concept of identity will be explored and how this changes as we grow and are influenced by various factors around us. Same sex relationships will be explored through the investigation of how empathy and ethical decision making contribute to respectful relationships. Contemporary social issues of domestic violence and gambling will also be analysed. This strand links to VCE Health and Human Development.

The Physical Education strand will focus on designing, implementing and evaluating personalised plans for improving or maintaining students' own and others' physical activity and fitness levels. They apply relevant training principles and methods to improve performance within physical activity at an individual level. Improvements in performance, in particular fitness, depend on the ability of the individual to gain, apply and evaluate knowledge and understanding of training. 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. This strand links to VCE Physical Education.

Key Knowledge:

Health:

- Identity – self, community and others
- Harm Minimisation
- Respectful Relationships
- Domestic Violence and Gambelling

Physical Education:

- Training Programs
- Fitness testing
- Training principals and methods
- Driver Education

Year 10 Electives

Year 10 Art

Students will explore a range of materials and techniques including printmaking, drawing, sculpture, and painting. There will be a strong focus on developing skills. They will be analysing artworks by past and present artists. Through research and discussion students will find artists who influence their own style and subject matter.

Year 10 Design & Technology

This subject introduces students to a variety of taster subjects in the technology program. Students at the Year 10 level are introduced to a skill set enabling them to readily move into the variety of applied learning courses including VET and VCE courses offered at our school.

Students will develop a basic understanding, knowledge and safe application of skills enabling them to design and produce simple artefacts leading to further study in Design and Technology, Furniture and Cabinet Making and Building and Construction.

Year 10 Drama

The study of Drama enables students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Drama students continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

In this area of study students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice. As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors' success in expressing the director's intentions and the use of expressive skills in drama they view and perform, and identify characteristics of performance and theatrical styles.

Year 10 Food Studies

This subject explores an introduction to a variety of cooking methods and the design process with a variety of foods. Students will look at the influences on food choices and connecting the food we eat with health, nutrition, and the world around them. Students will also focus on building a digital recipe scrapbook, planning, making, and evaluating meals that represent healthy choices. There is a focus on developing technical production skills working in a safe and hygienic manner."

Year 10 Health Pathways

Students explored health and human development through a variable student driven course. Students have been challenged to understand their own attitudes, life issues, values, and ethics in a variety of health and human development and social issues. Students are supported to make decisions about their own health in regards to nutrition, respectful relationships, sexual health, smoking, drugs and alcohol. Students have been asked to challenge each other's opinions and attitudes and critically reflect on their own opinions regarding the above topics.

Year 10 IT (Information Technology)

The study of Information Technology, Integrated Technology and Robotics is the focus of this subject. There will be a focus on the development of the hardware and software to implement in a real-life setting. This will lead the students into confidently operating and creating software and computer systems. There will be a project component to this subject that will enable students to build technology to assist us in our daily lives.

Year 10 Music

Students are introduced to the elements of music with specific reference to electronic music development. Students will explore areas such as sampling, MIDI, recording, editing, mixing music. Students will explore these areas through a variety of performance, listening, and composition tasks.

Students will use ICT such as iPads and laptops to explore various composition techniques using Garage Band and Soundtrap. Students will analyse various genres of music unpacking their musical components, lyrical structures, and production elements to develop their performance, listening, and composition skills.

Year 10 New Media

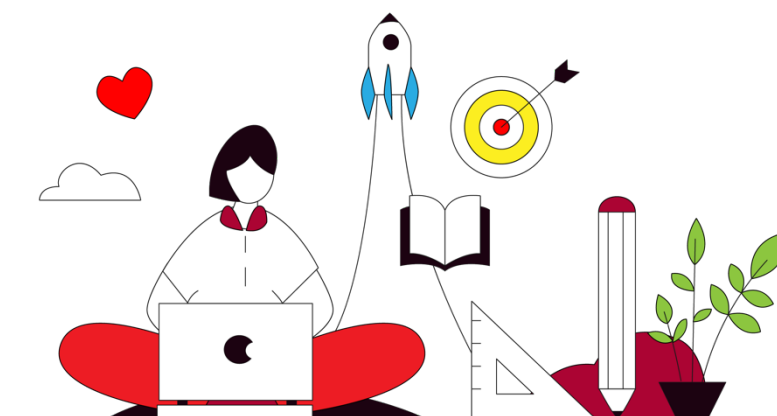
A Year 10 elective subject which enables students to explore computers, iPads, and other digital and electronic devices, along with more standard, traditional processes, to design and make video, audio, art, graphics & animation. The emphasis is on developing the student's creativity and ability to project work. The course would provide a general introduction, and an opportunity to develop important skills and knowledge leading into the whole range of subject pathways in the Arts area.

Year 10 Photography

During the semester students learnt about digital photography and traditional darkroom processes. A number of projects involved students working both in groups and individually to plan and direct photo shoots. Students investigated the elements and principles of photography and analysed photographic artworks by established artists.

Year 10 Sports Science

Sports Science plays a critical role in improving the performance success for individuals, teams, clubs, and sporting codes. Guided by the impact on sports performance and improving the human machine this subject provides the opportunity for students to strengthen their knowledge and skills in Biology, Chemistry, Psychology and Physics as these disciplines applies to sporting athlete performance.



VCE Subjects

Australian & Global Politics

This subject will explore power, politics, and events at a national and global level. Students will consider the way politics is practiced in Australia and the United States of America (USA). Students will evaluate the democratic practices around representation, respect for rights, recognition of diversity, and freedom of speech. Each unit will focus on examples and case studies from the past 10 years.

Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues and become informed citizens, voters and participants in their local, national and international communities.

In Unit 3/4 students will study either Australian OR Global Politics.

Year 11		Year 12 – Australian Politics		Year 12 – Global Politics	
Unit 1 Ideas, actors, and power	Unit 2 Global connections	Unit 3 Evaluating Australian democracy	Unit 4 Australian public policy	Unit 3 Global Actors	Unit 4 Global Challenges
<p>Unit 1</p> <ul style="list-style-type: none"> Explore the ideas of politics, political power and how they shape political systems Consider the power in Australian democracy Compare Australia to a non-democratic political system Understand the influence of politicians, political parties and the media <p>Unit 2</p> <ul style="list-style-type: none"> Explore the way people interact and connect with the world and the impact this has on global links Investigate the key political, economic, and social links in a global community Evaluate Australia's involvement in a global issue Consider recent case studies of global cooperation and conflict 		<p>Unit 3</p> <ul style="list-style-type: none"> Understand the core values and principles of the Australian political system Look at the key elements of liberal democracy and representative government (electoral system, federal government etc.) Examine the key features of the US political system (constitution, electoral system, congress etc.) Evaluate the Australian liberal democratic system compared to the USA <p>Unit 4</p> <ul style="list-style-type: none"> Investigate the issues the Australian government faces with federal public policy formation and implementation. Examine ONE current domestic policy issue and the government's response Consider the objectives and challenges of Australian foreign policy 		<p>Unit 3</p> <ul style="list-style-type: none"> Examine key actors in modern global politics Understand the influence and impact of all global actors Analyse and evaluate the way an Asian-Pacific state uses its power on national interests <p>Unit 4</p> <ul style="list-style-type: none"> Examine debates about TWO global ethical issues: human rights, people movement, development, arms control Consider international law and analyse the responses to global issues Understand the influence of global actors on global issues Investigate the causes of TWO global crises: climate change, armed conflict, terrorism, economic instability 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Biology

Biology is the study of living things examining familiar and complex multi-cellular organisms that live in the many different habitats of our biosphere as well as single celled micro-organisms that live in seemingly inhospitable conditions. It enables students to understand that, despite diverse ways of meeting the challenges to survival, all living things have many structural and functional characteristics in common.

Year 11		Year 12	
Unit 1 How do living things stay alive?	Unit 2 How is continuity of life maintained?	Unit 3 How do cells maintain life?	Unit 4 How does life change over time?
Unit 1 <ul style="list-style-type: none"> Investigate and explain how cellular structures and systems function to sustain life Explain how various adaptations enhance the survival of an organism Design and undertake practical investigation related to the survival of an organism Unit 2 <ul style="list-style-type: none"> Investigate the advantages and disadvantages of asexual and sexual reproduction Explore patterns of inheritance Investigation of an issue in relation to genetics and/or reproductive science 		Unit 3 <ul style="list-style-type: none"> Investigate how cellular processes work Explore cell communication in response to immunity Practical investigation task Unit 4 <ul style="list-style-type: none"> Examine evidence for the evolution of life forms over time. Investigate DNA tools and techniques used to manipulate DNA Design and undertake an investigation related to cellular processes and/or biological change and continuity over time 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Business Management

Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Year 11		Year 12	
Unit 1 Planning a business	Unit 2 Establishing a business	Unit 3 Managing a business	Unit 4 Transforming a business
<p>Unit 1</p> <ul style="list-style-type: none"> • Explore the factors affecting business ideas • Internal and external environments within which businesses operate, and the effect of these on planning a business • Decision-making and planning of a businesses, including a business simulation activity • Legal, political, social, economic, technological, global and corporate social responsibility factors • Business models, legal business structures and staffing <p>Unit 2</p> <ul style="list-style-type: none"> • Complying with legal requirements • Establish a system of financial record keeping • Essential features of effective marketing • Processes undertaken when recruiting, selecting, development and induction of staff • Analysis of various management practices and applying this knowledge to contemporary business case studies 		<p>Unit 3</p> <ul style="list-style-type: none"> • Key processes when managing efficiently and effectively to achieve business objectives. • Examine different types of businesses and their respective objectives and stakeholders • Investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. • Compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years. <p>Unit 4</p> <ul style="list-style-type: none"> • Review key performance indicators to determine current performance • Strategic management practices to position a business for the future • Study of theoretical model to undertake and manage change in the most efficient and effective way to improve business performance • Investigate the importance of effective management and leadership in change management • Respond to evaluation data and the importance of leadership in change management • Use contemporary business case studies from the past four years to evaluate business practice against theory 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Chemistry

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In addition, chemistry is applied in many fields of endeavour including dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology and veterinary science.

Year 11		Year 12	
<p>Unit 1</p> <p>How can the diversity of materials be explained?</p>	<p>Unit 2</p> <p>How do chemical reactions shape the natural world?</p>	<p>Unit 3</p> <p>How can Chemical processes be designed to optimise efficiency?</p>	<p>Unit 4</p> <p>How are organic compounds categorised, analysed and used?</p>
<p>Unit 1</p> <ul style="list-style-type: none"> Understand how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures. Measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. Investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in the above two areas. <p>Unit 2</p> <ul style="list-style-type: none"> Properties of water and investigating acid-base and redox reactions. Analysis and quantification of chemical reactions involving acids, bases, salts and gases. Investigation related to chemical equations and/or analysis related to the production of gases, acid-base or redox reactions or the analysis of substances in water. 		<p>Unit 3</p> <ul style="list-style-type: none"> Analyse the global demand for energy and materials around the world. Exploration of energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Apply rate and equilibrium principles as well as construct and test galvanic and electrolytic cells. <p>Unit 4</p> <ul style="list-style-type: none"> Exploration of carbon as the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. Investigation of the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Design and undertake a practical investigation related to energy and/or food. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Dance

VCE Dance explores the potential of movement for expression and communication. Students will create their own dance works as well as studying the works of others. They will study how other choreographers create and arrange movement and analyse the way that ideas are communicate through dance.

Throughout the course students will undertake regular training to develop their physical and choreographic skills. They will perform learnt solo and group dance works along with developing and performing their own work.

Year 11		Year 12	
Unit 1 Potential of the body for expression	Unit 2 Extension and use of movement for expression	Unit 3 Development of skills, artistry, and composition	Unit 4 Communication, execution, and artistry in solo performance
<p>Unit 1</p> <ul style="list-style-type: none"> Analyse choreographers' intentions and communication through expression Improvisation practices to develop movement vocabulary. Development of an intention for a solo and/or group work Performance of learnt/developed solo, duo and/or group dance work. Wellbeing and health practices for dancers <p>Unit 2</p> <ul style="list-style-type: none"> Use of movement categories and elements of movement to communicate intention Complete structured improvisation Choreograph and document the process of a solo, duo/group dance work (choreography rehearsal and performance). Safe performance of learnt solo, duo and/or group dance skills with artistry. 		<p>Unit 3</p> <ul style="list-style-type: none"> Understand the impact of the arrangement of movement, phrasing, and choreographic influences on a dance work. Choreograph, rehearse, and perform and solo dance work that safely demonstrates a range of skills Learn rehearse and perform a duo or group dance work. Analyse and document the choreographic process and safe dance practices used. <p>Unit 4</p> <ul style="list-style-type: none"> Analysis of the movement choices, intention, and influence of a 20th or 21st century group dance work Choreograph, rehearse, and perform a solo dance work focused on communicating ideas through movement. Documentation and analysis of the process of the creation of the dance work 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

English (And English as Another Language: EAL)

Language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) courses are divided into three key areas: Reading and Creating Texts, Analysing and Presenting Arguments and Reading and Comparing Texts.

Year 11		Year 12	
Unit 1 Reading and Creating texts Analysing and presenting argument	Unit 2 Reading and comparing texts Analysing and presenting argument	Unit 3 Reading and creating texts Analysing argument	Unit 4 Reading and comparing texts Presenting argument
Unit 1 <ul style="list-style-type: none"> Read and respond to texts analytically and creatively and explore how meaning is created in a text Produce analytical and creative responses to texts Analyse the construction of texts that attempt to influence an audience Produce a text intended to position an audience Unit 2 <ul style="list-style-type: none"> Compare ideas, issues and themes between texts Analyse arguments and use persuasive language techniques intended to position an audience 		Unit 3 <ul style="list-style-type: none"> Read and respond to texts analytically and creatively Produce an analytical interpretation of a selected text, and a creative response to a different selected text Analyse and compare the use of argument and language in texts that debate a topical issue Unit 4 <ul style="list-style-type: none"> Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes Construct a sustained and reasoned point of view on an issue currently debated in the media 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Environmental Science

This study explores the connections between humans and the environment. Students will analyse the functions of living and non-living elements essential to life on Earth. Through scientific investigation, students will investigate the way humans have changed their environments and the impacts of these changes on local and global contexts.

Students in this study will develop strong critical and analytical thinking skills as they assess the strengths and limitations of science. Students will participate in several practical activities such as experiments and fieldwork.

Year 11		Year 12	
Unit 1 How are Earth's dynamic systems interconnected to support life?	Unit 2 What affects Earth's capacity to sustain life?	Unit 3 How can biodiversity and development be sustained?	Unit 4 How can climate change and impacts of human energy use be managed?
Unit 1 <ul style="list-style-type: none"> Examine Earth's four interrelated systems: atmosphere, biosphere, hydrosphere, and lithosphere Focus on the effect ecosystem functioning has on environmental conditions Explore how changes in the past and recent history can predict future change Complete a student-designed investigation using key science skills Unit 2 <ul style="list-style-type: none"> Investigate the challenges for the future based around pollution and food/water security Explain the chemical and physical impact of pollution Justify ways to manage the local and global impacts of pollution Perform laboratory tests for pollution indicators Apply an ecological footprint analysis to assess future food/water security 		Unit 3 <ul style="list-style-type: none"> Focus on environmental management and sustainability Understand biodiversity, the threats, and strategies to manage in relation to a selected threatened animal or plant Explain sustainability principles Refer to case studies to explore the management of an Earth system Complete a student-designed investigation using key science skills (Unit 3 or 4) Unit 4 <ul style="list-style-type: none"> Explore the factors that influence the changes in Earth's climate, and the effect on all living things Compare sources of energy, renewable and non-renewable Analyse responsible environmental decision making Analyse and interpret the relationships and patterns in data Complete a student-designed investigation using key science skills (Unit 3 or 4) 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Food Studies

This study focuses on the exploration of food, extending food knowledge and skills, and building pathways to health and wellbeing through applying food skills. VCE Food Studies helps students to make informed and confident food selection and prepare food within today's complex influences and choices.

Students will study the past and present patterns of eating, the physical and social roles of food, and research sustainability. The completion of practical activities is an essential part of VCE Food Studies. These will include food tasting, cooking, creating, demonstrations, experiment, and sensory analysis.

Year 11		Year 12	
Unit 1 Food origins	Unit 2 Food makers	Unit 3 Food in daily life	Unit 4 Food issues, challenges and futures
<p>Unit 1</p> <ul style="list-style-type: none"> Focus on food from historical and cultural perspectives Investigate the origins of food from hunter-gatherer, rural-based farming, and today's urban living and global trade Research the origins and significance of food from one region in the world Focus on Australian indigenous food Explore how patterns have changed since European settlement Complete practical activities to enhance, demonstrate, and share knowledge <p>Unit 2</p> <ul style="list-style-type: none"> Investigate food systems in modern Australia Analyse and compare the commercial food production and domestic, small scale settings Consider the challenges of using practical skills in daily life Use practical skills to produce food and compare to commercial products Develop new food products and adapt recipes 		<p>Unit 3</p> <ul style="list-style-type: none"> Investigate the roles and influences of food Explore the science of food, physical need and nutrition, eating, digestion and gut health Analyse the Australian Dietary Guidelines and the Australian Guide to Healthy Eating Explore the changes in eating patterns over time for communities, families, and individuals Investigate the behaviour that helps to create lifelong healthy dietary patterns Complete practical activities to understand how to prepare food for a range of dietary needs <p>Unit 4</p> <ul style="list-style-type: none"> Examine debates around Australia's food systems Consider the food information and misinformation, and the development of food knowledge Practice and improve food selection skills (interpreting food labels) Describe key issues and challenges of feeding the growing population (water and land use, new technology, food sovereignty etc.) Research a selected topic based on sustainability Apply knowledge through practical activities 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Foundation Mathematics

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. Foundation Mathematics provides for the continuing mathematical development of students entering VCE who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year

Outcomes are based on 1) The ability to use a range of mathematical concepts, skills to solve problems based on a range of everyday and real-life contexts. 2) Using mathematical processes to solve practical problems in both familiar and new contexts, and communicate their results. 3) Using technology to solve problems in practical contexts.

Year 11 Foundation Mathematics		Year 12 Foundation Mathematics	
Unit 1	Unit 2	Unit 3	Unit 4
<p>Units 1 & 2</p> <ul style="list-style-type: none"> Algebra and Number skills- decimals, fractions, ratios and percentages, symbolic representation, estimation Data and statistics- collection, presentation and explaining data including mean, median, mode, range and quartiles Finance- GST, loans, bank accounts, pay and tax calculations, interest rates Measurement- units, area, surface area, volume, mass, capacity, shapes, map reading, time <p>Assessment:</p> <ul style="list-style-type: none"> Unit 1 & 2: Combination of workbook, tests, assignments and exam. 		<p>Unit 3</p> <ul style="list-style-type: none"> Number types and uses Variation Manipulation and use of formulas Data collection, interpretation, representation and use in making predictions Financial maths relating to income, tax and financial products and investment options Area, volume and surface area and use of appropriate units of measurement Geometric constructions and calculations based on enlargement and reduction <p>Assessment:</p> <ul style="list-style-type: none"> 60% towards study score- coursework, tests and assignments, 40% towards study score- examination 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

General Mathematics

General Mathematics provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business, or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Essential mathematical activities include calculating and applied computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem solving. General Mathematics / Further Mathematics involves a core component of data and financial mathematics with optional modules including matrices, networks, geometry and trigonometry, with linear graphs and relations.

Students will learn to solve routine problems using procedures and applying their knowledge to unfamiliar problems. Students will make appropriate use of technology with a strong focus on developing their skills using a CAS calculator.

Year 11 General Mathematics		Year 12 General Mathematics	
Unit 1 General Mathematics	Unit 2 General Mathematics	Unit 3 General Mathematics	Unit 4 General Mathematics
<p>Unit 1</p> <ul style="list-style-type: none"> • Topics covered include, Univariate Data, Arithmetic and Geometric Sequence, Linear Functions, and Matrices. <p>Unit 2</p> <ul style="list-style-type: none"> • Topics covered include Bivariate Data, Graphs and Networks, Transformation of Functions, Relations and Graphs, Measurement and Trigonometry. 		<p>Unit 3</p> <ul style="list-style-type: none"> • Topics covered are Data Analysis and Recursion and Financial Modelling • School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score. <p>Unit 4</p> <ul style="list-style-type: none"> • Topics covered are Matrices, Networks and Decision Mathematics. • School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Geography

VCE Geography considers the characteristics that make up the world. Students will explore the world through fieldwork, investigation, and geospatial technology. VCE Geography enables students to examine natural and man-made phenomena, how and why they change, the way they connect with each other and the patterns they form across the Earth's surface. Students will develop a greater understanding of their own place in space and the impact this has on the world.

Year 11		Year 12	
Unit 1 Hazards and disasters	Unit 2 Tourism: issues and challenges	Unit 3 Changing the land	Unit 4 Human population: trends and issues
<p>Unit 1</p> <ul style="list-style-type: none"> Examine and classify hazards and their impacts on a range of scales Investigate people's responses to local and global hazards and disasters Explore the effectiveness of prediction and warning programs Analyse and compare TWO contrasting types of hazards. <p>Unit 2</p> <ul style="list-style-type: none"> Investigate the types of tourism Explore the impact on people, places and environments Look at the environmental, economic, social, and cultural impacts of tourism Focus on different examples of Tourism from Australia and somewhere else in the world Undertake fieldwork and produce a report 		<p>Unit 3</p> <ul style="list-style-type: none"> Investigate TWO processes that are changing land cover in the world (melting glaciers, deforestation etc.) Select ONE location for each process and analyse the impacts Analyse the way people have changed land cover for use (housing, recreation etc.) Explore a local example of a land change Undertake fieldwork and produce a fieldwork report <p>Unit 4</p> <ul style="list-style-type: none"> Explore the patterns of population change, movement, and distribution Investigate population dynamics and TWO significant trends in different parts of the world Consider the reasons that populations change. Analyse the issues and challenges in growing and aging populations. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au



Health and Human Development

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice.

Year 11		Year 12	
Unit 1 Understanding health and wellbeing	Unit 2 Managing health and development	Unit 3 Australia's health in a globalised world	Unit 4 Health and human development in a global context
<p>Unit 1</p> <ul style="list-style-type: none"> • Explain multiple dimensions of health and wellbeing • Explore the variations of the understanding of health and wellbeing • Understand the key health status indicators • Apply nutrition knowledge and the evaluation of nutrition information • Interpret data to identify key areas for improving youth health and wellbeing <p>Unit 2</p> <ul style="list-style-type: none"> • Understand the human lifespan and its stages • Explain developmental changes in the transition from youth to adulthood • Research and present information around healthy pregnancy and parenthood • Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community 		<p>Unit 3</p> <ul style="list-style-type: none"> • Explain the complex, dynamic and global nature of health and wellbeing • Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies <p>Unit 4</p> <ul style="list-style-type: none"> • Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing • Analyse relationships between the SDGs and their role in the promotion of health and human development 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

History

VCE History enables students to engage with a range of times, people, places and ideas. The topics studied will assist students in understanding their world, other people and even themselves. Students will broaden their perspective by examining people, groups, events, ideas and movements.

Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change; the knowledge that the world is not as it has always been and it will change in the future. Fostering the ability to ask meaningful questions, to engage in independent research, and to construct arguments about the past based on evidence. The study of history equips students to take an informed position on historical interpretation and significance, helping them develop as individuals and citizens.

Year 11 – Modern History		Year 12 - Revolutions	
Unit 1 Change and conflict	Unit 2 The changing world order	Unit 3 Revolutions - Russia	Unit 4 Revolutions - China
<p>Unit 1</p> <ul style="list-style-type: none"> Investigate the social, political, economic and cultural change from the 19th-20th century Explore the significant events that have defined the modern world Explain the consequences of the peace treaties which ended World War One, the impact on nations and the events that led to World War Two Explore patterns of social life and cultural change, Analyse the factors which influenced changes to social life and culture, in the inter-war years <p>Unit 2</p> <ul style="list-style-type: none"> Focus on the 20th-21st century Investigate the impact of the Cold War and the challenges to social, political, and economic systems Analyse the causes and significant events that contributed to the Cold War Explain the divisions in the post-war period Analyse the nature, development, and impact of the Cold War on nations and people, in relation to one or more conflicts in the period Explain the causes and nature of challenge and change in the late 20th century and analyse the consequences for nations and people 		<p>Unit 3 and Unit 4 (Outcomes apply to both Units 3 & 4)</p> <ul style="list-style-type: none"> Analyse the causes of revolution Evaluate the contribution of significant ideas, events, individuals and popular movements Analyse the consequences of revolution Evaluate the success and outcomes of the new regime Evaluate the extent of change brought to society and people's lives Construct arguments about the past using historical sources as evidence 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Information Technology (Applied Computing)

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

Year 11		Year 12	
Unit 1 Applied Computing	Unit 2 Applied Computing	Unit 3 and 4 Data Analytics	Unit 3 and 4 Software Development
<p>Unit 1</p> <ul style="list-style-type: none"> Data and graphic solutions. Students learn to present various forms of data in an exciting graphic form, data analysis and visualisations. Programming. Students learn to program using scripting or programming tools <p>Unit 2</p> <ul style="list-style-type: none"> Innovative solution to an identified need or opportunity involving a digital system. Examine the capabilities and vulnerabilities of a network solution, discuss the threats to data and information 		<p>Unit 3 and 4 Data Analytics</p> <ul style="list-style-type: none"> Organisations and data management Data analytics and making conclusions Presenting analytical findings and data visualisations Problem solving methodology and project management Managing data and security <p>Unit 3 and 4 Software Development</p> <ul style="list-style-type: none"> Programming practice and interpreting designs Analysis and design, and determining the need for a software solution Software solutions, developing and evaluating various solutions and project plans Interactions and impact of how the integrity of supplied data to one system affects others 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Legal Studies

VCE Legal Studies investigates the ways in which the law relates to and serves individuals and the community. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Year 11		Year 12	
Unit 1 Guilt and Liability	Unit 2 Sanctions, Remedies and Rights	Unit 3 Rights and Justice	Unit 4 The People and the Law
<p>Unit 1</p> <ul style="list-style-type: none"> Understand legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria Investigate key concepts of criminal law and civil law. Develop an appreciation of the way in which legal principles and information are used <p>Unit 2</p> <ul style="list-style-type: none"> Undertake a detailed investigation of two criminal cases and two civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice Develop an understanding of the way rights are protected in Australia and in another country Examine a significant case in relation to the protection of rights in Australia 		<p>Unit 3</p> <ul style="list-style-type: none"> Examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes Consider the courts within the Victorian court hierarchy Explore matters such as the rights available to an accused, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes Investigate the extent to which the principles of justice are upheld in the justice system and discuss recent reforms <p>Unit 4</p> <ul style="list-style-type: none"> Understand the significance of the High Court in protecting and interpreting the Australian Constitution Investigate parliament and the courts, and the relationship between the two in law-making, Consider the roles of the individual, the media and law reform bodies in influencing law reform 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Mathematical Methods

Mathematical Methods Units 1 & 2 are completely proscribed and provide an introductory study of simple elementary functions of a single real, variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units. Students wishing to do well are strongly encouraged to do Specialist Unit 1 & 2 as well as Mathematical Methods Unit 1 & 2, though this is not a requirement. Mathematical Methods Units 3 & 4 provide a background for further study in areas such as

Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics, Medicine and Education.

Both Unit 1 & 2 and Units 3 & 4 have four areas of study, Functions and graphs, Algebra, Calculus and Probability and statistics. Each area of study has three assessable outcomes. The first is to define and explain key concepts and apply a range of mathematical routines to solve problems. The second to apply mathematical processes to non-routine contexts and the third to use technology to model and investigate.

Year 11		Year 12	
Unit 1 Mathematical Methods	Unit 2 Mathematical Methods	Unit 3 Mathematical Methods	Unit 4 Mathematical Methods
<p>Unit 1</p> <ul style="list-style-type: none"> There is a heavy focus on analysing, graphing and modelling of a variety of functions including linear, quadratics, polynomials, power functions. Correct mathematical notation is developed and the concept of transformations and of rate of change is explored. Introduction to calculus and rate of change Students extend on their understanding of probability. <p>Unit 2</p> <ul style="list-style-type: none"> Students explore inverse functions, exponentials and logarithmic functions and circular functions There is a strong focus on calculus with the study of instant and average rate of change and anti-differentiation Probability focusing on independent probability mutually exclusivity, probability laws and representations 		<p>Unit 3 & 4</p> <ul style="list-style-type: none"> In Unit 3 there is an emphasis on functions and relations. The functions considered include linear, polynomials, exponentials, logarithms, circular functions, and further functions. Connections are made between functions in the study composite functions, transformations, including matrices and notation. Unit 4 has a heavier focus on calculus as students use differentiation and integration in modelling and analysing functions. Understanding of probability is extended to consider discrete and random variables Students study a variety of distributions (binomial, continuous and normal) and investigate sampling and statistical inference. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Media

The media is a diverse, dynamic, and evolving collection of forms used to inform, communicate with and connect people. This study allows students to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives, and products. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create, and produce media products.

Year 11		Year 12	
Unit 1 Media forms, representations and Australian stories	Unit 2 Narrative across media forms	Unit 3 Media narratives and pre-production	Unit 4 Media production and issues in the media
Unit 1 <ul style="list-style-type: none"> Consider how audiences engage with media to negotiate and understand the world Examine a range of media forms and products Understand the media codes and conventions Analyse how meaning is constructed Analysis of structures in Australian fictional and non-fictional media stories Work in a range of media forms and demonstrate how they communicate meaning Unit 2 <ul style="list-style-type: none"> Understand the narrative structure in different media forms (TV, print, games, photography etc.) Analyse the intention of media creators and the influence of narrative on the audience Analyse the influence of the development in media technologies on individuals or society Use the media production process to Complete production activities to design and create narratives 		Unit 3 <ul style="list-style-type: none"> Explore the stories in society through the media Consider the use of media codes and conventions to create meaning Understand the influence of social, cultural, ideological, and institutional contexts Analyse how audiences from different time periods engage with media Use the pre-production stage to design a product for a specific audience Unit 4 <ul style="list-style-type: none"> Use the production and post-production stage to create the media product planned in Unit 3 Use feedback to refine the final product Explore the changing relationship between the media and its audience Consider the nature of communication between media and audiences Analyse the Governments role in regulating the media 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

Year 11		Year 12	
Unit 1 Exploring outdoor experiences	Unit 2 Discovering outdoor environments	Unit 3 Relationships with outdoor environments	Unit 4 Sustainable outdoor relationships
<p>Unit 1</p> <ul style="list-style-type: none"> Understand the use and meanings of nature Identify the types of outdoor environments Analyse personal responses to nature and risk Explore the media portrayals of outdoor environments Research sustainable interactions Understand the importance of technology and outdoor environments <p>Unit 2</p> <ul style="list-style-type: none"> Explore the characteristics of outdoor environments Understand the recreation, scientific, land managers and other understanding of outdoor environments Analyse the impacts on outdoor environments Consider the community based environmental action Identify and explain the codes of conduct Explore the impact of technology and urbanisation on outdoor environments 		<p>Unit 3</p> <ul style="list-style-type: none"> Explore the Australian environment before humans Compare the relationships with outdoor environments over different time frames Research a range of environmental movements Analyse the factors influencing relationships including technology, commercialisation, social and political discourses, societies response to risk taking <p>Unit 4</p> <ul style="list-style-type: none"> Understanding sustainability Analyse the contemporary state of outdoor environments Explore the potential impacts on society Identify and apply a range of management strategies and policies 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Personal Development & Work Related Skills

(Non scored subject)

PDS/WRS is an integrated subject combining Personal Development Skills and Work-Related Skills units, which will contribute towards the completion of the VCE- Vocational Major Certificate. In this subject student will learn by doing, experiencing, and relating acquired skills to the real world. Through building capacity in this subject, students will explore their pathways and set personal and professional goals which will allow them to be active participants in a range of workforces and communities where they instil confidence, respect, safety and resilience.

This subject will be delivered using applied learning practices. Students will be given the opportunity to make informed choices about their learning and engage with their personal strengths, interests, goals, and life experiences to contextualise the content being delivered, and be assessed using practices which promote success. Student's will be required to develop and apply the skills and knowledge required to solve problems, implement projects and work collaboratively with others to ensure they develop the ability to communicate effectively, advocate for themselves and be adaptable to change.

Work Related Skills

Year 11		Year 12 (Compulsory for Vocational Major)	
Unit 1 Healthy and active citizens	Unit 2 Immersive Experiences lead to future success	Unit 3 Stronger together	Unit 4 Building and branding yourself
<p>Unit 1 Careers & Learning for the Future</p> <ul style="list-style-type: none"> Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. 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>Unit 2 Workplace Skills & Capabilities</p> <ul style="list-style-type: none"> 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. Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups. 		<p>Unit 3 Industrial Relations, Workplace Environments & Practice</p> <ul style="list-style-type: none"> 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. 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. 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>Unit 4 Portfolio Preparation & Presentation</p> <ul style="list-style-type: none"> 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. 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. 	

Personal Development Skills

Year 11		Year 12 (Compulsory for Vocational Major)	
Unit 1: Healthy Individuals	Unit 2: Connecting with Community	Unit 3: Leadership & Teamwork	Unit 4: Community Project
<p>Unit 1 Healthy Individuals</p> <ul style="list-style-type: none"> • 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. • 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. • 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. <p>Unit 2 Connecting with Community</p> <ul style="list-style-type: none"> • Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity. • Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity. • Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity. 		<p>Unit 3 Leadership & Teamwork</p> <ul style="list-style-type: none"> • 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. • Describe the concept of effective leadership, analyse 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. • 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>Unit 4 Community Project</p> <ul style="list-style-type: none"> • Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.. • Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue. • Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience. 	

**** This subject does not contribute to a VCE study score****

Physical Education

Physical Education explores the sciences of the human body. Within this, students will learn how the different body systems allow such a range of movements, from power to precision. They will discover how the body responds to different types of physical activity and how to enhance performance through a wide variety of methods. Students will learn about the implementation of cutting edge practices, including the latest ideas from coaching, new training methods and technological advancements.

Year 11		Year 12	
Unit 1 The human body in motion	Unit 2 Physical activity, sport and society	Unit 3 Movement skills and energy for physical activity	Unit 4 Training to improve performance
<p>Unit 1</p> <ul style="list-style-type: none"> Analyse the relationship between the body systems and physical activity, sport and exercise Understand the body's physiological responses to physical activity Explore the legal and illegal performance enhancement and anti-doping codes Apply knowledge of sport injuries and rehabilitation <p>Unit 2</p> <ul style="list-style-type: none"> Understand the importance of monitoring and promoting physical activity Analyse the role of physical activity and sedentary behaviour on health and well-being Explore a range of physically active lifestyles Examine community facilities and participation 		<p>Unit 3</p> <ul style="list-style-type: none"> Understand the biomechanical movement principles Explore the skill acquisition principles Analyse the characteristics and interplay of the three energy systems Identify and explain the causes of fatigue and how to promote recovery <p>Unit 4</p> <ul style="list-style-type: none"> Design and evaluate training programs to enhance specific fitness components Analyse the long-term training improvements Explore performance enhancement from a nutritional, physiological and psychological perspective 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

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.

Year 11		Year 12	
Unit 1 What ideas explain the physical world?	Unit 2 What do experiments reveal about the physical world?	Unit 3 How do fields explain motion and electricity?	Unit 4 How can two contradictory models explain light and matter?
Unit 1 <ul style="list-style-type: none"> Investigate the thermodynamic principles relating to heating processes, including concepts of temperature, energy and work Develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components Explore the nature of matter, and consider the origins of atoms, time and space - examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus Unit 2 <ul style="list-style-type: none"> Analyse motion using concepts of energy, including energy transfers and transformations Explore the function and use of particle accelerators to produce radiation and to collide particles Design and conduct a practical investigation 		Unit 3 <ul style="list-style-type: none"> Examine the similarities and differences between three fields: gravitational, electric and magnetic The production, distribution and use of electricity Use of Newton's laws of motion to analyse relative motion, circular motion and projectile motion Unit 4 <ul style="list-style-type: none"> Exploring wave concepts in a variety of applications Develop an understanding of the interaction between light and matter Design and undertake a practical investigation relation to waves or fields or motion 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Psychology

Psychology is the study of human behaviour and mental processes. It explores the biological, psychological and social factors that influence how groups, individuals, and communities think, feel and act. Students will engage in practical scientific investigations (experiments, case studies etc.) to explore the links between knowledge, theory, and practice.

The study assists students in developing a broad range of skills including data analysis, problem solving, critical evaluation and the application of processes of scientific inquiry.

Year 11		Year 12	
Unit 1 Shaping behaviour and mental processes	Unit 2 Factors influencing behaviour and mental processes	Unit 3 The effect of experience on behaviour and mental processes	Unit 4 Support and maintenance of wellbeing
<p>Unit 1</p> <ul style="list-style-type: none"> Understand the biological, psychological, and social influences on psychological development Analyse psychological development (emotional, cognitive, and social), including atypical development Describe the role and function of the brain in mental processes and behaviour Investigate brain plasticity and brain damage Complete a student-directed research analysis <p>Unit 2</p> <ul style="list-style-type: none"> Understand the of perception, stereotypes, and attitudes on behaviour/processing Investigate the influence of prejudice, discrimination, and stigma within society on wellbeing. Explore the influence of social groups/culture, obedience, and conformity Understand attention and perception, including the distortions of perception (visual and taste) Design and undertake a practical investigation related to Unit 2 topics. 		<p>Unit 3</p> <ul style="list-style-type: none"> Understand the nervous system, neurotransmitters, and synaptic plasticity Analyse the effect of stress on a person's psychological and biological functioning Identify the causes and management of stress Investigate how people learn through behavioural, social, or cognitive approaches. Understand the multi-store model and the role of specific regions of the brain in memory. Consider the limitations and unreliability of memory and how memory can be improved <p>Unit 4</p> <ul style="list-style-type: none"> Identify the categories of sleep and the measurement of responses during sleep Understand the role of sleep and the impact that sleep disturbances may have on a person's functioning Explore the concept of a mental health continuum and use a biopsychosocial approach to maintaining mental wellbeing Apply a biopsychosocial approach to understand the development of phobias Design and undertake a practical investigation related to Unit 3 or 4. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Product Design and Technology

This study explores the ideas of improving the quality of life by designing creative, innovative, and sustainable products. Students will apply the product design process, design thinking, and creative problem solving to develop solutions to an identified problem or need.

VCE Product Design and Technology students will act as the design-maker. They will develop and apply knowledge of resources, materials, and tools in their designs. Throughout the study they will critically analyse existing products and create their own creative solutions to existing problems.

Year 11		Year 12	
Unit 1 Sustainable product redevelopment	Unit 2 Collaborative design	Unit 3 Applying the product design process	Unit 4 Product development and evaluation
<p>Unit 1</p> <ul style="list-style-type: none"> Analyse, modify, and improve a product design for sustainability Consider the sustainability of an existing product and how a redeveloped product could solve a problem Use working drawings to present preferred design options Produce a redeveloped product using tools, equipment, machines, and materials Compare and evaluate new products with the original design <p>Unit 2</p> <ul style="list-style-type: none"> Work in teams to design and develop an item in a product range or a group product Research a design style or movement and use this as inspiration for a design Focus on user/s' needs and wants, aesthetic, function, materials, and sustainability Demonstrate teamwork and communication skills 		<p>Unit 3</p> <ul style="list-style-type: none"> Design and develop a product to address a personal local, or global problem Identify methods to manufacture a similar product to their design in a low-volume or mass/high volume setting Create a design brief outlining the context of the problem and the needs of the product Explore how new technologies influence design and the development of products <p>Unit 4</p> <ul style="list-style-type: none"> Use feedback from a user to refine and improve the product Make comparisons between similar products to help evaluate the success of the product Analyse the environmental, economic, and social impacts of products Develop and create the product designed in Unit 3 using materials, tools, equipment, and machines Record the production processes and modifications 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association's guidelines for conducting research.

Year 11		Year 12	
Unit 1 Youth and Family	Unit 2 Social Norms: Breaking the Code	Unit 3 Culture and Ethnicity	Unit 4 Community: Social Movement and Social Change
<p>Unit 1</p> <ul style="list-style-type: none"> Describe the category and experience of youth Family- definitions and how families have changed over time Describe and apply sociological inquiry and reasons for categorising youth and groups <p>Unit 2</p> <ul style="list-style-type: none"> Focus on and describe the concept of deviance Compare the concept of deviance to cultural norms and the idea of moral panic Develop an understanding of the concept of crime and examine the aims of punishment in Australian Society 		<p>Unit 3</p> <ul style="list-style-type: none"> Examine Indigenous culture and its diversity in terms of language, symbols and values Examine the concepts of race and ethnicity Focus on the level of public awareness of indigenous culture and ethnicity <p>Unit 4</p> <ul style="list-style-type: none"> Explore the ways sociologists have thought about the idea of community and how the various types of community are experienced Investigate the concept of Social Power as explained by Max Weber Analyse the nature and purpose of social movements and how they influence society 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Specialist Mathematics

Specialist Units 1 & 2 complements the Mathematical Methods Unit 1 & 2 course, studies are best studied concurrently. Specialist comprises a combination of prescribed and selected non-calculus based topics and provides A course of study for students interested in advanced study of mathematics, with a focus on

mathematical structure and reasoning. Specialist Unit 1 & 2 in conjunction with Mathematical Methods Units 1 & 2, provides preparation for Specialist Mathematics Units 3 and 4 and covers assumed knowledge and skills for those units.

Students undertaking Specialist Mathematics Unit 3 & 4 must also take Mathematical Methods Units 3 & 4, they are encouraged to do this in the same academic year. Studies in Specialist Mathematics provide a strong foundation for students wishing to explore further study in areas such as Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics and Medicine.

Year 11		Year 12	
Unit 1 Specialist Mathematics	Unit 2 Specialist Mathematics	Unit 3 Specialist Mathematics	Unit 4 Specialist Mathematics
<p>Areas of Study for Unit 1 & 2:</p> <ol style="list-style-type: none"> Algebra and structure Arithmetic and number Discrete mathematics Geometry, measurement and trigonometry Graphs of linear and non-linear relations Statistics <p>Topics to be studied:</p> <p>Unit 1</p> <ul style="list-style-type: none"> Number systems, sets and variation Sequences and series Graph theory Permutations and combinations Matrix operations <p>Unit 2</p> <ul style="list-style-type: none"> Sampling and sampling distributions Trigonometry and working with trigonometric identities Transformation matrices Vectors and applications Complex numbers and polar coordinates Graphing techniques 		<p><i>Specialist Maths Unit 3 & 4 is not offered in 2022; it may be offered in 2023.</i></p> <p>Areas of Study for Unit 3 & 4 The Specialist Mathematics course consists of 6 fully prescribed areas of study:</p> <ul style="list-style-type: none"> Mathematical proofs Functions, relations and graphs Complex numbers Algebra Calculus Vectors Mechanics Probability and Statistical distributions 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Art Making & Exhibiting (Studio Arts)

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective, and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques, and processes to create aesthetic qualities in artworks. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development.

Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Year 11		Year 12	
Unit 1 Explore, expand, and investigate	Unit 2 Understand, develop, and resolve	Unit 3 Collect, extend, and connect	Unit 4 Consolidate, present, and conserve
Unit 1 <ul style="list-style-type: none"> Develop an individual understanding of the stages of studio practice Learn how to explore, develop, refine, resolve and present artworks Explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms Use documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Unit 2 <ul style="list-style-type: none"> Establish and use a studio practice to produce artworks Explore and develop ideas and subject matter and record the development of the work in a visual diary as part of the studio process. Develop skills in the visual analysis of artworks Visit a variety of exhibition spaces 		Unit 3 <ul style="list-style-type: none"> Focus on the implementation of an individual studio process leading to the production of a range of potential directions. Develop and use an exploration proposal to define an area of creative exploration. Explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms Visit a variety of exhibitions Unit 4 <ul style="list-style-type: none"> Focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to ideas resolved in Unit 3. Present visual and written evaluation to explain a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation, and conservation of artworks Examine a range of environments for the presentation of artworks 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Systems Engineering

VCE Systems Engineering involves the design, production, operation, evaluation of integrated systems, control many aspects of everyday life.

Students design a system and produce it. They test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management

Year 11		Year 12	
Unit 1 Mechanical Systems	Unit 2 Electrotechnological Systems	Unit 3 Integrated and Controlled Systems	Unit 4 Systems Control
<p>Unit 1:</p> <ul style="list-style-type: none"> • Test, measure and record appropriate system parameters to evaluate system performance • Explain, using appropriate engineering terms, how mechanical systems function • Apply the systems engineering process to produce, test, diagnose, evaluate and report on the system <p>Unit 2</p> <ul style="list-style-type: none"> • Describe, using appropriate engineering terminology, the operation of electrotechnological systems • Measuring and testing equipment and methods, and fault finding in systems, subsystems and components • Managing production work, using ongoing evaluation, and recording and reflecting on decision making, relevant data, changes and modifications 		<p>Unit 3</p> <ul style="list-style-type: none"> • Investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system • Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy. <p>Unit 4</p> <ul style="list-style-type: none"> • to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system, and manage, document and evaluate the system. • Evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Theatre Studies

VCE Theatre Studies focusses on student's ability to interpret scripts and produce theatre for an audience. Students work in the areas of actor, director, and designer to understand the role of theatre workers. Students will work both individually and collaboratively in various roles to plan, develop and present productions.

Students will learn about the conventions and elements of theatre making through the study of plays and professional performances.

Year 11		Year 12	
Unit 1 Pre-modern Theatre	Unit 2 Modern Theatre	Unit 3 Producing Theatre	Unit 4 Presenting and Interpretation
<p>Unit 1</p> <ul style="list-style-type: none"> Focus on pre-modern era of theatre, before 1920s – e.g. Ancient Greek, Commedia dell’Arte, Elizabethan etc. Study at least three theatre styles from this era and the relevant conventions and scripts. Develop knowledge and skills on the theatre production process Students must work in at least two production roles – actor, director, designer Analyse a professional performance of a script <p>Unit 2</p> <ul style="list-style-type: none"> Focus on modern era of theatre, 1920s – present e.g. Musical, Epic, Verbatim, Physical Theatre Study at least three theatre styles from this era and the relevant conventions and scripts. Develop knowledge and skills on the theatre production process Students must work in at least two production roles – actor, director, designer Analyse a professional performance of a script 		<p>Unit 3</p> <ul style="list-style-type: none"> Create an interpretation of a script through planning, development, and presentation. Specialise in two production roles – actor, director, designer Analyse and evaluate the impact of production roles on interpretation of scripts. Analyse and evaluate the interpretation of the script in a professional performance. <p>Unit 4</p> <ul style="list-style-type: none"> Study and develop an interpretation of a scene and associated monologue Work as actor and director, OR designer to create a creative and imaginative interpretation of the chosen monologue Present monologue or orally justify and explain interpretive decisions. Analyse the acting, direction, design, use of relevant theatre technologies of a professional production. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Visual Communication & Design

This subject examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students will develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Students have the opportunity to investigate the work and practices of Australian and international designers and will explore manual and digital methods to refine presentations.

Year 11		Year 12	
Unit 1 Introduction to visual communication	Unit 2 Applications of visual communication	Unit 3 Design thinking and practice	Unit 4 Design development and presentation
<p>Unit 1</p> <ul style="list-style-type: none"> • Create drawings for different purposes using a range of methods and materials • Select and apply design elements and design principles to create visual communications that satisfy stated purposes • Describe how a visual communication has been influenced <p>Unit 2</p> <ul style="list-style-type: none"> • Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for an elected design field • Manipulate type and images to create visual create visual communications • Engage in stages of the design process to create a visual communication appropriate to a given brief 		<p>Unit 3</p> <ul style="list-style-type: none"> • Create visual communications for specific contexts, purposes and audiences • Describe how visual communications are designed and produced in the design industry • Apply design thinking skills in preparing a brief <p>Unit 4</p> <ul style="list-style-type: none"> • Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies the requirements of the brief • Produce final visual communication presentations • Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VET Certificates

(Scored assessment as an ATAR Subject)

VET Business

BSB30120 Certificate III in Business

The VET Business program, delivered across two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of knowledge and skills in information and communications technology, administration, communication, creativity and innovation, design, finance, knowledge management, leadership, regulation, stakeholder relations and workforce development.

This is an entry-level Certificate for students wanting to pursue a career or further training in business studies.

Scored assessment is available in the second year of this program.

VET Community Services

CHC32015 Certificate III in Community Services (Incorporating CHC22015 Certificate II in Community Services)

The VET Community Services program, delivered over two years, is drawn from a national training package offering portable qualifications that are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge in interacting and communicating with young children, people with disabilities and those in aged care.

The course is designed to include projects that prepare students for a range of tasks they could perform if they enter this industry, including a better understanding of our diverse cultures, solving workplace problems and first aid skills. Essentially, students will learn the skills necessary to follow a pathway where they provide the first point of contact and assist individuals in meeting and responding to their needs within a community framework.

This is an entry-level Certificate for students to pursue a career or further training in related industries within the community services sector.

Scored assessment is available in the second year of this program.

VET Furnishing

MSF20516 Certificate II in Furniture Making Pathways

The VET Furnishing program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in reading plans, constructing basic timber-furnishing products, preparing surfaces for finishing, selecting and applying hardware, assembling flat pack cabinets, applying sheet laminates by hand, using furniture making hand and power tools and constructing furniture using leg and rail methods.

This is an entry-level Certificate for students wishing to pursue a career or further training in a range of furnishing industries such as cabinet making, wood machining, polishing, upholstery and picture framing.

Scored assessment is available in the second year of this program.

VET Health Services Assistance

HLT33115 Certificate III in Health Services Assistance

The VET Health program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge in being able to manage client movement/transport patients, recognise healthy body systems in a health care context, understanding basic medical terminology and health specific communication skills, taking clinical measurements, responding to difficult clients and first aid skills.

This is an entry-level Certificate that assists students to provide a range of services to clients in areas such as in-home care, rehab, hospitals, aged care and disability centres. With further education and training, students can work in careers such as physiotherapy, nursing and exercise physiology.

Scored assessment is available in the second year of this program.

VET Information Technology

ICT30120 Certificate III in Information Technology

The Certificate III in Information Technology qualification provides foundational skills and knowledge needed to start your career in the IT industry. You will become competent in a wide range of general information and communications technology (ICT) technical functions.

Within the qualification you will learn basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

At this level you will support information technology activities in the workplace across a wide range of ICT areas including technical support, network administration, software applications and web technologies. Scored assessment is available in the second year of this program.

VET Integrated Technologies

22586VIC Certificate II in Integrated Technologies

The VET Integrated Technologies program, delivered over two years, offers a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in using and managing computer networks, wireless communications, robotics, analysing data collected by smart devices and electricity generation.

This is an entry-level Certificate for students to pursue a career or further training in the integrated technology sector in roles such as an electronics technician, electrician, computer network technician and data communications technician. Scored assessment is available in the second year of this program.

VET Hospitality

SIT20421 - Certificate II in Cookery

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.

They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Scored assessment is available in the second year of this program.

VET Music Industry Performance

CUA30920 Certificate III in Music Industry (Performance)

The VET Music Industry program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in preparing for performances, developing improvisation skills, extending technical skills in performance, composing simple songs and expanding critical listening skills.

This is an entry-level Certificate for students wishing to pursue a career or further training within the music industry.

Scored assessment is available in the second year of this program.

VET Music Industry Sound Production

CUA30920 Certificate III in Music Industry (Sound Production)

The VET Music Industry program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in fundamental acoustic principles, microphone types and techniques, setting up and running professional sound reinforcement systems, basic sound editing, recording and mixing.

This is an entry-level Certificate for students wishing to pursue a career or further training within the music industry.

Scored assessment is available in the second year of the program.

VET Creative and Digital Media

CUA31020 Certificate III in Screen and Media

The VET Creative and Digital Media program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge in 2D digital animations, web design, writing content for a range of media, web-site creation and creating visual design components.

This is an entry-level Certificate for students wishing to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

Scored assessment is available in the second year of this program.

VET Sport & Recreation

SIS30115 - Certificate III in Sport and Recreation

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Scored assessment is available in the second year of this program.

VET Certificates

(Not scored as an ATAR Subject)

VET Automotive

AUR20720 Certificate II in Automotive Vocational Preparation

The VET Automotive program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in applying safe working practices in an automotive workplace, using and maintaining workplace tools and equipment, operating electrical testing equipment, vehicle engine reconditioning, vehicle servicing and maintenance, battery maintenance and brake servicing.

This is an entry-level Certificate for students wishing to pursue a career or further training in the automotive industry in areas such as a trimmer, detailer, panel preparer, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic.

Employment pathways including traineeships and apprenticeships are available for this qualification.

VET Beauty

SHB30121 Certificate III in Beauty Services

The VET Beauty program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in makeup application, nail technology, makeup demonstrations, effective customer communication and working within a customer service and/or retail environment.

This is an entry-level Certificate for students wishing to pursue a career or further training in the hairdressing and beauty services industry.

VET Building & Construction

22338 VIC Certificate II in Building and Construction (Partial completion)

The VET Building and Construction program, delivered over two years, is drawn from a national training package and from Victorian accredited curriculum that offers a portable qualification recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and understanding workplace safety practices onsite.

This Certificate is designed to give students the opportunity to gain experience across several building trades within the building sector.

VET Electrotechnology

UEE22020 Certificate II in Electrotechnology (Career Start)

Certificate II in Electrotechnology (Career Start) aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the Electrotechnology related industries and enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

The Electrotechnology program reflects the new trends emerging as a result of the convergence of information and communications technology and electronics technologies and their applications in industry.

Possible future career paths: Electrical tradesperson (mechanic), Electrician, Electrical Fitter, Refrigeration and Air-Conditioning, Electrical Line worker, Electrical Cable Joiner, Electrotechnology Communications Technician, Electrotechnology Systems Technician

VET Hair & Beauty

SHB20216 Certificate II in Salon Assistant
(Incorporating units from SHB30121 Certificate III in Beauty Services)

The VET Hair & Beauty program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge to enhance their employment prospects in the hairdressing and beauty services industry.

VET Plumbing

22569VIC Certificate II in Plumbing
(Pre-apprenticeship)

The VET Plumbing program, delivered over two years, is drawn from Victorian accredited curriculum and offers a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in plumbing applications, using materials such as metals and plastics and an ability to read plans in general and construction plumbing.

The VET Plumbing program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the plumbing industry.

Employment pathways including traineeships and apprenticeships are available for this qualification.



VET Rail Fundamentals

22537VIC Certificate II in Heavy & Light Rail Fundamentals

The purpose of this course is to provide learners with basic knowledge and skills in key areas of the heavy (train) and light (tram) rail industry in Victoria. This will enable them to make a more informed choice to transition into entry level employment or further study within an area of the industry which best suits their interest, capabilities and career aspirations.

The development of the skills and knowledge may enable graduates to transition into employment within the rail industry as part of an apprenticeship/traineeship in areas including customer service adviser, maintenance, shunting, rail administration with an accredited rail transport authority.

Alternatively, graduates may seek to transition into a Certificate III (three) qualification in areas including rail infrastructure, rail signalling, rail co-ordination, rail customer service or other certificate level qualifications.

VET Salon Assistant

SHB20216 Certificate II in Salon Assistant

The Certificate II Salon Assistant program is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge to enhance their employment prospects in the hairdressing and beauty services industry.

VET Visual Arts

CUA31120 Certificate III in Visual Arts

The VET Visual Arts program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of knowledge and skills to enhance their employment prospects in a visual arts environment or related industry.

The focus is on design, drawing, sculpture, digital art, working innovatively in a team environment, as well as preparing artwork for exhibition. Visits to galleries enhance the development of student's artwork. Students will research tertiary courses and career pathways, as well as produce a folio suitable for tertiary interview.

Your Notes

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