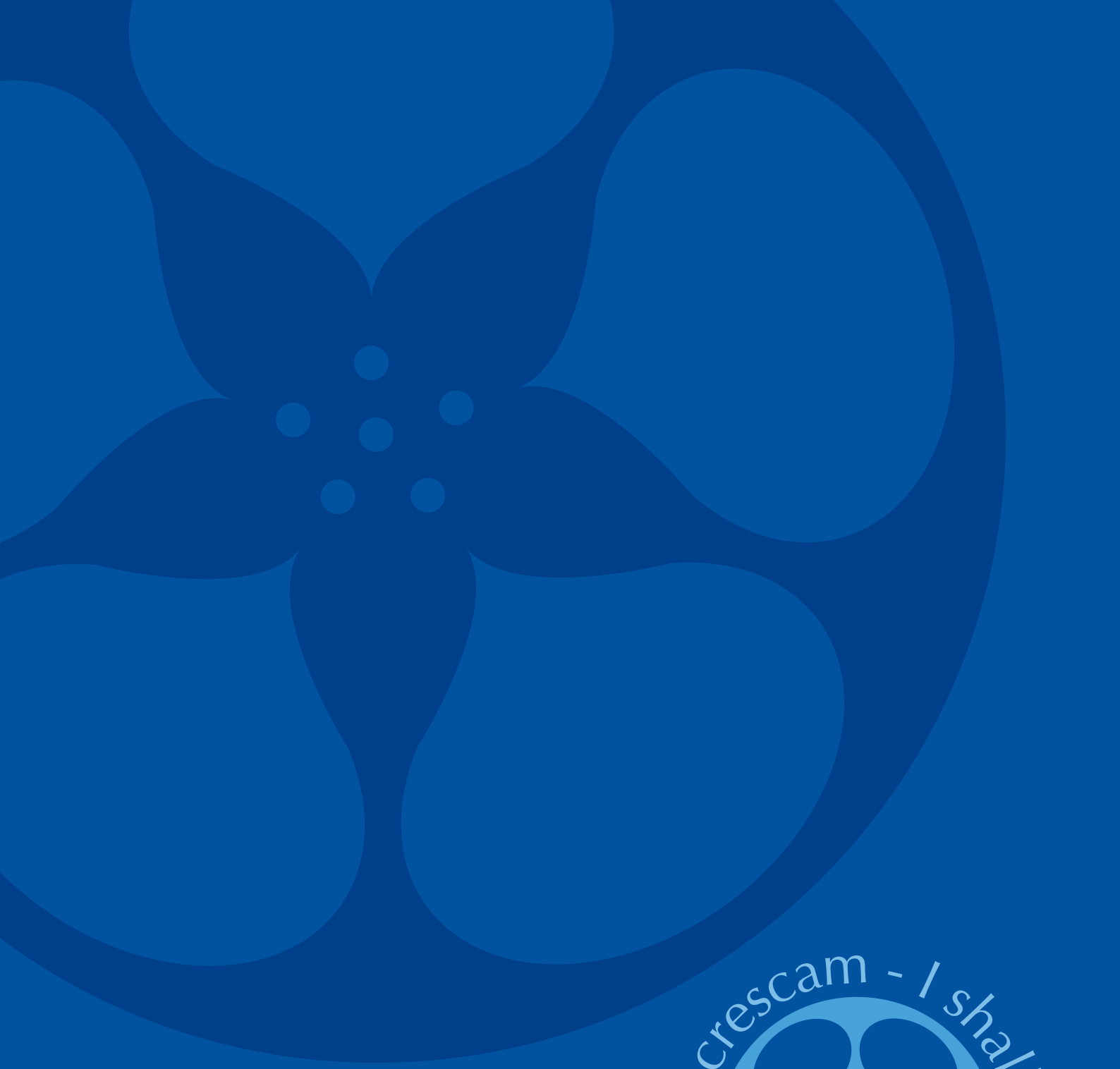


crescam - I shall grow

Berwick COLLEGE

2025 Curriculum Guide
Senior School

Berwick College aims to prepare each person for diverse pathway choices and to make a successful transition into further education, training and employment.

2025 Senior School Curriculum Guide

Years 10 – 12

At Berwick College Senior School, our vision is to empower every student with abundant opportunities to surpass their potential through individualised pathways to success.

We embody this vision through the collective dedication of our entire school community, creating a sense of connection that fosters unwavering support, expert guidance, and a diverse range of valued pathways for our students.

Expos and informative sessions pave the way for thorough course counselling, guiding students toward their preferred pathways, be it university, TAFE, apprenticeships, or employment.

Overarching Motto

Berwick College's motto is "Crescam". Taken from the Latin verb "crescere", the term crescam means "I will grow" and reflects our commitment that every person "shall grow".

Acting Principal:.....Mr. Hamish Moffet
Assistant Principal:.....Mr. Andrew Barker
Assistant Principal:.....Ms. Alison Birkett
Assistant Principal:.....Ms. Claire Hanley
Senior School Leader: .....Ms. Rebecca Hann
Applied Learning:.....Mr. Brent Hobba
Careers Vet&Business Partnerships:.....Ms. Karen Crawley
Junior School Leader:.....Ms. Lauren Varadi

Teaching & Learning Leaders

English.....Ms. Caitlin Martin
Mathematics .....Ms. Caitlin Coffin
The Arts.....Mr. Daniel Coco
Health And Physical Education .....Mr. Jesse Ramirez
Humanities.....Ms. Linda Bourke
Science.....Mr. Jason Walsh
Technology.....Mr. Daniel Coco

Table of Contents

OUR LEARNING

Berwick College is a school that prides itself on being able to offer a broad range of study options that enable us to personalise a student's timetable based on their individual needs and interests.

We hope the information contained in this guide provides guidance in choosing subjects into the senior years to maximise the pathways available to students.

Our Vision and Philosophy

All members of the Berwick College community work together towards the realisation of the College principles, values and goals. Berwick College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community.

Our College recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The Curriculum Committee guides curriculum development across whole school programs and aims to develop curriculum that engages students, maximises learning outcomes and stimulates learning.

Department of Education and Training Vision

- To raise learning, development, engagement and wellbeing outcomes for all Victorian students
- To provide equitable and inclusive schooling to all Victorian students.

College Service Standards

Berwick College aims to provide a learning community through our goals of:

Excellence In Learning

"Berwick College fosters the pursuit of knowledge and skills. We do our best. We consider new ideas and encourage best practice and we select our learning opportunities."

Orderly Learning Environment

"Berwick College aims to provide a safe, positive and respectful learning environment for all students to realise their learning potential."

Rich And Varied Pathways

"Berwick College aims to prepare each person for diverse pathway choices and to make a successful transition into further education, training and employment."

Personal Growth

"Berwick College values the unique qualities of each person and accepts their worth as individuals. We meet our expectations. We are accountable for our actions and we work with effort, energy and persistence."

Positive Relationships

"Berwick College uses democratic processes in its decision-making and promotes social justice and equality of opportunity. We treat others with consideration and understanding. We are truthful, trustworthy and we work well with others."

Guiding principles of Berwick College's educational philosophy

As students come to the end of their journey at Berwick College we aim for them to:

- Possess the life skills which enable them to face challenges with confidence, resilience, empathy and respect.
- Be adaptable to change and embrace continuous learning through problem solving, creativity and thinking critically.
- Have a continuing sense of community, both locally and globally, and an awareness of the importance of the environment.

Students are at the centre of our practices and we endeavour to ensure that every student has their learning needs catered for as an individual.

Berwick College ICARE Values:	
Excellence in Learning	Inquiry – Our Learning
Orderly Learning Environment	Cooperation – Our Community
Rich and Varied Pathways	Achievement – Our Growth
Personal Growth	Resilience – Our Character
Positive Relationships	Empathy – Our Awareness

Choosing A Pathway

Berwick College offers an extensive careers education program to students in the senior years. All students have completed a Careers Action Plan (CAP) in years 10, 11 and 12. All students over 15 have been supported by a qualified careers practitioner to investigate areas of interest and set goals for further education, employment and training.

1. VCE

5 VCE subjects
English
Elective 1
Elective 2
Elective 3
Elective 4

2. VCE and a VET

4 VCE Subjects and a VET
English
VET
Elective 1
Elective 2
Elective 3

3. VCE VM

Literacy
Numeracy
VET
PDS
WRS
Elective: One of VCE Electives
- *VCE Physical Education*
- *VCE Health and Human*
- *VCE Food Studies*
- *VCE Product Design*
- *VET Dance*
- *VCE Industry and Enterprise*
- *VM Integrated Projects*

4. VCE VM

Literacy or VCE English
Numeracy or VCE General Maths
VET
PDS
WRS
Elective: One of VCE Electives
- *VCE Physical Education*
- *VCE Health and Human*
- *VCE Food Studies*
- *VCE Product Design*
- *VET Dance*
- *VCE Industry and Enterprise*
- *VM Integrated Projects*

5. VCE VPC

Literacy
Numeracy
PDS
WRS
Elective: VM Integrated Project

VCE COURSE OUTLINE

Victorian Certificate of Education (VCE)

What is the VCE?

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance.

Where a VCE can take you?

The VCE offers a direct pathway to university and can provide you with an ATAR.

Who should do the VCE?

- Students who are seeking a university pathway
- Students who have a proven track record in their English studies
- Students who work well independently
- Students who can complete the minimum number of hours of homework per night; i.e. 3 hours in Year 12.
- NB. Students aiming for a high ATAR will study for 4-5 hours, as a minimum, per day, in addition to the extra time they devote to their studies on the weekend
- Students who are well equipped to devote the time and energy to the production of sustained written responses to
- prompts in all subjects
- Students who passionately conceptualise and produce folios reflecting their creativity
- Students who are prepared to challenge themselves and are able to comprehend abstract concepts
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams
- Students with excellent organisation and time management skills
- Students who are prepared to work intensively with their teachers both inside and outside of class time
- Students who are prepared to devote a significant amount of time to their studies over school holiday periods and attend holiday classes if and when required.

What does a typical VCE program look like?

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3&4 sequence.
- Three sequences of Unit 3&4 (or VET equivalent) other than English.

All students must complete English (or EAL if applicable) as a compulsory subject in both Year 11 and Year 12.

EAL students are also encouraged to choose Bridging EAL as an additional subject at Units 1&2, as this is designed to support EAL students to develop their language skills and confidence.

In Year 11, students choose FIVE Unit 1&2 sequences (this could include a VET subject)

In Year 12, it is expected that students will continue the unit pathway into unit 3&4.

A different 3&4 can be undertaken with a careers appointment

Acceleration

Some year 10 students will be able to take a unit 1 and 2 subject if their Year 9 results are very good and they receive a letter of recommendation.

These students will then be able to take a unit 3 and 4 sequence in year 11; assuming their results in year 10 remain consistently high.

Most students will take 1 and 2 level units at year 11 and 3 and 4 level units at year 12. However, some students may take a 3/4 sequence while in year 11.

Assessment and Reporting in VCE Outcomes

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1&2 in the VCE are graded differently from Units 3&4.
- Students completing a Unit 1&2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for
- every unit they undertake.
- For Unit 3&4 students' work is graded on a scale from A+ to E. These marks are used with students' external exam results to calculate a study score, which is used to determine their Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these outcomes gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.

Graded Assessment Tasks

For students undertaking Units 1&2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3&4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA.

Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

Calculating the Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank is a rank – not a score. It is represented as a number between 0 and 99.95 in intervals of 0.05, with 99.95 being the highest rank.

Because the ATAR is a rank, there is no pass or fail ATAR. **Everyone who receives an ATAR has successfully passed the VCE.** The ATAR simply demonstrates each student's achievement in relation to all other Victorian students in the Year 12 age group. Someone receiving an ATAR of 55, for example, has performed better than 55 per cent of the Year 12 age group that year.

An ATAR aggregate is calculated by adding:

- The scaled study score in any one of the english studies, plus
- The scaled study scores of the student's next best three permissible studies, plus 10 per cent of the scaled study score for a fifth study (where available), plus
- 10 Per cent of the scaled study score for a sixth study (where available).

The aggregate will be converted into a ranking of between 0 and 99.95 (the ATAR) or more information on ATAR and Scaled Study Scores, please refer to: *www.vtac.edu.au/results-offers/atar-explained.html pras.resultsandatar.vic.edu.au/vtac.html*

Attendance

It is important to note that Berwick College has a 90% attendance requirement for all VCE subjects. Students who do not meet this requirement may have to complete redemption or not receive a satisfactory unit result.

VCE VOCATIONAL MAJOR

Victorian Certificate of Education Vocational Major – VCE VM

Where can the VCE VM take you?

The VCE Vocational Major offers a pathway into:

- Apprenticeships
- Traineeships
- Further education and training
- University (through alternative entry programs)
- Employment.

Remember that you already have many talents and you can now pursue them under the new VCE.

Who should consider the VCE VM?

- Students who like to learn from real world experiences
- Students who learn from doing
- Students interested in developing academic and work related skills, knowledge and confidenc
- Students who want to be prepared for work and further education and training

What does a typical VCE VM program look like?

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

- 3 VCE VM Literacy or VCE English/EAL units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

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

Assessment and Reporting in the VCE VM

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

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessments.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Vocational Education & Training (VET)

Vocational Education and Training – VET Delivered to Secondary Students -VETDSS

What is VETDSS?

Vocational Education and Training (VET) is training for a certain industry or career (vocation) that emphasises the opportunity to learn industry specific and practical skills. VETDSS allows secondary school students the opportunity to gain vocational qualifications that contribute towards their completion of secondary schooling while gaining a certificate qualification

Most certificates offered at secondary school are at Certificate II or Certificate III level. Generally, it will take two years to satisfactorily complete the full certificate. Certificate achievement is awarded based on Unit of Competency (UOC) completion. Coursework is a combination of practical and theory. Students need to successfully complete all UOCs within the time frame of the course to attain successful completion of the certificate.

Structured Workplace Learning (SWL)

Some VETDSS courses have a mandatory SWL component. This means that part of the successful completion of the certificate is reliant on students having a structured work placement (SWL) within the industry of study for a specified time. It is important to identify if the certificate undertaken has a mandatory SWL component and how this will be able to be achieved. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Contribution to school program

VET Delivered to Secondary Students (VETDSS) offers a range of certificate options which may be undertaken alongside, or as part of your VCE, VCE VM and/or a school-based apprenticeship or traineeship. Some courses offer a Study Score, some are block credit and some are partial completion. Please check the VCAA website and the provider specific course design or talk to someone from the Careers Team to ensure the course you are choosing is giving you the program contribution you need.

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways – tafe, university and/or work
- Engage in the industry area they are passionate about
- Undertake learning in the workplace
- Gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCE VM
- Develop skills that equip students for the workforce and further study - technical, employability and industry specific.

Who should consider a VET as part of their course?

VETDSS suits students best who are:

- Mature
- Able to manage their time and workload without consistent follow-up
- Have the ability to participate in a non-school setting
- Motivated to complete all aspects of the course
- Able to work independently and responsibly
- Able to work with a diverse range of people; and
- Able to travel to and from the VETDSS venue independently.

VET for students in the VCE

Berwick College students studying a VCE course can select a VET subject as a part of their course. The VET course must be completed during year 11, unless the VET course is scored then it can be completed in year 12 with the approval of the Senior School Assistant Principal.

VET for students in the VCE VM

Students studying a VCE VM pathway must select a VET course. Students can choose a course at Berwick College or off site. If the VET course if off site, students will need to organise their own transportation to and from their location. Please see the list of courses available on the following pages.

VETDSS courses

VETDSS classes are held at a variety of venues over multiple days and times throughout the week. Please see the following list of courses and their locations that Berwick College students can access.

Courses Held At Berwick College

VETDSS	Duration	Location - TBC	Venue
Automotive	2 years	D15	Berwick College
Business	2 years	F3	Berwick College
Community Services	2 years	F2	Berwick College
Construction Pathways	1 year	D10	Berwick College
Dance**	2 years	D1	Berwick College
Electrotechnology**	2 years	A19	Berwick College
Outdoor Recreation	1 year	TBA	Berwick College
Sport & Recreation	2 years	TBA	Berwick College

Courses Held Off Campus

VETDSS	Duration	Location	Venue
Animal Studies	2 years	Narre Warren	Foundation Learning Centre
	2 years	Warragul	TAFE Gippsland
Applied Fashion&Design	2 years	Noble Park	Noble Park Secondary College
Beauty	2 years	Hallam	Hallam College
	2 years	Berwick	Kambrya College (1st year only)
Building & Construction	2 years (P)	Cranbourne	Cranbourne Secondary College
	2 years (P)	Hallam	Hallam College
	2 years (P)	Kambrya	Kambrya Secondary College
	2 years	Dandenong	Skillinvest
	2 years (P)	Cranbourne	St Peters College
Business Administration*	1 year	Hallam	Hallam College
	1 year	Narre Warren	Foundation Learning Centre
Community Services	1 year	Narre Warren	Foundation Learning Centre
Community Services*	2 years	Hallam	Hallam College
Early Childhood Education * + ****	2 years	Narre Warren	Foundation Learning Centre
Engineering Studies*	2 years	Cranbourne	St Peters College
	2 years	Cranbourne	Cranbourne Secondary
College			
	2 years	Office	Officer Secondary
Equine Studies* ***	2 years	Clyde North	Hillcrest Christian College

Courses Held Off Campus (Cont.)

VETDSS	Duration	Location	Venue
Furniture Making*	2 years	Cranbourne	Cranbourne Secondary College
	2 years	Hallam	Hallam College
Health Services Assistance*	2 years	Hallam	Hallam College
Heavy & Light Rail Fundamentals	2 years	Newport	Rail Academy
Hospitality*	1 year	Dandenong	St Johns College
	1 year	Clyde North	St Peters College
	2 years	Narre Warren	Foundation Learning Centre
Information, Digital Media&Technology	1 year	Hallam	Hallam College
	1 year	Narre Warren	Foundation Learning Centre
	2 years	Cranbourne	Cranbourne Secondary College
Integrated Technologies*	2 years	Hallam	Hallam College
Kitchen Operations*	2 years	Hallam	Hallam College
	2 years	Berwick	Kambrya College
	2 years	Dandenong	St Johns College
	2 years	Keysborough	Keysborough College
	2 years	City	William Angliss
Laboratory Skills	2 years	Moorabbin	Holmesglen
Patisserie	2 years	Dandenong	St Johns College
Music – Industry Performance*	2 years	Hallam	Hallam College
	2 years	Narre Warren South	Narre Warren South P-12
	2 years	Noble Park North	Nazareth College
	2 years	Clyde North	St Peters College
Music – Industry Sound Production*	2 years	Hallam	Hallam College
Plumbing	2 years	Hallam	Hallam College
	2 years	Berwick	Kambrya College
Retail	1 year	Narre Warren	Foundation Learning Centre
Salon Assistant	1 year	Hallam	Hallam College
	1 year	Berwick	Kambrya College
	1 year	Narre Warren	Foundation Learning Centre
	1 year	Dandenong	Skillinvest
Screen&Media*	2 years	Hallam	Hallam College
Sport&Recreation*	1 year	Hallam	Hallam College
	1 year	Keysborough	Keysborough College
	1 year	Office	Officer Secondary College
	1 year	Dandenong	St Johns College
	1 year	Cranbourne	St Peters College
Visual Arts	2 years	Hallam	Hallam College

Please note this list is current as at May 2024.

Some course availability and information may change prior to enrolment in 2024 for 2025.

**Scored Assessment* ***Condition of Entry – Literacy & Numeracy Test or Other Req.*

P-Partial Completion ****Compulsory SWL Hours*

For further information on any of the courses, please contact the Careers/VET office.

Courses held at Chisholm (for students in Years 11 and 12 only)

VETDSS	Duration	Location
Automotive	2 years	Dandenong, Frankston
Beauty Multi Trade**	2 years	Berwick, Dandenong, Frankson
Building&Construction – Bricklaying*	2 years	Berwick Tech
Building&Construction – Carpentry**	2 years	Berwick Tech, Dandenong, Frankston
Business Administration – Legal	2 years	Frankston
Business Administration	1 year	Dandenong, Frankston
Business Administration*	1 year (P)	Dandenong, Frankston
Community Services	2 years	Berwick, Frankston
Computer Assembly&Repair	2 years	Berwick, Frankston
Design Fundamentals – Graphic Design	2 years	Dandenong, Frankston
Design Fundamentals – Photography	2 years	Dandenong, Frankston
Early Childhood Education&Care ***	2 years	Berwick, Cranbourne, Dandenong, Frankston
Electrotechnology	2 years	Berwick, Dandenong, Frankston
Engineering Studies	2 years	Dandenong, Frankston
Furniture Making	2 years	Dandenong, Frankston
Health Services Assistance*	2 years	Berwick, Frankston
Horticulture	2 years	Cranbourne
Hospitality (Front of House)	2 years	Dandenong, Frankston
Information, Digital Media&Technology (Cyber)	2 years	Berwick, Dandenong, Frankston
Information, Digital Media&Technology (Games)	2 years	Dandenong, Frankston
Kitchen Operations	2 years	Dandenong, Frankston
Kitchen Operations (Patisserie)*	2 years	Dandenong, Frankston
Make Up	2 years	Berwick, Dandenong, Frankston
Outdoor Recreation	1 year	Frankston
Plumbing	2 years	Berwick Tech, Dandenong, Frankston
Salon Assistant	1 year	Dandenong, Frankston
Screen&Media*	2 years	Frankston
Sport&Recreation	1 year	Berwick, Frankston
Sport&Recreation*	1 year	Berwick, Frankston
Tourism	2 years	Dandenong, Frankston
Visual Arts	2 years	Berwick, Frankston

Please note this list is current as at May 2024.

Some course availability and information may change prior to enrolment in 2024 for 2025.

**Scored Assessment* ***Condition of Entry – Literacy & Numeracy Test or Other Req.*

P-Partial Completion ****Compulsory SWL Hours*

For further information on any of the courses, please contact the Careers/VET office.

Students enrolling in VETDSS must consider the following

- Students must have a USI to be able to apply for a VETDSS course.
- Students will need to complete all aspects of the VET course to gain success for the year. Both practical and theory work is mandated.
- Missing one class of VET is equivalent to a week of learning in this course. Missing more than one VET class may put the student at risk of not completing the VET certificate or not meeting their program requirements.
- Students will need to successfully complete all UOCs over the span of the certificate, which may be one or two years, to receive the certificsate.
- All Berwick College school policies and procedures apply, in particular, no mobile phones or head phones. Students will also be expected to follow the policies and procedures of the venue they are attending VETDSS.
- Students must wear full school uniform to all VETDSS classes on and off campus. Where required, PPE (Personal Protective Equipment) is expected to be worn.
- All VET students should have their laptop, workbook and pen with them for class and be prepared to do theory as well as practical work.
- Students are responsible for their own travel to and from external VETDSS venues.
- Some VETDSS classes will be held outside of regular school hours, students are expected to be able to attend in these hours and avoid timetabling any other activities during this time.

More information about VETDSS

Further VETDSS information and videos can be found at the following links:

https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

HEADSTART THE EDUCATION STATE VICTORIA State Government

Head Start is an initiative from the Victorian State Government to increase the number of students undertaking high quality, Certificate III Apprenticeships and Traineeships, while still completing their senior secondary studies through flexible arrangements.

Head Start Apprenticeships and Traineeships is a:

- High quality pathway with more time spent on the job
- Ensure students complete VCE/VCAL alongside their apprenticeship/traineeship
- Focus on key qualifications in high-demand industries with strong employment pathways
- Provide intensive support to students and employers through head start staff, all the way through the program

What are the benefits?

- Employers are enabled to train and mentor young apprentices and trainees who are ready for work, and who will also have higher levels of literacy, numeracy and employability skills;
- The number of qualified apprentices and trainees in growing trades and industries

For further information please speak to the Careers Education staff in the Senior School.

Overview of Domains and Subject

Subjects by Domain and Year Levels

English		
Year 10	**Year 11**	**Year 12**
10ENG English	11ENG English Units 1&2	12ENG English
10LIT Literature	11LIT Literature	12LIT Literature
10ENL English Language	11ENL English Language	12ENL English Language
NA	11EAL01 English as an Additional Language	12EAL01 English as an Additional Language
10LPL Literacy Plus	11VOM VCE Vocational Major	12VOM VCE Vocational Major
10HAE High Achievers' Program	N/A	

Health and Physical Education		
Year 10	**Year 11**	**Year 12**
10PEM Physical Education	11PEM Physical Education Units 1&2	12PEM Physical Education Units 3&4
10ESS Exercise and Sport Science	N/A	
10PEF Personal Fitness	N/A	
10HHD Advanced Health and Human Development	11HHD Health and Human Development – Units 1&2	12HHD Health and Human Development – Units 3&4
10OES Outdoor Education	11OES Outdoor Environmental Studies – Units 1&2	12OES Outdoor Environmental Studies – Units 3&4
10BBA Basketball Academy	11BBA Basketball Academy	N/A
VET Options Available See page 7&53	11VMP Vocational Major Personal Development	12VMP Vocational Major Personal Development

Victorian Certificate of Education (VCE)

Humanities		
Year 10	**Year 11**	**Year 12**
10GEO Geography Contrasts in Living Conditions	11GEO Geography Units 1&2	12GEO Geography Units 3&4
10HIS History – Fascists and Freedom Fighters	11HIS History 20th Century Units 1&2	12HIS History Revolutions Units 3&4
10BUS Business Basics	11ACC Accounting Units 1&2	12ACC Accounting Units 3&4
	11BUS Business Management Units 1&2	12BUS Business Management Units 3&4
10LAW Law and Order	11LEG Legal Studies Units 1&2	12LEG Legal Studies Units 3&4
10PHI Philosophy	11PHI Philosophy Units 1&2	12PHI Philosophy Units 3&4
10POL Politics, People and Power	11POL Australian and Global Politics Units 1&2	12POL Global Politics Units 3&4
N/A	11VMW Vocational Major Work Related Skills	12VMW Vocational Major Work Related Skills
Languages Other Than English (LOTE)		
Year 10	**Year 11**	**Year 12**
10IND Indonesian	11IND Indonesian Units 1&2	12IND Indonesian Units 3&4
Science		
Year 10	**Year 11**	**Year 12**
10BES Biology/Environmental Science	11BIO Biology – Units 1&2	12BIO Biology – Units 3&4
	11EVS Environmental Science Units 1&2	12EVS Environmental Science Units 3&4
10CHP Chemistry/Physics	11CHE Chemistry Units 1&2	12CHE Chemistry Units 3&4
	11PHY Physics Units 1& 2	12PHY Physics Units 3&4
10PSY Psychology	11PSY Psychology Units 1&2	12PSY Psychology Units 3&4
10SIV Science Investigator	N/A	

Mathematics

Year 10	Year 11		Year 12
10MAM Maths Methods	11MAS Specialist Maths Units 1&2	11MAM Maths Methods Units 1&2	12MAS Specialist Maths Units 3&4
	11MAM Maths Methods Units 1&2		12MAM Maths Methods Units 3&4
	11MAG General Maths Units 1&2		12MAG General Maths Units 3&4
			12VOM VCE Vocational Major
10MAG General Maths	11MAF Foundation Maths Units 1&2		12MAF Foundation Maths Units 3&4
	11VOM VCE Vocational Major		12VOM VCE Vocational Major
10MAC Consolidated Maths	11MAF Foundation Maths Units 1&2		12MAF Foundation Maths Units 3&4
10NPL Numeracy Plus	11VOM VCE Vocational Major		12VOM VCE Vocational Major
N/A			12ALG Algorithmics (Centre for Higher Education Studies)
N/A			12EXI Extended Investigation (Centre for Higher Education Studies)

Technology

Year 10	Year 11	Year 12
10DTP Design&Textiles - Pyjama Party	11DTT Design&Textiles Units 1&2	12DTT Design&Textiles Units 3&4
10FO1 Food Technology - Catering	11FOO Food Technology Units 1&2	12FOO Food Technology Units 3&4
10FO2 Food Technology - Food for the Future	N/A	
10FO3 Food Technology - Cook For Your Life	N/A	
10DTW Technology Design Wood	11DTW Wood Technology Units 1&2	12DTW Wood Technology Units 3&4
10SYE System Technology - Electronics	VET Options Available – see page 9	N/A
10ITR Reality Bytes	11ITC Applied Computing Units 1&2	12ITA Data Analytics Units 3&4

10ITP Inside Programming	N/A	12ITS Software Development Units 3&4
10DIT Digital Technology	N/A	N/A
VET Options Available – see page 12		
The Arts		
Year 10	**Year 11**	**Year 12**
10ART Art	11ART Art Creative Practice Units 1&2	12ART Art Creative Practice Units 3&4
10PHO Photography	N/A	
10VCD	11VCD	12VCD
Visual Communication Design	Visual Communication Design Units 1&2	Visual Communication Design Units 3&4
10THE Theatre Production	11THE Theatre Studies Units 1&2	12THE Theatre Studies Units 3&4
10MED Media	11MED Media Units 1&2	12MED Media Units 3&4
10MUS Music	11MUS Music Performance Units 1&2	12MUS Music Performance Units3&4
VET Options Available – see page 12		
Dance Academy	**Dance Academy**	**Dance Academy**
11VD1	11DAN	12DAN
VET Dance Units 1&2	VCE Dance Units 1&2	VCE Dance Units 3&4

Year 10 Course Overview

English

Students are strongly encouraged to select English and Literature or English and English Language. There is the possibility for students to study Literature or English Language alone or as a combination - provided it is in consultation with course counsellors, English Domain leader and relevant subject teachers.

English - 10ENG

At year 10 students can choose to study English or High Achievers' English for the full year but also have the option to study additional English units. English Language (new) and English Literature will be run as 6-month elective units.

Mainstream English units expose students to a range of texts, including written and multimodal (film), which are intended to promote enjoyment and active engagement through discussion and writing.

Particular emphasis is placed on analyses of argument and language in persuasive texts. The course is designed to build on students' literacy skills, developing their critical and creative thinking, listening and oral proficiency and ability to produce analytical and creative texts.

Assessment covers:

- Responding to texts analytically and creatively
- Presenting a point of view orally
- Analysing the argument and language in persuasive texts

English Language - 10ENL

Year 10 English Language is aimed at students who want to explore the nature and functions of language. In this course, students will analyse spoken and written texts by considering how situational and cultural contexts shape language. They will come to understand that language is never a neutral and transparent means of representing reality, and that factors, such as the values, attitudes and beliefs held by participants and the wider community, affect people's linguistic choices.

Year 10 English Language is a six-month elective course. It can be studied alongside Year 10 English or Year 10 HAP English. Year 10

English Language is designed as the foundation for VCE English Language.

English - High Achievers' Program - 10HAE

The year 10 HAP English course has been designed to extend students' capacity to analyse and respond to different text types, with a consideration of voice, context, purpose and audience.

The course is also designed to ensure that students are well placed to succeed across all four units of English at VCE level. Texts studied are chosen to extend students' critical thinking and to expose them to texts in a variety of forms, inclusive of poetry, film, and classic and contemporary fiction.

Literacy Plus - 10LPL

The study of Literacy Plus focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective. Students will be supported to write fluently and confidently.

Texts studied will be drawn from a wide range of contexts and be focused on participating in the workplace and community. Test types include media texts, multimodal texts, texts used in daily interactions, and workplace texts.

Literature - 10LIT

Year 10 Literature is a course that should appeal to students wishing to study texts in closer detail. Students are encouraged to explore, discuss, and debate a range of texts - including poetry and a play - which helps to deepen their understanding of literary conventions and devices.

Students are taught to read deeply and critically, and they learn how to respond personally and analytically. They also cultivate an understanding of the many ways texts can be interpreted by comparing and contrasting their views with those held by others.

Year 10 Literature is a 6-month elective course. It can be studied alongside Year 10 English or Year 10 HAP English. Year 10 Literature is designed as the foundation for VCE Literature.

Health and Physical Education

Advanced health and human development - 10HHD

This subject introduces students to the main concepts that will be covered in Unit 1-4 Health&Human Development. The following concepts will be covered in detail.

- Dimensions of health and wellbeing
- Indicators used to measure health status
- Function/food sources of nutrients
- Food selection models
- Consequences of nutritional imbalance
- Global health

Exercise and Sport Science - 10ESS

This subject introduces students to the main concepts that will be covered in Unit 1-4 Physical Education.
The following concepts will be covered in detail.

- Fitness Components
- Energy Systems
- Training Program and principles
- Biomechanics/sport science

Students will undertake a range of laboratory activities to support their understanding of the above concepts.

A subject fee applies for this subject

Personal Fitness - 10PER

This subject introduces students to a wide range of training methods that improve multiple fitness components. Personal fitness is aimed at students who wish to increase their knowledge and understanding on training and fitness. Students will use their experiences throughout this elective to design their own training program that aims to improve specific training goals.

A variety of training methods including continuous, interval, flexibility, plyometrics, circuit and resistance (weight) training.

Theory topics include, Fitness components, energy systems, training methods, training principles.

Physical Education - 10PEM

Students continue to build on their offensive and defensive skills, and their knowledge of strategies, tactics, and formations developed in Year 9.

Students develop their leadership and communication skills by taking up coaching roles in a sport of their choice.

In theory classes students further enhance their knowledge of the cardiovascular and respiratory systems, as well as develop an understanding of umpiring, coaching and feedback through the SEPEP unit.

Outdoor Education - 10OES

This Semester long unit introduces students to some of the key concepts and themes covered in Units 1 to 4 of VCE Outdoor and Environmental Studies, to allow for a smooth transition into VCE.

Students will continue to develop initiative, leadership, teamwork and communication skills. They will also come to understand a sense of place and respect within outdoor environments, through participation in a range of outdoor experiences designed to aid and assist their current and future studies.

Theory classes will focus on The Resilience, motivation and risk, indigenous culture, technology and sustainability. Practical activities include stand up paddle boarding, sea kayaking, camping, mountain bike riding and various other local excursions.

A subject contribution applies to this unit.

Berwick College Basketball Academy

Year 10&11: Basketball Academy 10BBA&11BBA

Enrolment is by selection only. Please refer to *www.berwickcollege.vic.edu.au/basketball-academy/* for further information.

The Berwick College Basketball Academy is aimed at providing an integrated academic pathway driven by young students' sporting aspirations.

This elite program allows young student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the Academy that the students' academic pursuits are of the highest priority and that each student's interest and aspiration in sport assists them in achieving excellent results both academically and athletically.

Berwick College's Basketball Academy is committed to providing strong pastoral care for all students, monitoring academic performance and achievement, and providing a unique, high quality specialised sports program allowing students to achieve their full potential in their selected sport. Students will develop skills that will create opportunities for career development.

A subject contribution applies to this program

Humanities

Students are required to select at least one Humanities subject.

Geography: Contrasts in living conditions 10GEO

This unit looks at 'An unequal world'. Students focus on 'human well-being'. They look at the stark contrast between the rich and the poor countries, where they are situated around the globe. They understand the reasons that cause people to live in 'stark contrast'. Students learn how to measure the wellbeing of a country, why poverty exists, comparing and contrasting India and another Asian Pacific nation.

Throughout their investigations, there will be a focus on HIV/AIDS (in less developed countries), Refugees, Indigenous Australians and how the world responds through government intervention, foreign aid and non- government organisations to assist those in need.

A subject contribution applies to this unit.

History: Fascists and Freedom Fighters - 10HIS

In this unit, students will investigate the significant events, ideas and individuals that shaped the twentieth century. If World War 1 was viewed as the 'war to end all wars' then how and why, did the world find itself drawn into a second world war in 1939? Students will explore the 'interwar period' looking at the significance of the Treaty of Versailles, the Roaring 20's, the Great Depression, and the rise of Hitler and the Nazi party.

Students will complete an in-depth study of WWII, looking at key events such as the Blitz, the Holocaust, the attack on Pearl Harbor, the Fall of Singapore, Kokoda, the bombing of Darwin, and the atomic bombing of Hiroshima and Nagasaki. Students will then investigate how the creation of the United Nations and the advancement of Human Rights in the post-WWII era led to the emergence of Civil Rights groups in the United States, the Indigenous reconciliation movement in Australia, and the fight against apartheid in South Africa.

Law & Order - 10LAW

VOTE 1 LAW AND ORDER!
This subject will focus on the government systems around the world. Students will look at how Australia's political choices are shaped and explore our government's role at a global level.

The second half of the course sees students study the key features of Australia's Court System and how civil and criminal disputes are handled. Areas of coverage over the semester include:

- What shapes Australia's political choices
- Government's role in foreign aid and
- peacekeeping
- Australia's legal obligations that shape policies
- Legal obligations relating to Aboriginal and Torres Strait Islander peoples
- Key features of Australia's court hierarchy
- system
- Jurisdiction of courts and how they resolve disputes
- Civil and criminal offences
- Key principles of Australia's justice system
- Equality before the law

Students may have the opportunity to undertake the following activities:

- Excursion to Dandenong Magistrates Court
- View true crime story documentaries
- Analyse Hollywood Crime films

The unit consists of 5 periods per week with a variety of assessments including:

- Research investigations
- "You're the lawyer" case study
- Film analysis
- Exam

It is strongly recommended that students wishing to undertake VCE Legal Studies complete this elective, as it provides a strong foundation for the required knowledge.

Business Basics - 10BUS

Have you ever dreamt of running your own successful business? The dream of running your own business is becoming more accessible. This unit allows students to examine the issues impacting the establishment, operation and evaluation of running a business. Areas of coverage include;

- Standards of living in Australia and around the globe
- Budgeting for a holiday
- Measuring Australia's Economic Performance
- Measuring different Indicators of Economic Performance
- Changes in work patterns and environments
- Innovation and gaining a competitive advantage
- Sustainability by businesses around the world
- Financial Literacy and determining how businesses become successful

This unit consists of five periods per week and includes a range of assessment tasks such as workbook tasks, investigation, case study, creation of a small business and the end of semester examination. Students may be given the opportunity to see the Eureka Tower to see their approach as a business in being sustainable. It is a strong recommendation from the commerce faculty that year

10 students wishing to undertake VCE Business Management, VCE Accounting and VET Small Business successfully complete Business Basics as their commerce pre-requisite.

Commerce: Politics, People and Power - 10POL

Have you ever wondered what 'Power' means? In People, Power&Politics, Year 10 students will have the opportunity to learn about people, groups and organisations that dominate Australian and modern world affairs, such as terrorist and global organisations,corporations and political parties. The course will investigate the relationship between people, the state and power in different contexts, and considers what it means to be Australian in a global age.

Some of the topics covered include:

- The rise of international terrorism
- The influence of social media and fake news on our choices
- North Korea under Kim Jong-Un
- Modern global issues such as mass-migration and climate change
- The power of corporations such as Samsung
- How the world is organised through multinational organisations, such as the United Nations, World Bank and IMF
- The role of political parties in Australian society
- The course consists of 5 periods per week with a variety of activities and assessments including:
- Case studies on 9/11 and terrorism.
- Analysis of how social media and fake news influence people
- Globalisation and the role and power of multinational organisations like Samsung and Walmart.
- Research investigations on the influence and power of organisations around the world.

Enrol in People, Power&Politics to understand what is happening in the world today, get a taste of VCE Politics and develop strong foundations for both VCE Politics and Legal Studies.

Philosophy: Introduction to big ideas - 10PHI

- Have you ever wondered what exists beyond things that you see, why certain actions are considered right and wrong or whether you actually know what you think you know? If you have, then Philosophy is for you.
- In this unit you will explore some of life's biggest questions and learn how to justify your ideas philosophically. You will be exposed to philosophy in film and television as well as text and challenged by some of the greatest philosophical minds ever to have existed. By the end of this unit you will have developed a world view that will inform the way you live your life.

Languages Other Than English

Indonesian - 10IND

Semester 1

This unit explores the language in more depth, building on the communication skills acquired in Years 7–9. Students will begin by comparing and contrasting aspects of everyday life within Indonesia with their own daily life in Australia.

By the end of the semester students can read, write about and discuss housing, including the names of rooms and the family activities conducted in the various rooms as well as the unique and exciting street life and religious diversity found in Indonesia. They will also explore Indonesian dining culture and etiquette and develop the language skills required to interact appropriately in a dining situation.

Semester 2

This unit focuses on preparing students for VCE Indonesian. This unit provides a relevant insight into healthcare, consumerism and rural versus city life in Indonesia.

By the end of the semester students will be able to demonstrate their knowledge of healthcare by reading, writing about and discussing symptoms of injury and illnesses, and comparing modern and traditional medical treatments and facilities in Indonesia.

They will also be able to negotiate commercial transactions, and compare and contrast life in rural and city Indonesia with that of their own lives.

Mathematics

All Year 10 students must complete a Mathematics unit in both semesters. Students should discuss their mathematical pathways with the careers advisor and their Year 9 class teacher prior to making their subject selection in Mathematics. Students will be placed in an appropriate Mathematics unit based on their Year 9 Mathematics exam result and subject results for both semesters, their Year 9 Mathematics class teachers' recommendation and in consultation with the Mathematics Domain Leader.

To access Year 10 Consolidated Mathematics, students must successfully complete Year 9 Mathematics Semester One and Semester Two.

To access Year 10 General Maths, students must achieve 50% on both Year 9 Semester One and Semester Two Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two.

To access Year 10 Methods, students must achieve 80% on the calculator exam and 70% on the non-calculator exam in both Year 9 Semester One and Semester Two Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two.

Consolidated Mathematics - 10MAC

Please note: This unit provides a pathway to Year 11 Foundation Maths and Year 12 Foundation Maths ONLY. VCE General Maths is NOT a recommended pathway from Year 10 Consolidated Maths.

Pre-requisite: Students must have successfully completed Year 9 Mathematics both Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will further build upon the skills and understandings developed in Year 9 and seek to consolidate students' knowledge of mathematical concepts with emphasis on how mathematical skills are used in all facets of society and employment. Topics include the solving of Linear Equations, Measurement and its applications, Probability and Geometry. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

This unit continues to build on the skills and understandings developed from Semester One and seeks to consolidate students' knowledge with emphasis on how mathematical skills are used in all facets of our society and employment. Topics include Graphing, Statistics, Pythagoras and Trigonometry and Indices. Students will complete an end of semester examination. See the Maths flow chart for pathways and requirements.

General Mathematics - 10MAG

Please note: This unit provides a pathway to Year 11 General Maths and Year 12 General Maths ONLY. VCE Mathematical Methods is NOT a recommended pathway from Year 10 General Mathematics.

Pre-requisite: Students must have obtained a minimum of 50% in the Year 9 Semester One and Two Mathematics examinations and must have successfully completed Year 9 Mathematics Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will further build upon the skills and understandings developed in Year 9 and seek to extend students' knowledge of mathematical concepts through problem solving and applications.

Topics include the solving of Linear Equations, Measurement and its applications, Probability and Geometry. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

This unit builds on the skills and understandings developed from Semester One and seeks to extend students' knowledge of mathematical concepts through problem solving and applications.

Topics include Linear Relations, Statistics, Pythagoras and Trigonometry and Indices. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and requirements.

Maths Methods - 10MAM

Please note: This unit progresses to VCE Further Mathematics or VCE Mathematical Methods or VCE Specialist Mathematics taken in conjunction with VCE Mathematical Methods.

Pre-requisite: Students must have obtained at least 80% on the calculator exam and 70% on the non-calculator exam in both Year 9 Semester One and Semester Two Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will build upon the skills and understandings developed from year 9 and seek to extend students' knowledge of mathematical concepts through problem solving and applications.

Emphasis is placed upon demonstrating non-calculator methods to solve mathematical tasks as well as strengthening students' abilities to interpret worded problems. Topics include Linear Equations and Graphs, Measurement and Quadratic Equations. Modes of assessment includes

topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

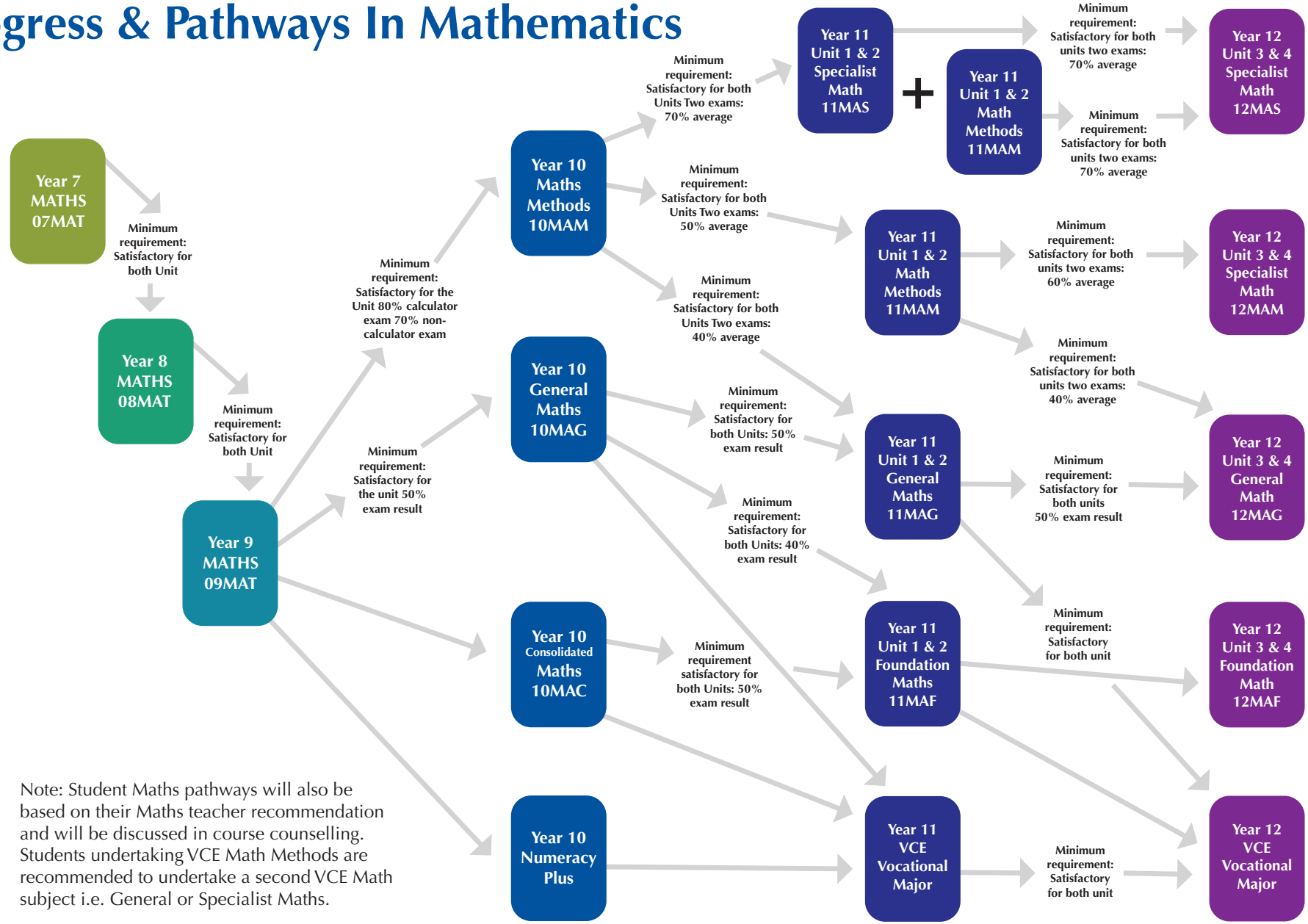
This unit further develops skills and understandings developed in Semester One and seeks to extend the depth of students' knowledge of mathematical concepts through problem solving and applications. Emphasis is placed upon demonstrating non-calculator methods to solve mathematical tasks as well as strengthening students' abilities to interpret worded problems.

Topics include Indices and Surds, Parabolas, Trigonometry, Probability, Logarithms and Polynomials and Statistics. Modes of assessment includes topic tests, investigations and the end of semester examination. See the Maths flow chart for pathways and requirements.

Numeracy Plus - 10NPL

Numeracy Plus focuses on enabling students to develop and enhance their numeracy skills in order to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

Progress & Pathways In Mathematics



Note: Student Maths pathways will also be based on their Maths teacher recommendation and will be discussed in course counselling. Students undertaking VCE Math Methods are recommended to undertake a second VCE Math subject i.e. General or Specialist Maths.

Science

Year 10 Biology/Environmental Science - 10BES

This subject is designed for students who have an interest in Biological and Environmental sciences. During this course students investigate the transmission of heritable characteristics considering DNA and genetics, along with the theory of evolution by natural selection.

They will cover the hydrosphere, atmosphere, biosphere and lithosphere, taking into consideration nutrient cycles. Students will also learn about the impact that human activities have on the environment.

Topics will be explored using experiments, investigations and excursions to Berwick College's research site. It is strongly recommended that students wishing to study VCE Biology and/or VCE Environmental Science undertake this subject as it contains essential preparation.

A subject result of 70% or higher in this elective is recommended if students are planning on undertaking Unit 1&2 Biology and/or Environmental Science.

Year 10 Chemistry/Physics - 10CHP

This subject is designed for students who have an interest in chemical and physical sciences. During this course students investigate the structure of atoms, periodic table, properties of elements, chemical bonding and rates of reactions.

They also study motion of objects, forces and energy, features of the universe such as stellar formation and Big Bang theory to explain the origin of the universe. Topics will be explored using experiments, case studies and investigations. It is strongly recommended that students wishing to study VCE Chemistry and/or VCE Physics undertake this subject as it contains essential preparation.

A subject result of 70% or higher in this elective is recommended if students are planning on undertaking Unit 1&2 Chemistry and/or Physics.

Introduction to Psychology - 10PSY

This unit provides a broad introduction to Psychology including the systematic study of human thoughts, feelings and behaviour. Students explore the different fields of psychology that are practised and the pathways required to gain employment in this area.

Students examine the ethics of Psychology as well as investigating some of Psychology's most unethical experiments. They become familiar with the structure of the brain and nervous system. The final area of study is of mental illness where students will investigate an illness of their choice.

Science Investigator - 10SIV

This subject is designed for students who enjoy problem solving and would like a basic understanding of scientific processes.

Students will study the scientific process and then negotiate a science topic of interest with the teacher to research. Students will be supported in researching their chosen topic, before presenting their understanding to the class.

Examples could include aeroplanes, volcanoes, amoebas, anything that they find interesting in the wide world of Science. Students will also learn about early forensic science, cover fingerprinting techniques, writing analysis, chromatography, eyewitness testimony and microexpressions, gel electrophoresis and DNA profiling.

Students will have a final assessment of solving a crime in class. This subject is designed to encourage problem solving, covering basic scientific processes and is not intended to lead into a specific Unit 1-2 science subject.

Steam - 10STE

In this unit the students leverage the powerful VEX EXP platform alongside Tinker CAD, a 3D design software.

This combination fosters advanced programming, intricate robot design, and seamless. Integration from digital model to physical creation, while fostering problem-solving, critical thinking, and collaboration.

Technology

Information Technology: Reality Bytes - computers in the real world - 10ITR

Students adopt or invent an organisation such as a sporting club, band or business and learn how to promote and support its day-to-day operations using a range of computer applications.

They design and produce a range of printed promotional materials. Students also record a radio advertisement, interview people and add sound effects and music. They develop a professional looking building plan for an organisation.

Students design and draw a computer network to suit a client's needs. They explore the workings of the Internet and then use Flash and Dreamweaver to produce an informative and entertaining website.

Students dismantle a computer, identify the parts and then reassemble it back to working order.

Students also learn about computer networks (LAN, WAN and Network configuration), concepts such as web conferencing, block chain and cloud technologies are also part of this course.

A subject contribution applies to this unit.

Inside Programming - 10ITP

Learn some more advanced Visual Basic techniques — design, code and debug programs to solve some interesting problems. No prior knowledge required. Peek inside the workings of web pages and investigate HTML, JavaScript and style sheets to produce some powerful and surprising effects in your web browser!

This unit will be a perfect introduction to aspects of VCE IT unit 2, as well as units 3 and 4, Software Development.

Note that students wishing to do VCE Information Technology must complete at least one 10ITP. VCE units offered: unit 1 IT in Action, Unit 2 IT Pathways, Unit 3 and 4 Informatics, Units 3 and 4 Software Development.

A subject contribution applies to this unit.

Digital Technology - 10DIT

Students will spend a term covering topics such as how data is secured in a corporate setting. Students will study privacy and security requirements for obtaining and publishing data, along with how to reference correctly, and what functional or non-functional requirements are. They will analyse and visualize data, along with presenting this data online, such as crime statistics. Students will also interview key stakeholders in relation to their data.

Students will study python code and HTML throughout both terms.

This is a scripting language used for many different purposes such as web applications and scientific research. Companies like Google, Facebook and Reddit all use these coding languages in their infrastructure and web services.

Students will spend the other term constructing robots such as a Fortressbot (based on Ballistas) and compete to knock down the enemy tower. They will build a robot and code it to chase and pop balloons, again competing against another team. They will build robots that are remote controlled that can move along gravel and pick objects up, or emulates a forklift.

They will then use all of their combined knowledge to design, build and code their own robot.

*There is no contribution for this subject, however students will be required to have a subscription to Grok learning (online coding program).

Design and Textiles: Pyjama Party - 10DTP

Students respond to a design brief and follow a logical design process to ensure the best results in the finished product. They are set work that challenges their ability and builds on the skills previously learned.

They learn how to take measurements and follow a commercial pattern. Fabrics are tested and investigated and their suitability for the required task is assessed prior to beginning production. Tasks may include:

Onesies/PJs, embellished

Garment designed for a specific purpose

Fashion illustration

Students develop a design folio. This unit builds on skills previously learnt and forms an excellent basis Unit 1 Technology Design Textiles.

A subject contribution applies to this unit.

Technology Design Wood - 10DTW

This unit extends students in the areas of designing, planning, constructing and evaluating their own individual projects. Students develop skills in hand tools, portable equipment and machines. Students construct a chopping board, coffee table, and a clock. This unit is a good basis for students who wish to complete further studies in Units 1 and 2 VCE Design and Technology (Wood). Safe workshop practices are an integral part of the course. Students also complete a unit of computer aided drawing and design.

Students may also be required to pay for extra materials depending on their choice of productions during the semester.

A subject contribution applies to this unit.

Systems Technology Electronics - 10SYE

Students investigate electronic and electrical systems. They then construct electronic and mechanical projects using a range of assembly techniques and manufacturing processes including laser cutting and engraving. Each project is evaluated for its effectiveness and performance. Students learn about electronic circuits, electrical components and soldering.

Safe workshop practices are an integral part of the course.

A subject contribution applies to this unit.

Food Technology: Catering - 10FO1

This unit aims to develop techniques in preparation of a range of foods for different occasions. Students are introduced to food service and other aspects of working in a catering business.

The content of this unit focuses on:

- Preparation of a range of menu items from appetisers, soups, entrees to main courses, desserts
- Food presentation and garnishing
- Building skills to enable students to work to a catering brief (timing, costing and quoting)
- Major production—catering for a function and analysing the use of particular foods in recipes.

A subject contribution applies to this unit.

Food for the Future - 10FO2

The aim of this subject is to enable students to become environmentally responsible and aware individuals. Students will be given the opportunity to design and produce products which meet a sustainability need within global or national food system contexts.

They will develop an understanding of the choices we all need to make to "Save Our Planet."

Practical classes will be based around growing produce and expanding our current organic kitchen garden and cooking delicious food weekly. They will learn about practices we can all adopt to reduce our impact on the earth's resources and develop a sustainable food system.

Students will have the opportunity to discover and visit organisations who are leading the way in the areas of waste management, organic food production and food miles. Learning about the impact food production has on climate change and what each individual can contribute to make a difference by adopting practices students can carry through their everyday lives.

A subject contribution applies to this unit.

Cook for Your Life - 10FO3

Haven't you noticed that what you eat now is different to what you ate as a Year 7 student? In ten years' time do you think your food needs will be the same as they are now?

Join us in this great hands-on class to find out why our body requires different food needs at different times of our lives. We will cook and learn about the food that helps us to rest, work and play.

A subject contribution applies to this unit

The Arts

Students who intend to do Arts courses in VCE are strongly encouraged to take two units in their preferred subject at Year 10 to allow for the best possible preparation.

Art - 10ART

In this unit, students extend their art skills in printmaking, mixed media, drawing, painting and sculpture. Students learn about different artists and art styles and gain an understanding of how to analyse artwork. Students are given the opportunity to create artworks using a variety of mediums and techniques.

Students will learn how to document and annotate their work and understand the importance of keeping an art journal. This unit encourages creativity and experimentation in a variety of art works. This unit is a perfect introduction to aspects of VCE Art and Studio Art.

A subject contribution applies to this unit.

Photography - 10PHO

In this unit students use a range of and digital compact and SLR cameras, developing their composition and technical photographic skills. Students work on exploration briefs that will require them to research and develop ideas, coming up with work plans and following these through to completion. Students will learn about photographic genres, photographic history and explore the work of professional photographers.

Art production, art appreciation, the workbook and an examination all contribute to assessment. This unit is designed to develop skills used in VCE Studio Arts Photography.

A subject contribution applies to this unit.

Theatre Production - 10THE

Drama is not just about acting. This unit provides an opportunity to learn the skills and acquire the knowledge to stage a live production. Students will be given the chance to specialise in areas of theatre such as:

- Set design
- Costume design
- Lighting design
- Sound design
- Properties (props)
- Make-up
- Acting

The emphasis of this unit is problem solving and teamwork and that what happens off stage helps create the magic that is delivered to the audience, on stage. This unit is an excellent pathway into VCE Theatre Studies.

A subject contribution applies to this unit.

Media: T.V. to Streaming - 10MED

This unit provides an introduction to both multi-camera studio video production as well as an analysis of studio television production. We examine television schedules and programming; advertising and target audiences. Students examine techniques of single-camera video production and digital non-linear editing. The importance of planning in the form of scriptwriting and storyboarding is emphasised. All students are expected to work as part of a small team to plan, shoot and edit a segment of a class video. A focus on the changing face of television is studied with a look at the impact of services such as Foxtel, Stan and Netflix.

Music - 10MUS

This unit extends the practical, theoretical and aural skills studied in Year 9. It continues to extend the student's theoretical and aural skills in the areas of scales, intervals, chords, rhythmic recognition and transcription and analyses of pre-recorded works.

It broadens the student's musical experiences and appreciation through performances in solo and group contexts. It explores aspects of the works being prepared for performance, including analysis and interpretation, which develops the student's individuality.

This unit continues to extend the student's theoretical and aural skills in the areas of scales, intervals, chords, rhythmic recognition and transcription and analyses of pre-recorded works. It broadens the student's musical experiences and appreciation through performances in solo and group contexts. It extends their creative skills through completing a task in composition or arranging.

Instrument Hire or Band Fees may apply to these units.

Visual Communication and Design - 10VCD

In this unit students use a range of media materials and methods to create a range of different projects focussing on Industrial Design, Communication Design and Environmental Design. Students work on developing both manual drawing and digital skills such as Adobe Illustrator and SketchUp. They learn about a range of various designers and use this key knowledge to inform their own personal design practice. Some of the projects that students work on are; Monogram&Packaging, Brand Identity, Designer Products and Architecture. This unit is seen as excellent preparation for Studio Art, Visual Communication and Design, Art and Media.

A subject contribution applies to this unit.

VCE VET Dance – Unit 1 and 2 (2 Year Course)

VCE VET Dance is industry based and upon its completion, provides students with a certificate II in Dance (2-year course Year 10 Unit 1, 2 and Year 11 Units 3 and 4).

This is a recognised TAFE qualification which can enable students to do further study at TAFE (i.e. dance teaching) as well as be qualified to take on different roles within the Performance/Dance Industry.

The great part about this course is that it is also recognised by VCE, so students can obtain a study score for this subject (if they wish) which will contribute towards an ATAR University entrance score.

VET is a standalone subject and we encourage all students with Dance experience to enrol. The students have 5 periods a week which includes practical and theoretical classes.

Students will also have the opportunity to concurrently undertake VET Units 3 and 4 and VCE Dance Units 1 and 2 during their Year 11 education.

Future career pathways:

- Dance Studio Teacher
- Professional Dancer
- Physiotherapist
- Nutritionist
- Myotherapist
- Pilates Instructor

Further Dance Studies:

Certificate III in Dance, Certificate IV in Dance, Diploma of Dance (Elite Performance)

Certificate III in Community Dance, Theatre and Events, Certificate IV in Community Culture in Dance,

Diploma of Musical Theatre.

Certificate IV in Assistant Dance Teaching, Certificate IV in Dance Teaching and Management, Diploma of Dance Teaching and Management.

A subject contribution applies to each unit.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Accounting

VCE Accounting explores and applies the financial recording, reporting, analysis, and decision-making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate, and discuss accounting information using both manual and ICT-based methods.

What students do

Unit 1: The role of Accounting in business

- Record financial data and prepare reports for a service business, for example an electrician or beautician.
- Students investigate success or failure factors and alternative opportunities for improving wealth
- Students explore pricing strategies to determine selling price, using chocolate crackles.
- Students use ICT to record and report accounting information and examine indicators of business performance.

Unit 2: Accounting and decision-making for trading business

- Students will focus on trading businesses and examine how to manage the inventory, suppliers and customers in a business.
- Students will record and report financial data (with the use of Smarties) as well as analyse the data to determine the level of success of a business.
- Students will report on and manage the long-term assets of a business to improve efficiency and reporting.
- Students use Excel tools to represent business performance.

Unit 3: Financial accounting for a trading business

- This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system.
- Students use the double-entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.
- Students interpret graphical representations to aid in decision-making.

Unit 4: Recording, reporting, budgeting and decision-making

- In this unit, students further develop their understanding of accounting for a trading business.
- Students will learn how to record balance day adjustments to ensure a more accurate assessment of business performance
- Students will examine ethical considerations that affect the recording and reporting of accounting information.
- Students will plan for future activities by preparing budgets and will develop strategies to improve performance.
- Students will model and analyse alternative strategies to improve business performance.

What Students Learn

Unit 1:

- Use correct accounting terminology
- Discuss alternative investment opportunities to establishing a business
- Describe the sources of finance available to a business
- Discuss factors affecting the level of success or failure of a business
- Describe and use accounting information presented in written reports and graphical representations to make a judgment on the success or failure of a business
- Apply theoretical knowledge to actual and simulated situations
- Documents used by a business to record cash and credit transactions
- The two-fold effect of transactions on the accounting equation
- The distinction between cash and profit
- Discuss ethical considerations faced by business owners when making business decisions, and the financial implications of those choices

Unit 2:

- Identify, classify, and record financial data, both manually and using ICT
- Explain and apply appropriate internal control procedures
- Manually record transactions in the special journals and inventory cards
- Apply theoretical knowledge to simulated situations
- Analyse the effects of financial transactions on the accounting equation
- Prepare historical and budgeted accounting reports, manually and using ICT
- Use ICT, including spreadsheets, to construct appropriate graphical representations
- Model potential outcomes of different options, analyse the results and provide advice
- Indicators to measure business performance in relation to non-current assets
- Ethical considerations dealing with suppliers, customers and non-current asset management

Unit 3:

- Use correct accounting terminology
- Explain and apply relevant qualitative characteristics and accounting assumptions
- Apply theoretical knowledge to simulated situations
- Identify and manually record financial data in the general journal, general ledger and inventory cards
- Use ICT to record financial data in the general journal, general ledger and inventory cards and to construct graphical representations
- Distinguish between current and non-current assets, and current and non-current liabilities
- Explain the purpose of a trial balance
- Explain and apply appropriate internal control procedures
- Analyse the effects of financial transactions on the accounting equation
- Distinguish between product and period costs in relation to inventory valuation
- Use ICT, including spreadsheets, to model and analyse the effects of alternative inventory valuation methods and cost assignment methods
- Model and analyse the financial effects of alternative strategies to improve business performance
- Distinguish between cash and profit
- Discuss ethical considerations in relation to the recording and reporting of accounting information

Unit 4:

- Apply theoretical knowledge to simulated situations
- Identify and record financial data manually in the general journal and the general ledger, and manually prepare accounting reports
- Use ICT, including spreadsheets, to record transactions in the general journal and the general ledger and prepare accounting reports
- Construct appropriate graphical representations to assist with the analysis of classified accounting reports and other information to evaluate the performance of a business
- Analyse the effects of financial transactions on the accounting reports
- Prepare an adjusted trial balance
- Distinguish between cash and profit
- Discuss ethical considerations in relation to the recording and reporting of accounting information

Forms of Assessment

- A folio of exercises using manual methods and ICT
- Structured questions using manual methods and ICT
- An assignment including the use of ICT
- A case study including the use of ICT
- A classroom presentation, using ICT
- A report including the use of ICT
- A feasibility investigation of a business venture including use of ICT
- A folio of exercises using manual methods and ICT
- Structured questions using manual methods and ICT
- A case study including the use of ICT
- A report (written, oral or ICT based)

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/Documents/authorisation/templates/Accounting.docx*

Applied Computing Units 1&2

VCE Applied Computing teaches strategies for crafting digital solutions and safeguarding data, info, and software. It explores components of information systems which include people, processes, data, and digital systems, and their impact on solution quality.

What students do: Unit 1

Area of Study 1 – Data Analysis

- Interpret solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.

Area of Study 2 - Programming

- Interpret solution requirements to design, develop and evaluate a software solution using a programming language.

What students do: Unit 2

Area of Study 1 - Innovative Solutions

- Collaborate with other students to analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

Area of Study 2 - Network security

- Examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

What students learn: Unit 1 (skills, knowledge and understandings)

Area of Study 1 – Data Analysis

Key skills

- Gather, cite, and analyse data within legal and ethical guidelines.
- Interpret designs with suitable tools.
- Manipulation, visualisation creation, and result comparison with software.

Key knowledge

- Data and Information.
- Problem Solving Approaches.
- Interactions and Impacts.

Area of Study 2 – Programming

Key Skills

- Development of software solutions
- Use design tools
- Testing and debugging
- Evaluate efficiency

Key knowledge

- Digital systems
- Data and Information
- Approaches to problem solving

What students learn: Unit 2 (skills, knowledge and understandings)

Area of Study 1 – Innovative Solutions

Key skills

- Investigate, identify users, propose data methods, analyse requirements, select tools.
- Solution development, documentation, validation, evaluation of effectiveness.
- Document, monitor, plan with Gantt chart.

Key knowledge

- Digital systems
- Data and Information
- Approaches to problem solving

Area of Study 2 - Network security

Key Skills

- Network applications and vulnerabilities.
- Design secure wireless network solutions.
- Legal and ethical implications of data security.

Key knowledge

- Digital systems
- Interactions and impacts

Forms of Assessment: Units 1&2

- SAC
- Project
- Exam

Additional Requirements:

- Recommended students considering this subject complete year 10 Digital Technologies

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx*

Applied Computing: Software Development

VCE Software Development focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

What students do: Unit 3

Area of study 1:

- Respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language
- Examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules

Area of study 2:

- Analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

What students do: Unit 4

Area of study 1:

- Apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3

Area of study 2:

- Examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions
- Evaluate the current security practices and develop a risk management plan

What students learn: Unit 3

Knowledge:

- Digital systems
- Data and information
- Approaches to problem-solving
- Interactions and impact

Skills:

- Interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules
- Analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

What students learn: Unit 3

Knowledge:

- Digital systems
- Data and information
- Approaches to problem-solving
- Interactions and impact

Skills:

- Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan
- Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Forms of Assessment: Unit 3

- Area of study 1 - SAC
- Area of study 2 – SAT Part 1 (Project)

Forms of Assessment: Unit 4

- Area of study 1 – SAT Part 2 (Project)
- Area of study 2 – SAC
  - Structured questions OR
  - A report in written format OR
  - A report in multimedia format

Additional Requirements:

- It is recommended that students complete VCE Applied Computing Units 1&2 prior to choosing this subject

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/appliedcomputing-softwaredevelopment/Pages/index.aspx

Art Creative Practice

In Unit 1 and 2 Art Creative Practice, students use research and investigation to inform their art making. By studying artworks, the practices of artists and their role in society, students will develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

Through the process of Making and Responding, students will develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By studying the artworks, artist practices and practical art making, students will understand the relationship between research, art practice and the analysis and interpretation of art works.

In Unit 3 and 4 Art Creative Practice, students complete a self directed folio. They research and explore the artistic practice of contemporary and historical artists, experiment and develop the use of various materials, techniques and processes. Students present their body of works in critiques, reflect and evaluate their practices and refine their practice to create a finished artwork.

Additionally, students study the practice of two artists in depth. They investigate relevant ideas and issues the artists explored in their artworks, and develop an understanding of how to interpret and analyse artworks in its relevant contexts.

What students do: Unit 1

- For theory students discuss the practices of three artists and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.
- For practical tasks students use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.
- They document and evaluate the components of the Creative Practice used to make personal visual responses.

What students do: Unit 2

- For theory students use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.
- For practical tasks students use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

What students do: Unit 3&4

- Research-students research and analyse artworks and artists as inspiration for their own art practice.
- Explore-responding to the research, students explore their own ideas through their use of the Creative Practice.
- Document-students document their research, acknowledgement of sources, ongoing exploration and experimentation, as well as the further development and refinement of their ideas and technical skills.
- Reflect and evaluate-students reflect and evaluate their practice through ongoing self-reflections and class critiques.
- Resolve and present-students refine their skills and visual language to create resolved artworks.

What students learn:
(skills, knowledge and understandings)

Unit 1:

- (Theory) Analyse and discuss the practices of artists from different periods of time and cultures.
- (Practical) Experiment with and explore materials, techniques and processes using the Creative Practice.

Unit 2:

- (Theory) Compare the practices of artists and artworks from different cultures and times.
-
- (Practical) Explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Unit 3:

- Research and analyse the ideas and issues explored by artists in their artworks
- Explore and document the use of materials, techniques and processes to develop effective visual language that communicate personal ideas.
- Select and apply the appropriate Interpretive Lenses throughout the Creative Practice
- Reflect on and evaluate the use of the Creative Practice to develop and refine an artwork, using appropriate written, and visual material
- Apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks

Unit 4:

- Present a critique of the use of the Creative Practice.
- Use feedback and reflection to develop, refine and resolve a Body of Work.
- Apply art terminology in critically reflective annotation throughout the Creative Practice.
- Evaluate and document the use of Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work.
- Select and apply the appropriate Interpretive Lenses to document the use of Creative Practice.
- Present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience.
- Evaluate how the presentation and context of a Body of Work effectively communicates ideas and meaning to the audience.

Forms of Assessment:

Unit 1

- Short-answer responses supported by visual references (SAC)
- Documentation of the creative practice (Folio)

Unit 2

- Short-answer responses supported by visual references (SAC)
- Documentation of the creative practice (Folio).

Unit 3

- Documentation of the creative practice (Folio)
- In class verbal presentation (critique)

Unit 4

- Documentation of the creative practice (Folio)
- In class verbal presentation (critique)
- short-answer responses supported by visual references (SAC)

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/Index.aspx*

Australian and Global Politics

Students investigate the wider global political system, learning how international actors are influenced through the use of power and how globalisation has dramatically changed the modern world.
Students are also introduced to Australia's political system and study the mechanisms that create our local and international policies.

What students do: Unit 1&2

- Read and watch international and Australian news.
- Class and group discussions about international and national events.
- Conduct a case study comparing different political systems. i.e. Democracy and Dictatorship.
- Conduct a mock United Nations debate.

What students do: Unit 3&4

- Read and watch international and Australian news.
- Class and group discussions about international and national events.
- Develop expertise in the politics of one Asia-Paci c state (China).
- Examine current con icts and crises to evaluate the effectiveness of international responses.

What students learn: Unit 1&2

Overall skills

- Analysing causes and consequences
- Identifying and analysing differing political interests and perspectives.
- Constructing reasoned and evidence-informed arguments

Unit 1: Politics, Power, and Political Actors

- How do political actors use power to create stability or change?
- The key political actors in Australia.
- How is power distributed and used in Australia?
- The interests and perspectives of various global actors.
- What makes a global political actor powerful?

Unit 2: Democracy: Stability and Change

- Characterises Australia's democracy.
- How democratic are Australia's political institutions and processes?
- What are the political issues facing Australian democracy today?
- The challenges to the legitimacy and spread of democracy globally.
- Democracy contributing to global stability and/or opportunities for change.

What students learn: Unit 3&4

Overall skills

- Analysing causes and consequences
- Identifying and analysing differing political interests and perspectives
- Constructing reasoned and evidence-informed arguments

Unit 3: Global Cooperation and Con ict

- The causes of global issues.
- How can global issues be resolved?
- Challenges to the resolution of global issues
- Identify and address the causes of humanitarian crises.
- Can global actors cooperate to manage con icts?

Unit 4: Power in the Indo-Paci c

- How is power exercised in the Indo-Paci c region?
- How has China de ned its national interests?
- How effective is the state in using power to achieve its national interests?
- How does Australia perceive its strategic and national interests in the region?
- How does Australia go about achieving those interests?
- What are the different perspectives on Australia's role in the region?

Forms of Assessment: 1&2

- Case-study projects.
- Debates on contemporary news.
- Comparison of political stances on an issue.
- CATs.

Forms of Assessment: 3&4

- Case-study projects.
- Debate on contemporary news.
- Mock policy briefs
- CATs.

For further information about this subject, please refer to the 2025 VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/australianpolitics/Pages/index.aspx*

Biology

Throughout this course, students will delve into the intricacies of life, exploring topics such as cells, regulation of body systems, inheritance, species interactions, DNA manipulation, photosynthesis, cellular respiration, immunology, and evolution. By examining these concepts, students will gain a comprehensive understanding of the mechanisms driving life on Earth.

What students do: Unit 1&2

- Year 11 Biology offers students the opportunity to deepen their understanding of fundamental biological concepts and enhance their practical skills through engaging in a variety of learning tasks and hands-on activities.
- Students explore the fascinating world of cells using the microscope, have the opportunity to gain insight into animal systems first hand by participating in a rat dissection and apply genetic problem solving skills to consider how traits and genetic diseases are passed from generation to generation.
- Students will lead their own experiment and will select a contemporary issue to investigate through a bioethical lens.

What students do: Unit 3&4

- In Year 12 Biology, students will develop their experimental skills through a range of practical activities and experiments, such as analysing DNA using gel electrophoresis, editing DNA to make bacteria glow in the dark and many more.
- Students will attend Casey Tech to diagnose a patient with Huntington's disease and will also attend Melbourne Zoo to learn about primate evolution.

What students learn:

Unit 1:

- The significance of cells as the basic structural and functional units of life
- Mechanisms that allow for growth and replacement of living tissues and the role of stem cells in development
- The organisation and role of plant and animal systems and how these systems are regulated for survival
- How to apply key science skills to design and conduct their own biological experiment

Unit 2:

- How living things reproduce and pass on genetic information and how this impacts species diversity
- The relationship between DNA, genes and chromosomes, and how different factors influence gene expression
- How to interpret a karyotype to detect genetic abnormalities and how to analyse and predict the transmission of genetic traits within families
- The nature of adaptations and relationships between species that enable survival, and the contribution of indigenous knowledge in understanding the Australian ecosystem
- How bioethics provides a critical framework for considering and evaluating the implications of scientific advancements

Unit 3:

- Explore the fundamental building blocks of life in VCE Biology: Investigate how nucleic acids and proteins orchestrate essential functions, while unraveling the intricacies of biochemical pathway regulation.
- Discover how organisms adapt and respond to environmental changes, and trace the evolutionary journey of species across time, uncovering the interconnectedness of life on Earth.
- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Unit 4:

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Forms of Assessment: Unit 1&2

Students will be assessed S or N for demonstrating the required key knowledge and science skills.

They will have the opportunity to complete a variety of tasks including:

- Experiments and data analysis
- Case studies
- Media analysis
- Modelling and simulation activities
- Biological problem solving
- A response to a bioethical issue

Students will complete a school-based examination at the conclusion of each unit that will contribute 50% to their internally reported score. Students are required to complete set tasks within class in order to demonstrate an understanding of the study design dot points.

Forms of Assessment: Unit 3&4

Students will be assessed with the following SAC forms, worth a total of 50% of their mark:

- Case Study Analysis
- Data Analysis
- Comparison of Experimental Findings
- Scientific Poster
- Bioethical Analysis

Students will also complete a VCAA Examination worth 50% of their mark.

Additional Requirements: 1&2

- Students who elect to study VCE Biology will benefit from strong literacy skills to enable them to comprehend scientific texts and communicate using the required specialist language.
- Students who have successfully completed the relevant Biology elective in Year 10 will be best placed to consider undertaking Unit 1 and 2 Biology.
- Unit 1 and 2 Biology provides students with a solid foundation to undertake the Unit 3 and 4 Biology sequence.

Additional Requirements: 3&4

- It is recommended to allocate a minimum of 3 hours per week for independent study, in addition to completing assigned homework tasks.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx*

Business Management

In Business Management, students follow the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. They also consider changes that need to be made to ensure the continued success of a business.

What students do:

Unit 1

- Students will explore the business idea and entrepreneurship.
- Students will create a business portfolio where they will apply their understanding of the internal environment to a business idea they have created.
- Students will use planning tools to consider the effect of the elements in the external environment, whilst preparing a business plan.

Unit 2

- Students consider the legal requirements when establishing a business.
- Students will put their business ideas into action and participate in market day where they will have the opportunity to sell their products within the college
- Students will demonstrate the recruitment process and work through resumes, selection criteria and job interviews as we explore staffng requirements of a business.

Unit 3

- Students investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses.
- Students apply business management knowledge to real and/or simulated business scenarios
- Students participate in an excursion to visit examples of manufacturing and service businesses to learn how they operate

Unit 4

- Students investigate how KPIs are used to determine a business's need for change
- Students use contemporary business case studies to explore how businesses respond to change

What students learn:
(skills, knowledge and understandings)

Unit 1

- In Unit 1, students explore planning a business through creating a business idea, considering the internal environment and external environment.

Unit 2:

- In Unit 2, students will explore the process of establishing a business. Students will consider the legal requirements for starting a business, the marketing process for a business idea and how to effectively staff a business.

Unit 3

- In Unit 3, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives.

Unit 4

- In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.
- Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance

Forms of Assessment: Units 1&2

- Case studies
- Business portfolio
- Business report
- Market day report

Forms of Assessment: Units 3&4

- a case study
- structured questions

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business- management/Pages/Index.aspx*

Chemistry

Chemistry explores the properties, composition, and interactions of matter at the atomic and molecular levels. It encompasses the study of elements, compounds, reactions, and their roles in shaping the world around us, from the smallest particles to complex biological systems.

What students do: Unit 1&2

Throughout Units 1 and 2 of Chemistry, students will actively participate in theoretical and practical sessions to explore key chemistry concepts. Additionally, there will be opportunities for excursions to Casey Tech-Berwick to complement their learning experience.

Students will also undertake a student-adapted or student-designed scientific investigation that would go on for 2 weeks.

During Units 3 and 4 of Chemistry, students will participate in both theoretical and practical sessions exploring various topics.

Additionally, there will be excursions to Casey Tech-Berwick to enhance their learning experience. Students will also undertake a student-designed scientific investigation that would go on for 2 weeks.

What students learn: Unit 1 (skills, knowledge and understandings)

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

- **Understanding Chemical Structures and Properties of Materials:** Students gain insight into the chemical structures and properties of various materials, including covalent compounds, metals, ionic compounds, and polymers.
- **Exploring Methods for Measuring Chemical Quantities:** Students investigate techniques for measuring chemical quantities and evaluate the impact of manufacturing innovations on sustainable product development.
- **Gaining Knowledge of Practical Experimentation Techniques:** Students acquire practical skills for conducting experiments related to chemistry.
- **Acquiring Proficiency in Chemistry Terminology:** Students develop proficiency in using chemistry terminology, including symbols, formulas, chemical nomenclature, and equations.
- **Understanding Sustainability Principles in Chemistry:** Students delve into sustainability principles and their application in chemistry.

Unit 2: How do chemical reactions shape the natural world?

- **Understanding Chemical Interactions with Water:** Students delve into the properties of water and its interactions in various chemical reactions, particularly focusing on acid-base and redox reactions.
- **Acid-Base Reactions:** Students learn about the Brønsted-Lowry theory of acids and bases, including the writing of balanced equations for their reactions in water.
- **Redox Reactions:** Students explore oxidizing and reducing agents, as well as balanced half and overall redox equations.
- **Quantitative Analysis Techniques:** Students focus on analysing and quantifying chemical reactions involving acids, bases, salts, and gases.
- **Scientific Investigation:** Students undertake a student-designed scientific investigation related to chemistry principal they have studied.

Unit 3: How can design and innovation help to optimise chemical processes?

- **Analysis of Energy Sources:** Students learn to analyse and compare different fuels, including fossil fuels and biofuels, as energy sources for society.
- **Energy Production Methods:** Through practical investigations, students learn about sustainable methods of energy production.
- **Practical Skills:** Students develop practical skills in conducting experiments.
- **Factors Affecting Reaction Rates:** Students learn about the factors influencing the rate of chemical reactions.
- **Equilibrium Systems:** Students study reversible and irreversible reactions, equilibrium expressions, Le Chatelier's principle, and the dynamic nature of equilibrium.

- **Electrolysis and Electrochemical Cells:** Students explore electrolytic processes and the production of chemicals through electrolysis.
- **Chemical Systems Analysis:** Students learn to analyse chemical systems experimentally to predict how reaction rates and extents can be optimised.

Unit 4: How are carbon-based compounds designed for purpose?

- **Structures and Reactions of Carbon-Based Organic Compounds:** Students will explore the structures and reactions of carbon-based organic compounds, investigating their roles in fuels, foods, medicines, and polymers.
- **Application of Green Chemistry Principles:** They will examine how green chemistry principles are applied in the production of synthetic organic compounds.
- **Laboratory Analysis Techniques:** Students will learn laboratory analysis and instrumentation techniques to identify and ensure the purity of organic compounds.
- **Practical Investigations in Organic Synthesis:** They will conduct practical investigations involving the synthesis and analysis of organic compounds.
- **Characteristics and Properties of Organic Compounds:** Students will study the characteristics of carbon atoms, molecular formulas and the naming conventions.
- **Reactions of Organic Compounds:** The unit will cover various reactions of organic compounds.
- **Medicinal Chemistry Concepts:** The unit will explore medicinal chemistry, including extraction and purification of natural compounds.
- **Scientific Inquiry and Investigation Skills:** Students will develop scientific inquiry skills through a student-designed scientific investigation.

Forms of Assessment: Unit 1&2

- Class tests and School Assessed Coursework (SACs)
- There will be a class test for each topic and six SACs across units 1 and 2
- Semester examination

Forms of Assessment: Unit 3&4

- Class tests and School Assessed Coursework (SACs)
- There will be a class test for each topic and fi e SACs across units 3 and 4
- Semester examination

Additional Requirements: 1&2

- In each unit, students will work towards achieving three outcomes, all of which are essential for passing the unit. It is advisable for students to dedicate some time (minimum of 2 hours per week) or independent study at home to prepare for their lessons and assessments. Additionally, regular homework assignments will be given to reinforce learning and assess understanding.

Additional Requirements: 3&4

- In Unit 3, there are two outcomes, while in Unit 4, there are three outcomes. Successfully completing all outcomes is essential to achieve a passing grade for each unit. It is recommended to allocate a minimum of 3 hours per week for independent study of chemistry, in addition to completing assigned homework tasks.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx*

Dance

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication.
In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements.
Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. Students perform learnt solo and group dance works and their own works.
They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

What students do: Unit 1&2

- Students are introduced to a range of dance traditions, styles and works.
- Students work both collaboratively and independently on solo and group dances.
- They focus on dance analysis using terminology and knowledge gained in classes.

What students do: Unit 3&4

- Students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories.
- Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer.

What students learn: Unit 1&2 (skills, knowledge and understandings)

Unit 1:

- Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body.
- They apply this knowledge through regular and systematic dance training.
- Students explore the choreographic process through movement studies, cohesive dance compositions and performances.
- They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

Unit 2:

- In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers.

What students learn: Unit 3&4 (skills, knowledge and understandings)

Unit 3:

- Students will be able to describe and discuss movement vocabulary, analyse the dance design of the selected dance works and use appropriate dance terminology.

Unit 4:

- In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure.
- When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation.
- They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work.

Forms of Assessment: Units 1&2

- Analysis of dance works
- Learnt dance work
- Structured improvisations
- Self-choreographic solo and group
- Short answer responses
- Create dance magazine

Forms of Assessment: Units 3&4

- Two self-choreographed solos
- End of year written exam
- SACS

Additional Requirements:

- Dance uniform, appropriate dance shoes, attend dance performances and assessments after school hours.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/Documents/vce/dance/2019DanceSD.pdf*

English

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

What students do:

- In the senior levels, students will be expected to engage progressively with adult texts that reflect complex concerns.
- They then develop their own responses to these texts from personal engagement through to critical analysis, applying and refining their capacity for inferential reading and viewing as they grapple with many possible levels of meaning that can be extracted by a reader.

What students learn:

Unit 1

- Make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
- Demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

- Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- Explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3:

- Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4:

- Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Forms of Assessment: 1&2

- A personal response to a set text
- Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- A description of writing processes.
- An analytical response to a set text
- A set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- An analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.

Forms of Assessment: 3&4

- Two analytical responses to text in written form.
- Two written texts constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.
- An analytical response to argument in written form
- A point of view oral presentation.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx*

English as an additional language

The study of EAL empowers students to read, write, speak and listen in different contexts. Students extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

What students do:

In the senior levels, students will be expected to engage progressively with adult texts that reflect complex concerns. They then develop their own responses to these texts from personal engagement through to critical analysis, applying and refining their capacity for inferential reading and viewing as they grapple with many possible levels of meaning that can be extracted by a reader.

What students learn: Unit 1&2
(skills, knowledge and understandings)

- Develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.
- Apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts.
- Learn how to experiment with the qualities of effective writing in their own work.
- How to craft writing using evidence from the texts to support an analysis.

What students learn: Unit 3&4
(skills, knowledge and understandings)

- Apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text
- Understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed
- Experiment with adaptation and individual creation of texts, and demonstrate insight into ideas and effective writing strategies
- How to consider the purpose, audience, context and arguments in texts, and the ways written and spoken language, and visuals are employed for effect

Forms of Assessment: Units 1&2

- A personal response to a set text
- Two student-created texts
- Annotations on the student-created texts, identifying the qualities of effective writing.
- An analytical response to a set text
- An annotated visual text(s) that identifies the key persuasive techniques
- An analysis of the use of argument and persuasive language and techniques in text(s)
- An oral presentation of a point of view

Forms of Assessment: Units 3&4

- Two analytical responses to texts in written form.
- Two student-written texts constructed in consideration of audience, purpose and context.
- An analytical response to argument in written form.
- A oral presentation on a point of view in response to a recent issue.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx*

Environmental Science

The VCE Environmental Science curriculum focuses on Earth's interconnected systems and how they drive natural environmental changes, examining human impacts on biodiversity, pollution, climate change, and more.

What students do: Unit 1&2

Throughout Units 1 and 2, students will actively participate in theoretical and practical sessions to explore key concepts. Students will also undertake two student-adapted or student-designed scientific investigations.

What students do: Unit 3&4

Throughout Units 3 and 4, students will actively participate in theoretical and practical sessions to explore key concepts. They will have the opportunity to attend excursions related to biodiversity and sustainability. Students will also undertake a student-adapted or student-designed scientific investigations.

What students learn: Unit 1&2
(skills, knowledge and understandings)

Students will explore the interconnectedness of Earth's dynamic systems, examining how they change over time. They will conduct scientific investigations to understand how these systems support life and how human activities impact them. Through units focusing on pollution, food and water security, students will develop an understanding of how science evolves to address environmental challenges in diverse sociocultural, economic, and political contexts.

What students learn: Unit 3&4
(skills, knowledge and understandings)

Students will explore the importance of biodiversity conservation and sustainable development. They will investigate the causes and impacts of climate change and examine potential responses to mitigate its effects. Additionally, students will analyse the sustainability of different energy sources and explore how scientific inquiry informs our understanding of contemporary environmental challenges, guiding informed decision-making for a more sustainable future.

Forms of Assessment: Units 1&2

Students are required to complete set tasks within class in order to demonstrate an understanding of the study design dot points.
Students will be assessed with the following SAC forms, worth a total of 50% of their mark:

- Case study
- Data analysis
- Designed solution to an environmental problem
- Media response
- Student-designed experimental reports

Students will also complete two examinations worth 50% of their mark.

Forms of Assessment: Units 3&4

Students are required to complete set tasks within class in order to demonstrate an understanding of the study design dot points.
Students will be assessed with the following SAC forms, worth a total of 50% of their mark:

- Case study
- Student-designed experimental report
- Designed response to an issue
- Evaluation of a response to an environmental challenge
- Demonstration of evidence-based decision making

Students will also complete a VCAA Examination worth 50% of their mark.

Additional Requirements: Units 1&2

In each unit, students will work towards achieving three outcomes. Successfully completing all outcomes is essential to achieve a passing grade for each unit. It is recommended students dedicate a minimum of 2 hours per week to independent study at home to prepare for their lessons and assessments.

Additional Requirements: Units 3&4

In Unit 3, there are two outcomes, while in Unit 4, there are three outcomes. Successfully completing all outcomes is essential to achieve a passing grade for each unit. It is recommended to allocate a minimum of 3 hours per week for independent study, in addition to completing assigned homework tasks.
For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx

Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and health and wellbeing through the application of practical food skills.

What students do: Unit 1&2

Focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world.

What students do: Unit 3&4

Students investigate the many roles and everyday influences of food and food choices, the science of food our physical need for it and how it nourishes and sometimes harms our bodies.

What students learn: Unit 1&2

Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Unit 1:

Explores how humans have historically sourced their food, from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

Unit 2:

ocus on Australia, looking at indigenous food prior to European settlement and how food patterns have changed since, particularly through the in uence of food production, processing and manufacturing industries and immigration.

What students learn: Unit 3&4

How communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments

Unit 3:

Investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients.

Unit 4:

Examine the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and navigate contemporary food fads, trends and diets.

Forms of Assessment: Units 1&2

- Internal assessment both written and practical assessment tasks as well as the end of year examination.

Forms of Assessment: Units 3&4

- Unit 3 School-assessed Coursework: 30 per cent – Written and practical tasks
- Unit 4 School-assessed Coursework: 30 per cent – Written and practical tasks
- End-of-year examination: 40 per cent.

Additional Requirements: Units 1&2

Ideally students will have studied Food subject in levels 8-10.

Additional Requirements: Units 3&4

While it is not a requirement, it is recommended that students complete Units 1&2 Food Studies.

For further information about this subject, please refer to the VCE Study Design at:

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/2023FoodStudiesSD.docx

Foundation Maths

Foundation Mathematics Units 1-4 focus on providing students with the mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community setting relevant to contemporary society.

What students do: Unit 1&2

- In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.
- The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

What students do: Unit 3&4

- The focus for Units 3 and 4 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts further extended to include federal and global contexts.
- Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

What students learn: Unit 1&2
(skills, knowledge and understandings)

Unit 1 and 2:

Area of Study 1: Algebra, number and structure

1. Percentages
2. Powers and Roots
3. Solving equations

Area of Study 2: Data Analysis, Probability and Statistics

1. Collecting and Classifying data
2. Presenting and Interpreting data

Area of Study 3: Discrete Mathematics (Financial Mathematics)

1. Financial systems and Income payments
2. Managing Finances

Area of Study 4: Measurement, Shape and Space

1. Perimeter and Area of 2D and 3D shapes
2. Volume, Mass and Capacity of 3D shapes
3. Space, Time and Measurement

What students learn: Unit 3&4
(skills, knowledge and understandings)

Unit 3 and 4:

Area of Study 1: Algebra, number and structure

1. Calculations
2. Ratios, Proportion and variation
3. Linear and Simultaneous Equations
4. Percentages

Area of Study 2: Data Analysis, Probability and Statistics

1. Data collection and Organisation
2. Measures of Central Tendency and Spread
3. Comparing data sets and long-term prediction

Area of Study 3: Discrete Mathematics (Financial Mathematics)

1. Interest and Loans
2. Financial and Consumer Mathematics

Area of Study 4: Measurement, Shape and Space

1. Polygons and transformations
2. Right-angled triangles
3. Measurement
4. Volume
5. Scales, plans and models

Forms of Assessment: Units 1&2

- End of topic Hurdle Tasks
- Unit SAC's
- Mid-year and End-of-year exam

Forms of Assessment: Units 3&4

- End of topic Hurdle Tasks
- Unit SAC's (Mathematical Investigations 4-6 hours)
- SAC 1: AOS 1 and AOS 2
- SAC 2: AOS 1 and AOS 3
- SAC 3: AOS 1 and AOS 4
- Mid-year and End-of-year exam

Additional Requirements:

- Scientific calculator
- Geometry set

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx*

General Maths

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

What students do: Unit 1&2

- Students are required to develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations.
- The areas of study for Units 1 and 2 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics' and 'Space and Measurement'.

What students do: Unit 3&4

- Students are required to develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations. A
- The areas of study for Unit 3 comprises 'Data Analysis' and 'Recursion and financial modelling', and Unit 4 comprises 'Matrices' and 'Networks and Decision Making'

What students learn: Unit 1&2 (skills, knowledge and understandings)

Unit 1:

- Univariate Data
- Linear Functions, Graphs, Relations and Models
- Matrices
- Sequences and Financial Maths

Unit 2:

- Bivariate Data
- Transformations
- Networks
- Space, Measurement and Trigonometry

What students learn: Unit 3&4 (skills, knowledge and understandings)

Unit 3:

- Data Analysis
- Recursion and Financial Modelling

Unit 4:

- Matrices
- Networks

Forms of Assessment: Units 1&2

- Hurdle Tasks
- SAC's
- Mid-year and End-of-year exam

Forms of Assessment: Units 3&4

- Hurdle Tasks
- SAC's
- End-of-year exams

Additional Requirements:

- Students must demonstrate competency with using the CAS calculator.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx*

Geography Year 11 and 12

Students are interested in learning about local, national and global environments. Students keen to get outdoors and participate in fiel work. Geography will provide students with the opportunity to gain a glimpse into careers which investigate environmental monitoring and management and ecologically sustainable development.

What students do: Unit 1&2

- Explore a range of questions, issues and challenges in the world around us.
- Use fieldwork, spatial technologies and investigation of a wide range of secondary sources to offer solutions to geographical problems.
- Develop skills in investigation, collection of data, use of spatial and digital technologies, interpretation, analysis and communication of geographic information.

What students do: Unit 3&4

- Investigate two major processes that are changing land
- Analyse these processes, explain their impacts on land cover
- Evaluate two different global responses to the impacts of land cover change
- Use appropriate fieldwork techniques
- Investigate growth around the world
- Undertake investigations into two countries with significant population trends

What students learn:

Unit 1: Hazards and Disasters
Students investigate how people have responded to speci c types of hazards and disasters. Students will atend a eldwork trip as part of their investigation into bush res.

- **Fieldwork Report -** Students will complete a eldwork excursion to gather data and write a report.

Unit 2: Tourism, issues, and challenges.
Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change, and its impact on people, places, and environments, issues, and challenges of ethical tourism.

- **Key geographical concepts**
  Geographical skills (maps and other forms of data)
- **Geospatial technologies**
  Global Navigation Satellite System (GNSS) Google maps and Earth.
- **Fieldwork Report**
  Students will complete a eldwork excursion to gather data and write a report.

Unit 3: Changing the Land
Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

- **Fieldwork Report**
  Students will complete a eldwork excursion to gather data and write a report.

Unit 4: Human Population, trends and issues.
Students investigate the geography of human populations. They will compare developed and developing countries, investigating poverty, megacities, slums, refugees, and transient people.

- **Key geographical concepts**
  Geographical skills (maps and other forms of data)
- **Geospatial technologies**
  Global Navigation Satellite System (GNSS) Google Maps and Earth.
- **Fieldwork Report**
  Students will complete a eldwork excursion to gather data and write a report.

Forms of Assessment: Units 1&2

- Atend a eldwork excursion and write a eldwork report.
- Mapping, using Global Navigation Systems, and various other classroom activities.
- A variety of other tasks are undertaken using the set text and school-based work tasks CATs.
- Research
- Summary Book

Forms of Assessment: Units 3&4

- Atend a eldwork excursion and write a eldwork
- report.
- Mapping, using Global Navigation Systems, and various other classroom activities.
- A variety of other tasks are undertaken using the set text and school-based work tasks CATs.
- Research

Additional Requirements:

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Geography/Pages/index.aspx*

Health and Human Development

VCE Health and Human Development provides 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.

What students do: Unit 1&2

- Learn about health issues in Australia and the world.
- Learn about the meanings of health and wellbeing, and about factors such as nutrition and how it impacts upon health

What students do: Unit 3&4

- Learn about health issues in Australia and the world.
- Use data to describe and evaluate the health status of Australians

What students learn: Unit 1&2 (skills, knowledge and understandings)

- Describe a range of influences on the perspectives and priorities of health and wellbeing
- Collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing, and draw conclusions from health data about the health status of youth in Australia
- Describe different dimensions of health
- and wellbeing
- Analyse the extent to which health status data reflects concepts of health and wellbeing
- Explain a range of sociocultural factors that contribute to variations in the health status and health behaviours of Australia's youth
- Explain the functions of major nutrients for general health and wellbeing and the consequences of nutritional imbalance on short- and long-term health and wellbeing

What students learn: Unit 3&4 (skills, knowledge and understandings)

- Explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
- Describe interrelationships between dimensions of health and wellbeing
- Explain the individual and collective importance of health and wellbeing as a resource
- Describe global benefits of the pursuit of optimal health and wellbeing
- Identify the WHO's prerequisites for health and explain their links to improved health outcomes
- Describe and apply indicators used to measure health status
- Analyse patterns in morbidity and mortality in Australia over time
- Analyse data that show improvements in health over time and draw conclusions about reasons for improvements
- Analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- Apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies and evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing
- Draw conclusions as to why dietary improvements are difficult to achieve in Australia

Forms of Assessment:

- Case Study
- Data Analysis
- Written Report
- Written Examination

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf*

History

History is the study of critical events throughout history and is an opportunity to explore how signi cant events, ideas, individuals and movements that have shaped our world today.

What students do: Unit 1&2 – Modern History

- Historical Source Analysis
- Documentary/Movie Analysis
- Historical Arguments
- Historical Inquiry

What students do: Unit 3&4 - Revolutions

- Historical Inquiry
- Primary&Secondary Source Analysis
- Historical Debates
- Historical Argument Analysis

What students learn: Unit 1&2 (skills, knowledge and understandings)

Unit 1: Change & Conflict

- In AOS 1, students explore the chaotic period after WW1 to the emergence of new conflicts, ideologies and movements that within 20 years had dragged Europe (and their allies) into another global war
- In AOS 2, Students focuses on how life changed for people living in Germany during this tumultuous time. Through a study of social life and cultural expression such as art, film and architecture, students will learn how the Nazi party came to control every aspect of German life and the consequences of this control both within, and outside of Germany's borders.

Unit 2: The Changing World Order

- In AOS 1, students examine the Cold War, its consequences for international relations and the reasons for the collapse of the USSR in 1991.
- While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam.
- The Cold War was also 'fought' in other places including space, arts and sport.
- In AOS 2, students examine the way the world was challenged and changed after WW2
- Analysing the causes and consequences of global terrorism, looking at the growth of groups like Al Qaeda and Boko Harum, and the impact of political movements like the civil rights campaigns in Australia, USA & South Africa.

What students learn: Unit 3&4 (skills, knowledge and understandings)

Unit 3: Russian Revolution

- In AOS 1, Students will analyse the long- and short-term causes of the revolution.
- Evaluating how key events like WW1, the key messages of Marxism and key leaders like Lenin contributed to the revolutionary situation, culminating in the 2 revolutions in 1917.
- In AOS 2, students analyse what happened in Russia after the revolution.
- Examining if the Bolsheviks achieved their original revolutionary goals and how they went about consolidating they're power through fear, coercion and social reform.

Unit 4: French Revolution

- In AOS 1, Students explore the conditions that contributed to the outbreak of revolution, including the American War of Independence and decisions made by Louis XVI.
- In AOS 2, students examine the revolutionary government in France and the challenges it faced in attempting to consolidate its power.
- Students will also explore how life changed for people living in France at this time and argue how successful the revolution was in achieving its goals

Forms of Assessment:

- SACs; document and visual analysis tasks, historical inquiry task, historical research task, essay writing and exam

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx*

Legal Studies

Students interested in rules and laws and why we have them. Who enforces them and what are students' legal rights and responsibilities? Have students thought about working in community services, criminal justice, social welfare, law enforcement, border protection, the armed forces, legal education and human rights?

What students do: Unit 1&2

- Understand and apply legal terminology, principles, and concepts.
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform.
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes.

What students do: Unit 3&4

- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions.
- The Victorian Criminal Justice System
- The People and the Law Makers

What students learn: Unit 1-4

(skills, knowledge and understandings)

Unit 1:

How the Legal System protects the rights of individuals and how our Justice system works.

Unit 2:

Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Unit 3:

The Victorian criminal justice system determines whether an accused person is guilty beyond reasonable doubt of an offence. We look at the Magistrates' Court, County Court and Supreme Court) and institutions such as Victoria Legal Aid and community legal centres available to assist the accused and victims of crime.

Unit 4:

The ways he Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law.

Forms of Assessment: Units 1&2

- SACs
- Research and a Law Report a folio of exercises
- An oral or digital presentation, such as a podcast or video
- Structured questions
- A mock trial or role-play

Forms of Assessment: Units 3&4

- SACs
- Research and a Law Report
- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- Structured questions

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx*

Literature

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

What students do: Unit 1&2

- Students consider how language, structure and stylistic choices are used in different literary forms and types of text.
- Students explore the concerns, ideas, style, and conventions common to a distinctive type of literature seen in literary movements or genres.

- Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.
- Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

What students learn: Unit 1-4

(skills, knowledge and understandings)

Unit 1:

Explore conventions common to a selected movement or genre, and engage with the ideas, concerns, and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2:

Analyse and respond to the representation of a specific time and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3:

To analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form, and develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4:

Respond creatively to a text and comment critically on both the original text and the creative response, and analyse literary forms, features, and language to present a coherent view of a whole text.

Forms of Assessment: Units 1&2

Suitable tasks for assessment in this unit may be selected from the following:

- a close analysis of one of more selected passages
- an essay (comparative or analytical)
- a debate
- reading journal entries
- an in-class seminar
- a creative response to a text(s) studied.
- an oral or a written review
- a multimedia response.

Forms of Assessment: Units 1&2

- A written interpretation of a text, supported by close textual analysis, using a key passage.
- An analysis of how textual form influences meaning.
- An interpretation of the text's views and values within its historical, social and cultural context.
- Written response that explores an interpretation informed by a supplementary reading, using a key moment from the text.
- A creative response to a text.
- A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text.
- A close analysis of a text, supported by an examination of textual details, based on a selection of passages.

Additional Requirements:

- Students should have a high level of literacy and be an enthusiastic reader. Students must pass an entrance exam for admission.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx*

Mathematical Methods

Mathematical Methods Units 1 and 2 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. Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

What students do: Unit 1&2

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics.'
- The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics.'

What students do: Unit 3&4

- Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration, and inference with and without the use of technology. They will have facility with relevant mental and by-hand approaches to estimation and computation. A focus on using the CAS technology effectively is also part of this course.
- Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability, and statistics', 'Calculus', and 'Functions, relations and graphs.'

What students learn: Unit 1 (skills, knowledge and understandings)

Unit 1:

- Quadratics
- Gallery of Graphs
- Functions and Relations
- Polynomials
- Transformations
- Probability

Unit 2:

- Exponential Functions and Logarithms
- Circular Functions
- Rates of Change
- Differentiation and Anti-Differentiation of Polynomials
- Applications of Differentiation

Unit 3:

- Functions and Relations
- Coordinate Geometry
- Transformations
- Polynomial Functions
- Exponential Functions and Logarithms
- Circular Functions

Unit 4:

- Differentiation
- Applications of Differentiation
- Integration
- Probability distributions
- Pseudocode

Forms of Assessment: Units 1&2

- Topic Tests
- Hurdle Tasks
- SAC's
- Mid-year and End-of-year exam

Forms of Assessment: Units 3&4

- Topic Tests
- Hurdle Tasks
- SAC's
- End-of-year exams

Additional Requirements:

- Students must demonstrate competency with using the CAS calculator.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx*

Media

Unit 1 – Students study representations in media products, such as film and then take these learning into making their own media products followed by a focus on Australian stories and the importance of having an industry in Australia.
Unit 2 - Students study narrative, style and genre in a variety of media products before creating their own media narrative, followed by a focus on the ever-changing media landscape.
Unit 3 – Students study narrative and context in film before planning their own media product.
Unit 4 – Students produce and edit their media product ready for distribution.

What students do: Unit 1&2

- **Unit 1:** Media forms, representations and Australian stories.
- In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.
- They explore media codes and conventions and the construction of meaning in media products.
- Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms
- Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form.
- **Unit 2:** Narrative across media forms. In this unit students further develop an understanding of the concept of narrative in media products and forms through different contexts such as genre and style.
- Students analyse the influence of developments in media technologies on individuals and society, examining a range of media forms.
- Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

What students do: Unit 3&4

- **Unit 3:** Media narratives and pre-production. In this unit students explore stories that circulate in society through a media narrative.
- They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, historical, institutional, cultural, economic and political contexts of construction, consumption, production and distribution.
- Students look at how ideas, research, investigation and experimentation can be used in the development of media products.
- They explore and experiment with media technologies to develop skills in their selected media form.
- Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.
- Students undertake preproduction processes appropriate to their selected media form and develop written and visual documentation to support the production and postproduction of a media product in Unit 4.
- **Unit 4:** Media production and issues in the media.
- In this unit students focus on the production and postproduction stages of the media production process, bringing the media production design created in Unit 3 to its realisation.
- They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.
- Students explore the relationship between the media and audiences, focusing on the contemporary challenges afforded by current developments in the media industry.
- They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and individuals.
- Students also analyse the role of the Australian government in regulating the media as well as ethical and legal issues in the media.

What students learn:

(skills, knowledge and understandings)

Unit 1:

- Media representations
- Media forms in production
- Australian stories

Unit 2:

- Narrative, style and genre
- Narratives in production
- Media and change

Unit 3:

- Narratives and their contexts
- Research, development and experimentation
- Pre-production planning

Unit 4:

- Media production
- Agency and control in the media

Forms of Assessment:

Unit 1

- Timed written SAC
- Media productions
- Video essay / podcast

Unit 2

- Research task
- Media production
- Essay / analysis

Unit 3

- Video essay
- Timed written SAC
- Development, research, experimentation and pre-production for a media product

Unit 4

- Production, post-production and distribution of a media product
- Essay

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/Documents/vce/media/2024MediaSD.docx*

VCE Outdoor Education

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

Practical experiences are at the heart of Outdoor Education with students going on outdoor experiences throughout the year. These include surfing, hiking, mountain biking, snorkelling and many more. Students will use the theoretical knowledge they learn in the classroom and apply it to real life scenarios!

What students do: Unit 1&2

- Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.
- Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.
- Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

What students do: Unit 1&2

- Students are provided with the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia.
- Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.
- Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments.
- They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

What students learn: Unit 2 (skills, knowledge and understandings)

Unit 1: Connections with outdoor environments
Unit 2: Discovering outdoor environments

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

Unit 3: Relationships with outdoor environments
Unit 4: Sustainable outdoor environments

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Forms of Assessment:

- Practical Logbooks (during outdoor experiences)
- Question and answer assessment tasks
- Case Study Analysis Tasks

Philosophy

VCE Philosophy explores themes and debates within the nature of reality, knowledge, and ethics, as well as techniques of reasoning and argument drawn from logic.

It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well.

Possible future career pathways:

Lawyer, Scientist, Historian, Professor, Teacher, Journalist, Writer.

What students do: Unit 1&2

- Students will explore philosophical questions such as, what is the nature of reality? How do we know something is actually true? How do we acquire certain knowledge?
- Students will explore philosophical questions through discussions, reflection and investigation.
- Students will also explore the ideas of past and current philosophers on the topics of reality and knowledge.
- Students will gain a deeper understanding of their own beliefs, and how this shapes their view of the world.
- Students will engage in arguments, learning to justify their claims and actively listen to others.
- Students will use logic and reasoning to underpin their arguments, and exploration of the topics.

What students do: Unit 1&2

Unit 3: The good life

- Students will explore crucial questions about what it is for a human to live well.
- Exploring and evaluation the viewpoints of various philosophers regarding what it means to live a good life.
- Using the viewpoint of philosophers and your own point of view to answer philosophical questions and develop a position.
- Examining what it means to live a good life in the scope of relationships the wider community.
- Re-examine personal position on what it means to live a good life.
- Exploring ethical considerations.

Unit 4: On believing

- Students will consider what it means to believe, how information is shared in the modern age, the truth of testimony, what it means to be an expert.
- Students will determine how to separate good beliefs from poor beliefs
- Students will explore a contemporary case study relating to believing, such as the role of social media in the spread of information.

What students learn:

Unit 1: Philosophy, existence and knowledge

- In this unit students explore the meaning of reality, what exists and how do we categorise
- Students will explore ideas about reality though history from various philosophers
- Students will engage in thought experiments to broaden their understanding of reality and what exists
- Students will explore how science has shaped our understanding of reality and existence
- Students will explore the difference between belief and knowledge
- Students will explore what it means to know something
- Students will engage in debates and present arguments based in logical reasoning

Unit 2: Questions of value:

- Exploring the why and how we apply value to people and things
- The relationship between different types of value
- Criticising or defending particular value judgments
- How do we judge an action to be right or wrong?
- Where do our morals and ethics come from?
- Do morals really exist?
- Debates about the nature of ethics and morals
- What are Human rights?
- Is freedom a fundamental human right?
- What is a social contract?
- Is democracy the only justifiable form of policy?

Unit 3: The good life

Students explore various viewpoints and concepts in relation to living a good life.

Students will read primary text which explore philosophers viewpoints on the meaning of a good life

Students will explore the following questions within the context of set readings

- What role do pleasure and self-discipline play in a good life?
- What is the nature of happiness and what is its role in the good life?
- What role do love and friendship play in the good life?
- To what extent is the good life dependent on freedom and authenticity?
- What obligations, if any, do we have to others?
- What is the role of rights and justice in

Students explore the objections and criticisms raised in response to philosophers viewpoints and arguments.

Unit 4: On believing

Students explore various viewpoints and concepts in relation to beliefs and Knowledge.

Students will read primary text which explore philosophers viewpoints on the meaning of believing well.

Students will explore the following questions within the context of set readings

- What role should experience, testimony and expertise play in the formation of and justification for belief?
- What responsibilities, if any, do we have to ourselves and others regarding belief, belief formation and justification?
- In what circumstances should we trust assertions made by others?
- What should we do in light of others holding beliefs that disagree with our beliefs?

Forms of Assessment: Units 1&2

- Short answer test
- Evaluations
- Extended responses/essays
- Reflection

Forms of Assessment: Units 3&4

- Short answer test
- Evaluations
- Extended responses/essays

Additional Requirements:

- Device
- Study Notes

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Philosophy/Pages/Index.aspx*

Physical Education Units 1-4

Students will learn about Physical Activity, Sport and Society in Unit 1 and the Human Body in Motion in Unit 2. This is completed primarily through theory classes with some practical classes occasionally.

For units 3 and 4 students will investigate the questions 'How are movement skills improved?', 'How does the body produce energy?', 'What are the foundations of an effective training program?' and 'How is training implemented effectively to improve fitness?'

What students do: Unit 1&2

- Students engage in practical activities to examine how the body systems interact with physical activity, sports, and exercise, observing their adaptation to varying demands.
- Students evaluate the social, cultural, and environmental influences on movement.
- Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines.
- Students utilize diverse assessment methods to evaluate individual and population physical activity and sedentary behaviour levels, then analyse the data relative to activity guidelines.
- Students complete class work as hurdle tasks by handwriting all summary notes into their workbook. As a part of this process, they also must complete all chapter summary questions.
- At the completion of each topic, students then complete a SAC (School Assessed Coursework) to test their understanding.
- At the end of Unit 1 and 2, students complete a written exam.

What students do: Unit 3&4

- Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise.
- They use practical activities to demonstrate how correct application of key principles can lead to improved performance in physical activity and sport.
- Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.
- Students participate in a variety of different practical activities to collect data including skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- Students are regularly assessed through various means from Lab reports to structured responses. Students are required to maintain effective class notes and summaries to reinforce their knowledge.

What students learn:

Unit 1:

- Students will investigate how the musculoskeletal system works to produce movement. As well as explore the structure and function of bones, muscles, and joints.
- Students will investigate the role of the cardiovascular and respiratory systems during physical activity.
- Students will analyse the interactions between muscles, bones, and joints in various physical activities.
- Students examine the physiological responses and adaptations of the body to physical activity, sport, and exercise.
- Students will assess the impact of social, cultural, and environmental factors on movement and participation in physical activity.
- Students will evaluate ethical considerations related to the use of legal and illegal practices to enhance performance in the musculoskeletal and cardiorespiratory systems.

Unit 2:

- Students explore different types of physical activity and their impact on health and wellbeing.

- Investigating factors influencing participation in physical activity across various population groups and settings.
- Students analyse individual and population-based consequences of physical inactivity and sedentary behaviour.
- Students examine the relationship between physical activity, sport, health, and society.
- Students evaluate strategies and programs aimed at promoting participation in physical activity and addressing societal issues related to physical inactivity and sedentary behaviour.
- Students apply social-ecological models to analyse and critique initiatives for increasing physical activity participation and reducing sedentary behaviour.

Unit 3:

- This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport, and exercise. They investigate the characteristics of each system and the interplay of the systems during physical activity.
- Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4:

- In this unit students analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.
- Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program.
- Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

Forms of Assessment: Units 1&2

- Chapter summary hurdle tasks completed at end of each chapter (S or N tasks).
- SACS at the end of each outcome.
- End of semester exam for each unit.

Forms of Assessment: Units 3&4

- School Assessed Coursework including:
  - Structured responses
  - Laboratory reports
  - Journal/Logbooks
  - Case Studies
- End of unit exams

Additional Requirements: Units 1&2

- Textbook (Live it up 1. VCE Physical Education 1 and 2.)
- Workbook and device.

Additional Requirements: Units 3&4

- Edrolo Subscription
- Textbook (Live it up)
- Workbook
- Device

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx*

Physics

Students who are curious about how the world works are encouraged to study this subject. Students will investigate how Light, Thermodynamics, Electromagnetism and Motion contribute to our understanding of nature plus how advances in modern physics such as Relativity and Quantum Mechanics has changed our view of the universe.

What students do: Unit 1&2

In Year 11 Physics, students investigate four key areas of physics: Radiation and Nuclear Physics, Light and Thermodynamics, Electrical circuits, and Motion.

- Students will conduct a range of practical experiments, modelling and simulation activities to investigate these key areas of study.
- Students will select an area of physics of their choice to research and will present a detailed report on that topic.
- Finally, students will design their own comprehensive investigation from any area of physics covered in the course.

What students do: Unit 3&4

In Year 12 Physic experiments, simulations and demonstrations play a key part in students understanding of key physics concepts such as motion and energy transformations.

- They will apply a field model to gravity, electric and magnetic fields and look at practical aspects of these concepts such as DC motors.
- Students will learn about power generation and transmission of electric power. Evidence for the wave model of light is explored and then compared to the particle model by investigating the photoelectric effect.
- Students delve into modern physics by learning about electron matter waves, wave-particle duality, and applications of special relativity.

What students learn:
(skills, knowledge and understandings)

Unit 1

- Refraction, dispersion, total internal reflection, and optical phenomena of light
- Heating and cooling processes
- Specific heat capacity and Latent Heat
- The enhanced greenhouse effect.
- Potential difference, current, resistance and power in series and parallel circuits
- How different components can be used in circuits.
- Fundamental forces in the nucleus
- Types of radioactive decay and half-life
- Radiation effects on humans
- Binding energy, Fusion, and Fission processes

Unit 2:

- Straight-line motion of objects
- Force, momentum and impulse.
- Energy transformations including kinetic, gravitational, and elastic.
- Research skills and presentation of information on chosen physics area of interest.
- Experimental skills in developing, conducting, and analysing a student designed investigation.

Unit 3:

- Connected body force problems.
- Circular motion and projectile motion
- Conservation of momentum&energy
- Gravitational fields, force, and conditions for stable orbits of satellites
- How electric fields act on charged particles and their applications.
- How magnetic fields act on charges and current-carrying wires and how this is used in society.
- How changing a magnetic field induces an emf and current and the practical applications of this such as power transmission.

Unit 4:

- How wave mechanics can explain the behaviour of light and matter
- How light can also act like a particle
- Introduction to quantum mechanics
- Exploration of the nature of special relativity.
- Experimental skills in developing, conducting, and analysing a student designed investigation.

Forms of Assessment: Units 1&2

- SACs
- Topic Tests
- Student-led Research Task
- Practical Investigations
- Written Examinations

Forms of Assessment: Units 3&4

- SACs
- Topic Tests
- Student Designed Investigation
- Practical Investigations
- Coursework
- End of Year Exam

Additional Requirements: Units 1&2

- Students should possess sound literacy and numeracy skills if they are wishing to undertake Unit 1&2 Physics
- It is strongly recommended that students have completed Year 10 Chemistry&Physics elective to prepare them for VCE Physics.

Additional Requirements: Units 3&4

- Students are strongly advised to have completed Unit 1&2 before undertaking Unit 3&4.
- Students should have demonstrated a good standard of competencies throughout Unit 1&2 in order to be suitably prepared for Unit 3&4.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Physics/Pages/Index.aspx*

Product Design & Technology

VCE Product Design and Technologies is a folio-based subject that unpacks the design process through divergent and convergent thinking. Students will investigate and research relevant industry and market trends prior to the development of a design that take the form of physical, three-dimensional products.

What students do: Unit 1&2

- Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products.
- In doing this, they practise using their critical, creative and speculative thinking strategies.

What students do: Unit 3&4

- Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept.
- Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design and shaped using design thinking.

What students learn: Unit 2
(skills, knowledge and understandings)

Unit 1: Design practices

- Double diamond design approach to investigate and define, generate and design graphical product concepts, evaluate and plan and manage.
- Approaches, roles and responsibilities of working collaboratively and as a team
- Methods to support collaboration and teamwork, including use of digital technologies

Unit 2: Positive impacts for end users

- Describe and apply design thinking strategies to refine graphical product concepts
- Construct, justify and use research methods to gather data to investigate and define needs and/or opportunities
- Formulate a design brief that addresses a real need or opportunity, with reference to factors that influence product design

Unit 3: Ethical product design and development

- Methods of manufacturing in low-volume and high-volume production settings
- Technologies used in different scales of manufacturing: one-off, low-volume, high-volume, continuous production
- Sustainability frameworks and strategies
- Technologies and their impacts on processes used in production

Unit 4: Ethical production and evaluation

- The role of research and development (r&d) and its importance to entrepreneurial activity and innovation
- Speculative design thinking and innovation and their importance to entrepreneurial activity and the success or failure of products
- Product developments that integrate new and emerging technologies
- Environmental, economic, social and worldview issues associated with new and emerging technologies

Forms of Assessment:

- School Assessed Coursework
- Folio
- Exam

Additional Requirements:

- It is recommended that students considering VCE Product Design&Technology have successfully completed the Year 10 program

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/TeachingandLearning.aspx*

Psychology

For students intrigued by unravelling the complexities of human behaviour and mental processes, Psychology is an excellent choice. Whether curious about the reasons behind individual actions or fascinated by the dynamics of social interactions, Psychology provides a platform for exploration and discovery. With its emphasis on critical thinking and real-world applications, Psychology prepares students for diverse career paths, from counselling to research.

What students do: Unit 1&2

- In Units 1 and 2 of Psychology, students will explore human development across emotional, cognitive, and social domains.
- They'll analyse the brain's role in cognition and behaviour, including its capacity for recovery after injury.
- Through contemporary research, students will investigate societal influences on individual behaviour and group behaviour.
- Additionally, they'll conduct scientific inquiries into attention, perception, examining how these processes shape our experiences and understanding potential causes of perceptual differences.
- Students will complete a student-directed investigation, based on one of the chosen areas covered in Units 1 and 2.

What students do: Unit 3&4

- In Units 3 and 4 of Psychology, students will explore the intricate functioning of the nervous system and its role in interactions with the environment, alongside the impact of stress.
- They will delve into the mechanisms underlying learning and memory, including the unique approaches of Aboriginal and Torres Strait Islander peoples.
- They'll also examine the importance of sleep on mental wellbeing, considering the biological regulation of sleep stages and impact of sleep deprivation.
- Additionally, students will analyse various aspects of mental wellbeing, including specific phobias.
- Students will complete a student-directed investigation, based on one of the chosen areas covered in Units 3 and 4.

What students learn:

(skills, knowledge and understandings)

Unit 1:

- Evaluate the significance of biological, psychological, and social factors in shaping human behaviour and development.
- Investigate the criteria psychologists use to categorise behaviour as typical/atypical and adaptive/maladaptive.
- Explore the roles of different parts of the brain in shaping behaviour and mental processes.
- Investigate how the brain can change due to experiences and trauma, examining factors influencing neuroplasticity and strategies for optimising brain function.
- Evaluate the contributions of modern research into understanding neurological disorders.

Unit 2:

- Analyse the impact of prejudice, discrimination, and stigma on mental wellbeing for individuals and groups.
- Explore how social groups and cultural norms shape individual behaviour, examining the ways in which people are influenced by their social environment.
- Investigate the role of perception in processing and interpreting sensory information.
- Explore how our visual perception can be fl wed, leading to phenomena like visual illusions and agnosia.

Unit 3:

- Explore how different parts of the central and peripheral nervous system process sensory information and coordinate responses.
- Learn about the biological and psychological models of stress.
- Explore behaviourist and social-cognitive approaches to learning, as well as learning approaches that position the learner within a broader system, such as Aboriginal and Torres Strait Islander ways of knowing.

- Explore the sensory, short-term and long-term memory and investigate the functions of various brain regions.
- Examine the roles of memory in imaging possible futures, Alzheimer's disease and aphantasia.

Unit 4:

- Explore sleep as a psychological concept, which is categorised into REM and NREM and explore the differences across the lifespan.
- Explore the impacts of sleep deprivation and compare this to the effects of blood alcohol concentrations.
- Investigate how disruptions to a person's sleep wake cycle can lead to sleep disorders.
- Explore mental wellbeing and the protective factors to maintain mental wellbeing.
- Explore the various factors contributing to the development of and interventions used for treating specific phobias.

Forms of Assessment: Unit 1&2

- Coursework
- Logbook Activities
- Student-assessed coursework (Case Study, Data Analysis, Comparison/Evaluation of findings from Practical Activities, Media Analysis, Response to an investigation into contemporary research and Student-led scientific investigation)
- Written examination

Forms of Assessment: Unit 1&2

- Coursework
- Logbook Activities
- Student-assessed coursework (Case Study, Data Analysis, Comparison/Evaluation of findings from Practical Activities, Media Analysis and Student-led scientific investigation)
- Written examination

Additional Requirements: Unit 1&2

- Students who choose to study VCE Psychology will benefit from strong literacy and numeracy skills to enable them to comprehend scientific texts, data and communicate using the required specialist language.
- It is strongly recommended that students have completed Year 10 Psychology elective to prepare them for VCE Psychology.

Additional Requirements: Unit 3&4

- It is strongly advised to have completed Unit 1 and 2 Psychology before undertaking Units 3 and 4.
- It is recommended to allocate a minimum of 3 hours per week for independent study, in addition to completing assigned homework tasks.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Psychology/Pages/Index.aspx*

Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

What students do: Unit 1&2

This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In this course there is an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

- The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

What students do: Unit 3&4

In this course there is an emphasis on mathematical structure, reasoning and proof and applications across a range of modelling contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

- Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

What students learn: Unit 2 (skills, knowledge and understandings)

Unit 1:

- Reviewing Algebra
- Number systems
- Additional Algebra
- Logic

Unit 2:

- Simulation, Sampling Distributions
- Trigonometry
- Graphing Functions
- Complex Numbers
- Vectors

Unit 3:

- Logic and Proof
- Circular Functions
- Vectors
- Complex Numbers
- Differentiation

Unit 4:

- Integration and Applications
- Differential Equations
- Kinematics
- Vectors
- Probability

Forms of Assessment: Unit 1&2

- Topic Tests
- Hurdle Tasks
- SAC's
- Mid-year and End-of-year exam

Forms of Assessment: Unit 3&4

- Topic Tests
- Hurdle Tasks
- SAC's
- End-of-year exams

Additional Requirements:

- Students must demonstrate competency with using the CAS calculator.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx*

Theatre Studies

Unit 1 – Students study theatre styles pre-1945 before working in two production roles to interpret a script into a performance. Students also see live theatre for analysis.
Unit 2 - Students study contemporary theatre styles before working in two production roles to interpret a script into a performance. Students also see live theatre for analysis.
Unit 3 – Students work collaboratively in two production roles to interpret a script into a performance. Students interpret the theatrical possibilities of excerpts from a script. Students also see live theatre for analysis.
Unit 4 –Students document dramaturgical decisions to inform an interpretation of a monologue for performance.

What students do:

Unit 1:

- This unit delves into the application of acting, direction, and design within various theatrical styles and their conventions prior to 1945.
- Students engage in production roles, working with scripts from specific periods.
- They focus on at least two theatre styles, exploring their conventions and historical contexts.
- Students learn about theatre production processes like planning and presenting to audiences, applying them to their own work.
- They also study safe, ethical, inclusive, and sustainable practices. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2:

- In this unit, students explore contemporary theatre practice by studying scripts from 1945 to the present day.
- They choose either two distinct theatre styles or a theatre movement within this timeframe, with at least one Australian play included.
- Students learn about theatre production processes like planning and presenting to audiences, applying them to their own work.
- They also study safe, ethical, inclusive, and sustainable practices.
- Students continue to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 3:

- In this unit, students develop an interpretation of a script through the 3 stages of the theatre production process: planning, development and presentation.
- Students specialise in 2 production roles, working collaboratively to interpret and realise the production of a script.
- They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied.
- Students develop knowledge of elements of theatre composition and safe, ethical, inclusive, and sustainable (where possible, environmentally sustainable) working practices in the theatre.
- Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance.

Unit 4:

- In this unit, students study a scene and an associated monologue from a script.
- They initially develop an interpretation of the prescribed scene.
- This work includes exploring theatrical possibilities and using dramaturgy across the 3 stages of the production process.
- Students then develop an interpretation of the monologue that is embedded in the specified scene.
- To realise their interpretation, students work in production roles as an actor and director, or as a designer.

What students learn:

(skills, knowledge and understandings)

Unit 1:

- Theatre styles pre-1945 and their conventions
- Theatre production processes (Planning, Development, Presentation)
- Analysis of a performance

Unit 2:

- Contemporary theatre styles and their conventions
- Theatre production processes
- Analysis of a performance

Unit 3:

- Ensemble performance documenting the production process
- Interpreting theatrical possibilities to an excerpt of a previously unstudied script
- Analysis of a performance

Unit 4:

- Exploring theatrical possibilities
- Interpretation of monologue in performance
- Analysis of a performance

Forms of Assessment:

Unit 1

- Research task with a poster and a workshop
- Timed written SAC
- Folio documenting the production process

Unit 2

- Research task with poster and a workshop
- Timed written SAC
- Folio documenting the production process

Unit 3

- Timed written SAC
- Folio documenting the production process

Unit 4

- Timed written SAC
- Folio documenting the production process
- Monologue exam
- Written exam

For further information about this subject, please refer to the VCE Study Design at:

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/theatrestudies/Pages/Index.aspx

VET Dance

The VCE VET Dance program aims to: provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the live performance industry enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

What students do: Year 1 (Unit 1/2)

- Students take part in regular dance training to build upon their technique and artistry in their chosen elective styles, culminating in the performance of two solos in their styles that has been taught by industry practitioners.
- Throughout the year, students complete studies in safe dance practice&physical conditioning, as well as developing a basic understanding of human anatomy and how this links to dance movements.
- Students create short ensemble pieces and reflect on the process, building their ability to work with others.

What students do: Year 2 (Unit 3&4)

- Students continue to build upon their technique and artistry training in the elective styles chosen in Year 1.
- Over the year students concentrate on the performance of two solos that are performed in an external practical examination during term 4.
- Students complete 3 major assessment portfolios that are built up of various tasks completed over the year, such as a mock audition, ensemble performances and theory questions.
- Topics such as industry practices (insurance, unions etc) and issues and trends in the Creative Arts industry are discussed.

What students learn: (skills, knowledge and understandings)

First Year Units:

- Develop basic dance techniques (CUADAN211)
- Prepare for live performances (CUAPRF211)
- Follow safe dance practices (CUAWHS111)
- Develop a basic level of physical fitness for dance performance (CUAWHS211)
- Work effectively with others (BSBTWK201)

In Addition, Selection of 2 elective units from the following:

- Perform basic jazz dance techniques (CUADAN213)
- Perform basic contemporary dance techniques (CUADAN215)
- Perform basic ballet techniques (CUADAN216)
- Perform basic tap techniques (CUADAN217)
- Perform basic street dance techniques (CUADAN218)
- Perform basic lyrical dance techniques (CUADAN220)

Second Year Units:

- Incorporate artistic expression into basic dance performances (CUADAN212)
- Develop and apply creative arts industry knowledge (CUAIND211)
- Develop audition techniques (CUAPRF314)
- Develop performance techniques (CUAPRF317)

In Addition, continuation of the 2 elective units from previous year:

- Increase depth of jazz dance techniques (CUADAN315)
- Increase depth of ballet dance techniques (CUADAN316)
- Increase depth of contemporary dance techniques (CUADAN318)
- Increase depth of street dance techniques (CUADAN319)
- Increase depth of tap dance techniques (CUADAN321)
- Increase depth of lyrical dance techniques (CUADAN322)

Forms of Assessment: Year 1 (Unit 1/2)

- Technique Class Observations
- Performance and Rehearsal Observations
- Theory Questions
- Safe Dance Video
- Creation of Fitness Plan

Forms of Assessment: Year 2 (Unit 3/4)

- 3 Major Assessment Tasks, comprising of the following elements:
  - Technique class Observations
  - Performance&Rehearsal Observations
  - Mock Audition
  - Theory Questions
  - Oral&Visual Presentation
  - Podcast
- External Performance Exam
  - Performance of 2 solos in elective style

Additional Requirements: Year 1 (Unit 1/2)

- Basic understanding of dance terminology&technique

Additional Requirements: Year 2 (Unit 3/4)

- Successful completion of VCE VET Dance or completion of RPL documentation to gain entry in Unit 3/4.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx*

VCD

Visual Communication Design teaches students about the language of visuals and how it communicates ideas, solves problems, and influences behavior. They learn to use different tools and techniques, both manual and digital, to create designs for specific purposes and audiences. Through this, they understand how aesthetics contribute to effective communication and design resolution. Students also explore how designers use visuals to communicate concepts in messages, objects, environmental and interactive experience (such as logo, product, interior and game). They learn to think creatively and critically, using a design process to develop solutions.

What students do:

In Unit 1 of Visual Communication Design, students focus on object and message, learn to solve real-world design problems by understanding what makes good design.

- They explore how to use visuals like images and text to communicate effectively.
- They also learn about the design process and different ways to think creatively.

In Unit 2, they focus on designing environmental and interactive experiences, considering how design can impact people's emotions.

- They also learn about different cultural influences on design and how to respect these influences in their work.
- These units are a great starting point for students interested in design.

Unit 3 of Visual Communication Design focuses on how designers work and analyze their designs.

- Students study contemporary designers in various fields to understand their processes in creating messages, objects, environments, or interactive experiences.
- They also learn about the contexts, responsibilities, and visual language used in design.
- Students examine how designers respond to design problems and ideas about good design.
- They analyze design examples and develop practical skills in visual communication.

In Unit 4, students apply their learning by resolving design concepts and presenting solutions for specific communication needs.

- They refine their ideas, test them, and present them to others for feedback, learning to justify their design decisions and refine their solutions.

What students learn: Unit 2 (skills, knowledge and understandings)

- In **Unit 1**, students learn to identify and reframe design problems, conduct research, and develop criteria. They also learn about the VCD process and visual language.
- **Unit 2** builds on these skills with a focus on designing environments and interactive experiences, considering historical and cultural influences
- **Unit 3** explores how designers work, analyzing design examples, and gaining insights into professional practice.
- **Unit 4** focuses on resolving design concepts, presenting solutions, and refining ideas based on feedback. Students also learn to justify their design decisions and present their solutions effectively.

Forms of Assessment:

Unit 1

- **Area of Study 1:** Reframing design problems (4 weeks) – Written design brief
- **Area of Study 2:** Solving communication design problems (6 weeks) – folio
- **Area of Study 3:** Design's influence and influences on design (6 weeks) – folio

Unit 2

- **Area of Study 1:** Design, place and time
- (6 weeks) – folio
- **Area of Study 2:** Cultural ownership and design (4 weeks) – folio
- **Area of Study 3:** Designing interactive experiences (4 weeks) – folio **Unit 3**
- **Area of Study 1:** Professional design practice (4 weeks) - written tasks, practical tasks
- **Area of Study 2:** Design analysis (4 weeks) -
- comparative analysis of two design fields
- **Area of Study 3:** Unit 4 – folio

Additional Requirements:

- It is recommended that students considering VCE Visual Communication design have successfully completed the Year 10 program

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx*

VCE VOCATIONAL MAJOR

Literacy

Develop their everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.

Participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms, and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.

Discuss and debate the ways in which values of workplace, community and person are represented in different texts.

Present ideas in a thoughtful and reasoned manner.

Note: VCE VM students need to select either a VCE VM Literacy or VCE English/EAL subject.

What students do: Unit 1&2

- Read, watch, listen to and understand a range of text types for a variety of audiences and purposes
- Use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts
- Identify, through annotations and summaries, the purpose, audience and context of different text types
- Infer the meaning of content from the context
- Listen and contribute to small group and whole class discussions
- Identify reliable sources to be used for research
- Compare the structure, language and presentationof different text types
- Evaluate the effectiveness of content in terms of purpose and audience
- Plan, create, draft, edit and refine a range of individual responses to different text types
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.
- Plan, create and edit a range of digital texts
- appropriate to audience and purpose
- Demonstrate respectful digital interactions
- Compare and contrast online digital texts
- Critically evaluate the reliability and effectiveness of a range of digital texts
- Apply the conventions of referencing and acknowledge attribution, where applicable

What students do: Unit 3&4

- Access relevant texts via the internet or other means
- Read, infer and create meaning from texts
- Identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- Engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation
- Compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information
- Explain the purpose and intended audience of instructional, procedural and informational texts
- Identify where to seek reliable and accurate sources of information
- Recognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- Create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose
- Listen and contribute to small group and whole class discussions
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

What students learn: Unit 1&2

(skills, knowledge and understandings)

- Structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
- Ways in which purpose, context and audience influence the structure and language of different text types
- The way visual and auditory cues, language and
- other strategies are used to create meaning
- Plagiarism and its ramification
- The uses of paraphrasing, note taking and summarising
- The process of planning, drafting, revising, editing
- and proofreading both handwritten and digital texts
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.
- The structure of different webpages and digital texts
- The differences between digital texts such as webpages, podcasts and social media
- The features and importance of digital security
- The principles of copyright and the conventions of attribution
- Safe and respectful practices in the digital world
- The etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion

What students learn: Unit 3&4

(skills, knowledge and understandings)

- The structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts
- Key elements of specific complex texts
- The way different organisations, groups and businesses develop their own use of language
- The elements of oral communication, including eye contact, tone, body language and intonation
- The conventions of discussion, including active listening and questioning
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.
- Listen and contribute to small group and whole class discussions
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.
- The structure and language of different organisational, informational and procedural texts
- The purpose and intended audience of the text
- The characteristics of organisational, informational and procedural texts
- Elements of oral communication, including eye contact, tone, body language and intonation

Forms of Assessment: Unit 1&2

- Coursework
- CATs

Forms of Assessment: Unit 3&4

- Digital work books with hurdle tasks
- Theme project assessment
- Stand alone assessment

Numeracy

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

Note: VCE VM students need to select VCE VM Numeracy or a VCE Mathematics subject.

What students do: Unit 1&2

- Demonstrate an understanding of reading numbers, place value and decimal place value, including rounding to two decimal places
- Use the order of operations to solve a range of practical calculations with whole numbers and common decimals and fractions
- Solve problems involving common fractions and decimals, for example half, quarter, third, fifth and equivalent decimals
- Calculate common percentages of numbers, and increase and decrease numbers by common percentages
- Use simple proportions and divide quantities by a simple ratio such as 1 to 2.
- Describe and classify common and familiar two- and three-dimensional shapes, including the use of appropriate technology
- Demonstrate an understanding of reflection, rotation
- and symmetry of simple familiar shapes
- Create common and familiar two- and three- dimensional shapes and describe the relationship between these, including through the use of technology
- Determine and name patterns of common and familiar shapes such as those found in engineering, architecture, and design, for example bridges, buildings, sculptures.

What students do: Unit 3&4

- The Numeracy course is designed to support and enable students to use, justify, and formulate a range of different numeracy skills and capabilities in order to make sense of their daily personal, public and vocational lives.
- Students need to develop the skills and capabilities to be able to problem-solve, and to use their skills to investigate and solve a problem where the mathematics is embedded within a real-world context.
- Students will be exposed to a problem-solving cycle that will support them to become more capable, critical and reflective problem solvers, and to use their mathematical skills successfully and confidently to become numerate individuals within the community and in their selected vocations.
- At the end of Units 3 and 4, students should be productive, informed and efficient users of both analogue and digital technologies with the ability to select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological) to solve and communicate mathematical problems embedded in practical contexts.

What students learn: Unit 1&2

(skills, knowledge and understandings)

- Whole numbers and decimals up to two places
- Place value and reading numbers expressed in digits or words
- Multiplication facts and knowledge of factors and multiples
- Rounding whole numbers and decimals up to two places
- Order of operations
- Common fractions and percentages, and their
- Equivalence such as ¼ = 0.25 = 25%
- Simple proportions.
- Properties and names of two-dimensional shapes and everyday familiar three-dimensional objects such as regular prisms, for example boxes and cylinders
- Simple reflection, rotation, and symmetry in relation
- To everyday familiar shapes
- Patterns in, and between, everyday and familiar shapes
- Appropriate technologies that create and manipulate simple two-dimensional shapes

- Simple scaling in relation to enlargement and reduction such as in plans, diagrams, and photographs.

What students learn: Unit 3&4
(skills, knowledge and understandings)

- The areas of study for units 3 and 4 of numeracy are 'number', 'shape', 'quantity and measures', 'mathematical relationships', 'dimension and direction', 'data', 'uncertainty' and 'systematics'.
- Embedded within these areas of study are six numeracies that cover personal, financial, civic, health, recreational and vocational contexts where a range of mathematical skills are situated.
- Examples of tasks that may be completed include:
- Planning a class excursion or event including costs and logistics and complexities
- Interpreting economic data including unemployment rates, underemployment, participation rates, inflation and official interest rates.
- Personal money management such as banking, monitoring debit and credit transactions, and keeping track of money
- Nutrition or fitness, including setting goals and understanding issues such as the relationships between lifestyle and disease
- Workplace specific plans, diagrams, formulas, proportions, rates and ratios
- Comparison of planning and costs of different party venues and events, such as for a birthday party or cultural celebration
- Scheduling, timetabling and reorganising personal work and travel arrangements

Forms of Assessment:

- Coursework
- CATs

Personal Development Skills Unit 1-4

VCE Vocational Major Personal Development Skills enables students in Unit 1&2 to:

- Develop a sense of identity and self-worth
- Understand and apply concepts that support individual health and wellbeing
- Access, critique, synthesise and communicate reliable information
- Explain the role of community and the importance of social connectedness
- Practise the rights and responsibilities of belonging to a community
- Recognise and describe the attributes of effective leaders and teams
- Set and work towards the achievement of goals
- Work independently and as part of a team to understand and respond to community need
- Evaluate and respond to issues that have an impact on society
- Develop capacities to participate in society as active, engaged and informed citizens.

VCE Vocational Major Personal Development Skills Unit 3&4 enables students to examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Possible future career pathways: *https://myfuture.edu.au/bullseyes/details/28--physical-education*

What students do: Unit 1&2

- Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence
- Apply the elements of emotional intelligence when working independently and/or collaboratively
- Apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively
- Discuss and evaluate key concepts relating to personal identity and emotional intelligence.
- Describe the concepts and factors relating to individual and group health and wellbeing
- Outline the requirements and elements related to designing, implementing and evaluating an activity or voluntary work in the community
- Propose and justify a suitable individual or group activity
- Apply communication, critical thinking, problem-solving, decision-making and planning skills when designing an activity that aims to improve health and wellbeing

What students do: Unit 3&4

- Apply communication, critical thinking, problem-solving and metacognitive skills when implementing an activity that aims to improve health and wellbeing. Describe concepts relating to social awareness and interpersonal skills
- Compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills
- Apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies
- Demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.
- Describe concepts relating to leadership
- Discuss, compare and analyse contexts and settings related to leadership and leadership styles
- Apply and evaluate leadership styles and related skills
- Apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation.

What students learn: Unit 1&2

- The concept of personal identity
- Personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online
- The elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills
- Strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management
- Strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.
- The concept of health and wellbeing for individuals and groups
- Factors affecting wellbeing such as emotional, social, physical, cultural, economic, environmental and geographic
- Characteristics of inclusive and cohesive communities
- Activities and community support services that aim to improve health and wellbeing for individuals and groups within the community
- Requirements for undertaking various individual or group activities or voluntary work in the community; for example fees, skills, levels of fitness, equipment, space, qualification
- Key elements for designing, implementing and evaluating an activity that aims to improve health and wellbeing.

What students learn: Unit 3&4

- Characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships and consideration of social, cultural and ethical norms
- Interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, Decision making and leadership
- Processes to engage in research of cultural, social, environmental and/or economic issues
- Influences on the development of social awareness and interpersonal skills
- Contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life
- Characteristics of effective leadership
- Strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.
- Characteristics of effective leadership
- Contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities
- Contexts and settings in which people demonstrate leadership during times of change
- Leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire
- The influence of social awareness and application of interpersonal skills when demonstrating leadership
- Critical and creative thinking relating to leadership, including ethics and democracy
- Fostering innovation to address issues, solve problems and achieve goals
- Processes to design, implement and evaluate an activity relating to a specific goal.

Forms of Assessment:

- Digital work books with hurdle tasks
- Theme project assessment
- Stand alone assessment

Additional Requirements:

- Workbook and device.

For further information about this subject, please refer to the VCE Study Design at: *https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx*

Work Related Skills Unit 1-4

Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals.

Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

In VCE VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

What students do: Unit 1&2

- Identify and explain key ideas and concepts relating to sources of information about employment
- Research, compare and evaluate concepts and strategies relating to sources of information about employment
- Propose and justify strategies to improve future career prospects through the development, promotion and application of skills.
- Identify, outline and explain key ideas and concepts relating to career and educational goals
- Discuss, compare, analyse, research and evaluate strategies relating to career and educational goals
- Apply knowledge and present findings of research
- Seek and act on feedback from a qualified source.

What students do: Unit 3&4

Understand and apply concepts and terminology related to the workplace

- Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- Develop effective communication skills to enable self-reflection and self-promotion
- Apply skills and knowledge in a practical setting.

What students learn: Unit 1&2

- **Unit 1:** Careers and learning for the future
- **Area of study 1:** Future careers
- **Area of study 2:** Presentation of career and education goals
- **Unit 2:** Workplace skills and capabilities
- **Area of study 1:** Skills and capabilities for employments and further education
- **Area of Study 2:** Transferable skills and capabilities

What students learn: Unit 3&4

- **Unit 3:** Industrial relations, workplace environment and practice
- **Area of Study 1:** Workplace wellbeing and personal accountability
- **Area of Study 2:** Workplace responsibilities and rights
- **Area of Study 3:** Communication and collaboration
- **Unit 4:** Portfolio preparation and presentation
- **Area of Study 1:** Portfolio development
- **Area of Study 2:** Portfolio presentation

Forms of Assessment: Unit 1&2

- Coursework
- Outcomes Digital work books with hurdle tasks

Forms of Assessment: Unit 3&4

- Theme project assessment
- Stand alone assessment

Vocational Education & Training (VET) Programs

AUR20720 – Certificate II in Automotive Vocational Preparation

Certificate II in Automotive aims to provide students with a broad range of skills and knowledge to pursue a career or further training in the automotive industry. The course includes skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

The range of technical skills and knowledge is a foundation level appropriate for pathway into this industry. Successful achievement of this certificate comprises completion of both practical and theory work.

Course Location: Berwick College
Duration: Two years

Further Education&Pathways Examples

Certificate III in Automotive
Mechanic – Light, Diesel, Marine, Heavy Vehicle
Panel Beater
Auto Electrician
Spare Parts Manager
Automotive Engineer

https://myfuture.edu.au/bullseyes/details/2--automotive

Sample Units of Study

Year 1

- Remove,inspect and refit light vehicle
- wheel and tyre assemblies
- Remove and replace brake assemblies
- Follow environmental and sustainability best practice in an automotive workplace
- Carry out basic servicing operations
- Identify automotive electrical systems and components
- Use/maintain tools/equipment in an automotive workplace
- Follow safe working practices in an automotive workplace

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE
- Vocational Major and VCE – Vocational Pathways enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/automotive.*

Year 2

- Communicate effectively in an automotive workplace
- Dismantle and assemble multi cylinder four stroke petrol engines
- Solder electrical wiring and circuits
- Construct and test basic electronic circuits
- Operate electrical test equipment
- Resolve routine problems in an automotive workplace

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week
- There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants and high vis top.

Structured Workplace Learning

- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET
- Coordinator to find out more information and the process to follow to engage in SWL.

BSB30120 – Certificate III in Business

This two year qualification provides an excellent opportunity to gain experience in business management and/or business administration to obtain employment or further studies in this field.
Berwick College offers the first and second year of the course.

Course Location: Berwick College
Duration: Two years

Further Education&Pathways Examples

- Small business owner
- Receptionist
- Office Administrator
- Retail Manager and/or Sales Manager
- Business Manager
- Project Manager
- Leadership roles

Sample Units of Study

Year 1
- Assist with maintaining workplace safety
- Use inclusive work practices
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

Year 2
- Engage in workplace communication
- Organise personal work priorities
- Organise workplace information
- Design&produce business documents
- Deliver&monitor a service to customers.

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week.
- Structured Workplace Learning
- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

CHC22015 – Certificate II in Community Services with UOC's from Cert. III

This two year qualification provides an excellent opportunity to gain experience in the community services field to obtain employment and/or further studies in community and government services.

Course Location: Berwick College
Duration: Two years

Further Education&Pathways Examples

- Childcare worker
- Disability carer
- Aged care worker
- Therapy aide
- Learning support officer
- Community worker
- Youth worker
- Social worker
- Prisons officer
- Drug&alcohol counsellor
- Occupational therapist
- Community centre worker
- Psychologist
- Welfare worker

Sample Units of Study

Year 1

- Provide first point of contact
- Work with diverse people
- Communicate and work in health and community services
- Organise and complete daily work activities
- Participate in workplace health and safety
- Use strategies to respond to routine workplace problems
- Interact effectively with others at work

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments. For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

Year 2

- Manage personal in the workplace
- Write routine workplace texts
- Follow safe work practices for direct client care
- Work within a community development framework
- Implement participation and engagement strategies
- Contribute to the review and development of policies
- Support group activities

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week.

Structured Workplace Learning

- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

CPC20220 – Certificate II in Construction Pathways

This qualification provides an excellent opportunity to gain experience in the field of construction to obtain employment and/or further studies in construction.

Course Location: Berwick College
Duration: One year

Further Education&Pathways Examples

- Builder
- Bricklayer
- Concreter
- Construction Worker
- Cabinet Maker
- Landscape Architect

Sample Units of Study

Year 1

- Work effectively and sustainably in the construction industry
- Carry out measurements and calculations
- Apply WHS requirements, policies, and procedures in the construction industry
- Use carpentry tools
- Handle carpentry materials

Year 2

- Handle construction materials
- Plan and organise work
- Undertake a basic construction project
- Work safely at heights
- Apply basic levelling procedures
- Use wall and floor tiling tools and equipment
- Carry out basic demolition

Contribution

- This is a non-scored VCE VET program.
- Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways
- enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week.
- There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants and high vis top.

Structured Workplace Learning

- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

CUA20120 – Certificate II in Dance with UOC's from Cert. III

This two year qualification provides an excellent opportunity to gain experience in the field of dance to obtain employment and/or further studies in the field of dance.

Course Location: Berwick College
Duration: Two years

Further Education&Pathways Examples

- Dancer/Performer
- Dance School Instructor
- Dance Teacher Assistant
- Stage Manager Assistant
- Back up Dancer
- Choreographer
- Chorus Stage Dancer
- Music/Dance Therapist
- Actor

Sample Units of Study (not limited to)

Year 1

- Develop basic dance techniques
- Prepare for live performances
- Follow safe dance practices
- Develop a basic level of physical fitness for dance performance
- Perform basic dance partnering techniques
- Perform basic jazz dance techniques
- Perform basic ballet techniques
- Perform basic tap techniques
- Perform basic street dance techniques
- Perform basic cultural dance techniques
- Perform basic lyrical dance techniques
- Perform basic aboriginal and/or torres strait islander dance

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways
- enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

Year 2

- Support personal wellbeing in the workplace
- Participate in sustainable work practices
- Work effectively with others
- Use inclusive work practices
- Develop basic dance composition skills
- Develop basic lighting skills
- Develop basic musical ideas and knowledge
- Develop basic staging skills
- Develop musical ideas and knowledge

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week.

Structured Workplace Learning

- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

UEE22020 – Certificate II in Electrotechnology (Career Start)

This two year qualification provides an excellent opportunity to gain experience in the field of electrotechnology to obtain employment and/or further studies in electrotechnology.

Course location: Berwick College
Duration: Two years

Further Education&Pathways Examples

- Electrician
- Electrical Engineer
- Computer Assembly Technician
- Security System Technician
- Information Technology Support Technician
- Vending Machine Servicer
- Electrical Linesperson
- Computer Assembly Technician
- Cable Joiner
- Business Equipment Technician
- Automotive Technician

Sample Units of Study

Year 1

- Prepare to work safely in the construction industry.
- Apply work health and safety regulations, codes and practices in the workplace.
- Identify and select components, accessories and materials for energy sector work activities.
- Fabricate, assemble and dismantle utilities industry components.

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

Year 2

- Provide basic sustainable energy reduction in residential premises.
- Provide sustainable energy reduction in residential premises.
- Apply environmentally and sustainable procedures in the energy sector.
- Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply.
- Fixe and secure electrotechnology equipment
- Carry out routine work activities in an energy sector environment

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week.

Structured Workplace Learning

- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

SIS20419 – Certificate II in Outdoor Recreation

This qualification provides an opportunity for students to gain experience in the field of outdoor recreation to gain experience in the industry and to obtain employment or further studies.

Course location: Berwick College
Duration: One year

Further Education&Pathways Examples

- Outdoor Instructor
- Outdoor Education Teacher
- Bushwalking Instructor
- Fitness Instructor
- Water Rescue Instructor

Sample Units of Study

Year 1

- Participate in workplace health and safety
- Assist in conducting outdoor recreation sessions
- Minimise environmental impact
- Maintain sport, fitness and reaction industry knowledge
- Provide first aide
- Perform basic water rescues
- Bushwalk in tracked environments
- Ride off road bicycles on easy trials
- Surf small waves using basic manoeuvres

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week. Structured Workplace Learning
- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

SIS30122 – Certificate II in Sport, Aquatics & Recreation

This two year qualification provides an excellent opportunity to gain experience in the field of sport and recreation to obtain employment and/or further studies in sport and recreation.

Course location: Berwick College
Duration: Two years

Further Education&Pathways Examples

- Sports Coach
- Sportsperson
- Fitness Instructor
- Sports Commentator
- Diver
- Nutritionist
- Sports Scientist
- Personal Trainer
- Physiotherapist

Sample Units of Study

Year 1

- Maintain activity equipment
- Participate in workplace health and safety
- Respond to emergency situations
- Participate in WHS hazard identification, risk assessment and risk control processes.

Contribution

- This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.
- For complete details please go to *www.vcaa.vic.edu.au/curriculum/vet/*

Year 2

- Maintain sport, fitness and recreation industry knowledge
- Provide quality service

What to bring to class

- Students will need to bring their laptop, pen, pencil and notebook to class each week. Structured Workplace Learning
- SWL is recommended but not mandatory for this course.
- Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

BERWICK COLLEGE
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