THOMAS CARR
COLLEGE

YEAR 11
SUBJECT INFORMATION

They will shine

2023

CONTENTS

Further information about the VCE, VCE – Vocational Major, VET and Applied Learning pathways including access to the Study Designs of all the VCE subjects offered at Thomas Carr College please visit the VCAA website.

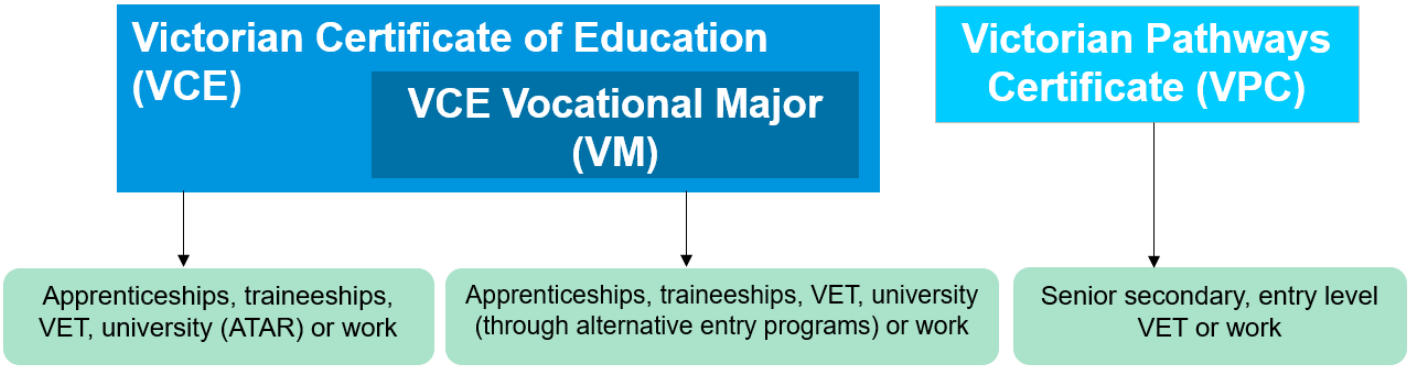
INTRODUCTION

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates a breadth, and depth of choices in the VCE subjects and Applied Learning pathways offered at Year 11 and within the senior school.

The Year 11 Subject Handbook provides information for students who are beginning Year 11, to make informed choices about the VCE and VET offerings and provides important contact information.

At the senior school level, this includes Religious Education and providing the option for our students to select from either one of the following senior secondary pathways:

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VM)
- Victorian Pathways Certificate (VPC)



The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education provides diverse pathways to further study or training at university or TAFE and to employment.

VCE – Vocational Major (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Who is the VCE-VM for?

- Students in Year 11 and 12 who would benefit from an applied learning approach to teaching and assessment.
- Students who would benefit from the flexibility to combine Structured Workplace Learning (SWL) or an SBAT in their senior school program.
- Students who are not requiring a direct pathway to university via an ATAR.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate is designed for a limited cohort of students in Years 11 and 12 who are not ready to undertake the VCE or the VCE Vocational Major for various reasons.

Who is the VPC for?

- Students in Year 11 and 12 who cannot participate in the VCE (including the Vocational Major).
- Students who have missed significant periods of school.
- Vulnerable students at risk of disengaging from their education.
- Students with additional needs.

Note: The Victorian Pathways Certificate (VPC) will be offered to targeted students who have been identified as not being ready to undertake the VCE or the VCE Vocational Major (VM).

This will be in consultation with parents and based on the learning needs of individual students.

VCE Pathways

At Year 11, students selecting the VCE pathway will study SIX subjects and Religious Education. This includes:

- ONE Unit 1 & 2 VCE English subject (English, English Language and/or Literature).
- Unit 1 & 2 Religion and Society (9 periods per cycle) OR Thomas Carr College RE (5 periods per cycle across the year).
- Any combination of the listed VCE or VET subjects.

Vocational Education and Training in School (VET) courses

VET can play an important role in senior secondary schooling. When you add VET to your VCE or VCE VM studies (in Year 11 and 12), you gain practical skills in an industry you are interested in.

VET courses:

- provide a nationally recognised qualification in a specific industry, or provide credit towards one contribute towards the completion of your VCE
- allow you to study through School-Based Apprenticeships and Traineeships, which are often paid positions.

Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry, Bricklaying and Furniture Making.

The College is also part of the Wyndham VET cluster of schools offering a range of VET certificates for students in the cluster, a complete list can be found in the 2023 Wyndham VET Cluster Handbook which is also available to download from our College website.

Acceleration Guidelines

For current Year 10 students currently accelerating and wishing to continue with a VCE Unit 3 & 4 subject in Year 11:

- Selection by application only
- Students must meet selection criteria
  - ☐ an average grade of at least 80% in the current VCE Unit 1&2 subject.
  - ☐ an average grade of at least 80% in English
  - ☐ Other subject results might also be considered.

VCE (Units 3&4) and school-based VET subjects offered at Year 11:

Applied Computing (Information Technology)
Biology
Business Management
Health and Human Development
Psychology
Geography
Legal Studies
Media Studies
Outdoor Education
VET Small Business (new in 2023)

Note: As part of the College's MAGIS pathway, Mathematical Methods (Units 3&4) is offered to students who have studied VCE Mathematical Methods (Units 1 & 2).

For more information about the VCE subjects offered at Year 11 as a Unit 3 & 4 accelerated sequence, please contact Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School).

IMPORTANT CONTACTS

To learn more about the Year 11 VCE curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts. For all subject-specific questions please contact your subject teacher or the relevant Learning Area Leader

For all the other questions related to the subject selection process and to learn more about the subjects offered at Years 11 including VCE options please contact Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School).

For questions related to the College's Vocational pathways including our Applied Learning and VET programs, please contact Mr Casey Backhouse (Applied Learning & Vocational Training).

For information about Careers and other pathway options please contact Ms Cheryl-Anne White (Careers Team Leader).

Role	Name	Email
Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
Deputy Principal: Strategic Development and Curriculum	Ms Lucy Angelico	lucy.angelico@thomascarr.com.edu.au
Head of Learning AND Teaching: Senior School	Mrs Daniela Bombardieri-Szabo	daniela.bombardieriszabo@thomascarr.vic.edu.au
Head of Learning AND Teaching: Middle School	Mr Stephen Manitta	stephen.manitta@thomascarr.vic.edu.au
Careers and Pathways	Ms Cheryl-Anne White	cherylanne.white@thomascarr.vic.edu.au
Learning Area Leader: Religious Education	Mrs Catherine Doman	catherine.doman@thomascarr.vic.edu.au
Learning Area Leader: English	Ms Jessica Atwood	jessica.atwood@thomascarr.vic.edu.au
Learning Area Leader: Humanities	Ms Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Learning Area Leader: Mathematics	Mr Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Area Leader: Science/STEM	Ms Lucy Cassar	lucy.cassar@thomascarr.vic.edu.au
Learning Area Leader: The Arts	Mr Jacob Levy	jacob.levy@thomascarr.vic.edu.au
Learning Area Leader: Health AND Physical Education	Mr Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Mrs Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au
Applied Learning & Vocational Training	Mr Casey Backhouse	casey.backhouse@thomscarr.vic.edu.au

SUBJECT: ACCOUNTING UNITS 1 & 2

COURSE OVERVIEW

In Accounting students are introduced to the nature of financial recording, reporting and decision-making processes of a sole proprietor business. Students study both theoretical and practical aspects of accounting. Students learn to understand financial data and accounting information and learn how it is collected and recorded, using both manual and technological methods.

LEARNING FOCUS

Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. Students investigate the reasons for establishing a small business and the factors that may lead to failure.

Students also study the financial reports used by the owners of a small business and the purpose to each report identified. An analysis and evaluation of the performance of a small business is also studied using both financial and non-financial information.

ASSESSMENT

Students will complete:

- Balance Sheets
- Spread Sheets
- Income and Cash Flow Statements

FUTURE PATHWAYS

Units 3 and 4 Accounting

SUBJECT: APPLIED COMPUTING UNITS 1 & 2

COURSE OVERVIEW

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills.

Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

LEARNING FOCUS

Unit 1: Applied computing in this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Unit 2: Applied computing in this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

ASSESSMENT

Students will be assess using the following tasks:

- A presentation (oral, multimedia, visual) of an innovative solution
- A written report
- An annotated visual report
- A case study with structured questions
- The design of a wireless network or a working model of a wireless network.
- Examinations

FUTURE PATHWAYS

VCE Applied Computing provides a to further studies areas as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

SUBJECT: BIOLOGY UNITS 1 & 2

COURSE OVERVIEW

VCE Biology enables students to investigate the processes involved in sustaining life. In undertaking this subject, students develop an understanding that, all life is connected, and all change has consequences that may affect an individual, a species or all life on the planet. Students gain insights into how key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

LEARNING FOCUS

In Unit 1, students examine the structure and function of cells as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in new and emerging technologies. They explore how systems function through special cells in plants and animals and consider the role internal systems play in maintaining an animal's internal environment.

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis.

Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

ASSESSMENT

Students will be assessed against each Outcome using one type of assessment from the list below:

For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

FUTURE PATHWAYS

The completion of this subject will lead to tertiary studies in various Science and Medical degrees as well as Animal/Zoology certificates and qualifications

SUBJECT: BUSINESS MANAGEMENT UNITS 1 & 2

COURSE OVERVIEW

In Business Management students explore factors affecting business ideas and the internal and external environments within which businesses operate, as well as the affect these have on business planning. Students consider the importance of the business sector to the national economy and on social wellbeing.

Students also explore the establishment phase of the business and the legal requirements involved in doing so. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

LEARNING FOCUS

Students will investigate the concept of entrepreneurship and how businesses create ideas and foster ideas to emerge. Students consider the decisions that need to be made before a business is established by exploring factors in the internal and external environments.

Students explore different business models, legal structures and requirements, and staffing issues to consider how planning decisions impact the success of a business. Students analyse management practices and apply these to contemporary case studies. Students also explore the relationship between marketing, a customer base and the achievement of business objectives.

ASSESSMENT

Students will complete:

- Case study and structured questions

FUTURE PATHWAYS

Units 3 and 4 Business Management

SUBJECT: CHEMISTRY UNITS 1 & 2

COURSE OVERVIEW

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

LEARNING FOCUS

The study is made up of two units.

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

- The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.
- Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.
- Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.
- A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

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

- Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.
- Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.
- Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.
- A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

ASSESSMENT

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

This subject will be assessed in the following way:

- School Assessed Coursework (SACs)
- Examinations

FUTURE PATHWAYS

There are no prerequisites for the study of this subject (full year Science at Year 10 is recommended).

Students who successfully complete Units 1 and 2 Chemistry may continue to study Units 3 and 4 Chemistry.

SUBJECT: DRAMA UNITS 1 & 2

COURSE OVERVIEW

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers.

Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts.

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

LEARNING FOCUS

These units focus on creating, presenting and analysing a devised performance that includes real or imagined characters. Students create solo and ensemble performances and manipulate expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. Students analyse their own performance work and that of other professional practitioners.

ASSESSMENT

Students studying Units 1 and 2 Drama will be expected to complete the following assessment tasks:

- Ensemble and solo performances
- Documentation of creative processes
- Written analyses
- Examinations

FUTURE PATHWAYS

VCE Drama (Units 3 and 4)

VCE Media

SUBJECT: ECONOMICS UNITS 1 & 2

COURSE OVERVIEW

In Economics students explore their role in the economy, how they interact with businesses, and the role of the government in the Australian economy. Students examine economic models where consumers and businesses engage and investigate contemporary examples and case studies to enhance their understanding of economic concepts.

Students consider the link between economic activity and economic growth and investigate how this raises living standards. Students analyse issues from local, national and international perspectives to explore a range of economic issues.

LEARNING FOCUS

Students explore their role in the Australian economy and understand how they interact with businesses. Students examine the role of consumers and businesses and their interaction with each other, exploring the motivations behind consumer and business behaviour. Students investigate contemporary examples and case studies to enhance understanding of economic concepts.

Students explore living standard of society and how that impacts economic decisions. Students understand economic activity and economic growth and consider the extent to which our current living standards are acceptable.

ASSESSMENT

Students will complete:

- Case Study and Structured Questions

FUTURE PATHWAYS

Units 3 and 4 Economics

SUBJECT: ENGLISH UNITS 1 & 2

COURSE OVERVIEW

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

LEARNING FOCUS

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They will also read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. In addition, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

ASSESSMENT

Assessment tasks may include the following:

- 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.
- 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.

FUTURE PATHWAYS

Students who satisfactorily complete Units 3 and 4 of English have the option of completing further literary studies at university and beyond. As active, critically aware citizens, students can go on to interpret and make effective use of the specialist language of diverse texts, including texts relevant to academic disciplines and of workplace situations.

SUBJECT: ENGLISH LANGUAGE: UNITS 1 & 2

COURSE OVERVIEW

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts. Knowledge of how language functions provide a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

LEARNING FOCUS

In Unit 1 students explore the nature of language, and the various functions language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between modes of spoken and written language, and the relationship between meaning and the rules that govern language use. They also study what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

In Unit 2, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. Finally, in Unit 2, students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

ASSESSMENT

Short Answer Test

Expository Essay

Analytical Commentary Essay

FUTURE PATHWAYS

There are no prerequisites for this subject; however, it is recommended that students have a strong passion for reading and analyzing and have achieved good scores in Year 10 English.

The study of subject English is regarded as a priority throughout secondary schooling and is compulsory at every level.

SUBJECT: ENVIRONMENTAL SCIENCE UNITS 1 & 2

COURSE OVERVIEW

VCE Environmental Science enables students to understand how the four major spheres of the Earth: the atmosphere, the biosphere, the hydrosphere, and the lithosphere. are formed and how they are interrelated to maintain life on Earth. Students explore how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption.

Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies and consider how different value systems, priorities, knowledge, and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

Environmental Science enables students to explore how all life is interconnected and reliant on all components of the Earth to maintain itself for future generations, throughout this unit, students examine how environmental actions affect, and are affected by, ethical, social, and political influences. It considers the need for stakeholders to have their say in how their local environment is managed and emphasizes the need for Indigenous knowledge of the land to inform scientific data being collected.

Environmental science allows students to build upon their scientific skills and knowledge through fieldwork, self-directed investigations and experimentation using both primary and secondhand data.

LEARNING FOCUS

Unit 1: How are Earth's dynamic systems interconnected to support life?

In unit 1 students explore the four spheres that make up the Earth: the atmosphere, the biosphere, the hydrosphere and the lithosphere. Students analyze how they are interrelated and are crucial for how life is maintained and supported on Earth. Students explore the local ecosystems, with emphasis on completing fieldwork and energy flow within the system.

In the second half of the unit, students explore the effect of changes in the short, mid and long-term Spheres over time. This involves looking at climate modelling both past and future. The unit is concluded with a student-adapted or student-designed scientific investigation. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study:

1. How are Earth's systems organised and connected?
2. How do Earth's systems change over time?
3. How do scientific investigations develop an understanding of how Earth's systems support life?

Unit 2: What affects Earth's capacity to sustain life?

In unit 2 students study the impact of waste, and pollution and how it is managed and maintained and allows for the Earth to be sustained over time. The second d half of the unit focuses on food management and water security. This is followed by a student lead investigation into how scientific endeavours contribute to minimizing human impacts on the Earth's systems.

Areas of Study:

1. How can we manage pollution to sustain Earth's systems?
2. How can we manage food and water security to sustain Earth's systems?
3. How do scientific endeavours contribute to minimising human impacts on Earth?

ASSESSMENT

The assessment for this subject will consist of a series of tasks both formative and summative for each Outcome.

- fieldwork reports
- Case studies
- a report/ scientific poster of a practical activity involving the collection of primary data
- Practical report using primary and/or secondary data
- Practical Logbook
- Exams

FUTURE PATHWAYS

VCE Environmental Science Units 1 and 2 will lead to Units 3 and 4.

Environmental scientists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology, oceanography, architecture, engineering, urban planning, environmental consultancy and advocacy, agriculture, construction, mining and property management and water quality.

SUBJECT: FOOD TECHNOLOGY UNITS 1 & 2

COURSE OVERVIEW

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health.

This study examines the background to this abundance and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

LEARNING FOCUS

Unit 1: Food origins This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into food-producing regions of the world.

Unit 2: Food makers In this, unit students investigate food systems in contemporary Australia. They focus on commercial food production industries, following food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate key knowledge and key skills in the outcomes.

Examination

FUTURE PATHWAYS

Food Studies Units 3 and 4

SUBJECT: FOUNDATION MATHEMATICS UNITS 1 & 2

COURSE OVERVIEW

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In Unit 1 and 2 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.

LEARNING FOCUS

The areas of study for Foundation Mathematics Unit 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content uses contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

ASSESSMENT

Outcomes

All assessments at Units 1 and 2 are school based.

For this unit students are required to demonstrate achievement of three outcomes.

Achievement of Outcome 1 is based on the student's performance on a selection of the following assessment tasks:

- portfolio
- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Achievement of Outcome 2 is based on the student's performance on a selection of the following assessment tasks:

- portfolio
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 is based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

FUTURE PATHWAYS

The minimum recommended prior learning is Year 10 General Mathematics. Foundation Mathematics Units 1 and 2 is designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

SUBJECT: GENERAL MATHEMATICS UNITS 1 & 2

COURSE OVERVIEW

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.

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

LEARNING FOCUS

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

ASSESSMENT

Outcomes

On completion of these Units, the student should be able to.

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyze and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques.

Assessment

Students will be assessed using School Assessed Coursework in the following ways.

Achievement of Outcome 1, a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Achievement of Outcome 2, on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Achievement of Outcome 3 should be based on the opportunity for computational thinking and the effective and appropriate use of technology.

FUTURE PATHWAYS

The minimum recommended prior learning is Year 10 Mathematics. On successful completion of General Mathematics Units 1 and 2, students can choose to study General Mathematics Units 3 and 4.

SUBJECT: GEOGRAPHY UNITS 1 & 2

COURSE OVERVIEW

In Geography students examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world.

These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

LEARNING FOCUS

Students will investigate how people respond to types of hazards and disasters. Students will examine the process of hazard events, consider their causes and impacts, look at human responses to the hazard and the interconnections between human activity and climate change.

Students will undertake fieldwork and produce a fieldwork report. Students also investigate the characteristics of tourism, where it has developed, how it has changed and continues to change and the issues around ethical tourism.

Students explore examples of tourism in Australia and the world and analyse the impact on local, regional and national environments.

ASSESSMENT

Students will complete:

- Fieldwork
- Case Study and Structured Questions

FUTURE PATHWAYS

Units 3 and 4 Geography

SUBJECT: HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

COURSE OVERVIEW

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.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

LEARNING FOCUS

Students look at health and wellbeing as a concept with varied and evolving perspectives and definitions with different meanings for different people. As a foundation to understanding health, students investigate the World Health Organization's definition and also explore other interpretations. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Students look at changes and expectations that are part of the progression from youth to adulthood in health and wellbeing, and development. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- case study analysis
- structured questions
- data analysis

FUTURE PATHWAYS

Students may continue to study Health and Human Development Units 3 and 4.

SUBJECT: HISTORY: ANCIENT HISTORY UNITS 1 & 2

COURSE OVERVIEW

In History, students will investigate the emergence of early societies in Ancient Mesopotamia. Students explore the meaning of civilisation and the first city-states and empires developed. Students explore the invention of writing and the importance of primary sources to understand the origin of civilisation.

Students also investigate the features of Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. Students analyse conditions that gave rise to civilisation three thousand years ago. Students look at the power, authority, beliefs and values of Ancient Egypt.

LEARNING FOCUS

In this unit, students explore the features of civilisations and the development of civilisation in Mesopotamia. Students investigate the reasons that contributed to the earliest settled societies around the world and how geographical features contributed to the development of these civilisations. Students understand the social, political and cultural features of Ancient Mesopotamia as reflected in the material record and the Epic of Gilgamesh, such as the evolution of the city-state, the role of priest-kings and the assembly.

Students example the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power. Students look at the geographical location, natural features and resources, specifically the Nile Delta and its relationship to the growth of urban settlements, agriculture, trade, commerce and transport. Students explore the cultural beliefs and practices of the time through the perspectives of a range of historians and historical evidence.

ASSESSMENT

Students will complete:

- Evaluation of Historical Sources
- Historical Inquiry
- Short Answer Questions

FUTURE PATHWAYS

Units 3 and 4 History: Revolutions

Units 3 and 4 History: Ancients

SUBJECT: HISTORY: MODERN HISTORY UNITS 1 & 2

COURSE OVERVIEW

In Modern History, students investigate the nature of social, political, economic and cultural change in the later part of the 19th Century and the first half of the 20th Century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the conditions of the modern world.

Students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structure in the second half of the 20th Century. Students learn about the establishment of the United Nations in 1945 and its intentions to address future world conflict.

LEARNING FOCUS

In this unit students investigate the nature of social, political, economic and cultural change in the 20th century. Students explore significant events leading up to and including WW1, and WW2. Students focus on ideologies and conflict and how these ideologies contribute to changes in society and culture.

Students look at the establishment of the United Nations in 1945 as a response to the world and their approach to avoiding warfare, resolving political tensions and addressing the right of human life and safety. Students will explore the causes of the Cold War and the social, political and economic influences on the world.

ASSESSMENT

Students will complete:

- Evaluation of Historical Sources
- Historical Inquiry

FUTURE PATHWAYS

Unit 3 and 4 History: Revolutions

Unit 3 and 4 History: Ancients

SUBJECT: LANGUAGE: INDONESIAN UNITS 1 & 2

COURSE OVERVIEW

The study of a language other than English contributes to the overall education of students, most particularly in communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Unit 1 and 2 will focus on studying several prescribed and suggested topics of the three prescribed themes

- The Individual
- The Indonesian-speaking communities
- The world around us

LEARNING FOCUS

This study is designed to enable students to use Indonesian to communicate with others through speaking, listening, reading, writing and viewing. Students are taught to understand and appreciate the cultural contexts in which Indonesian is used in both Asian and Australian contexts.

Students study language as a system making connections between Indonesian and English, and/or other languages. Students are also encouraged to apply Indonesian to work, further study, training or leisure.

Unit 1 will focus on developing skills and knowledge to maintain informal, personal, and spoken interaction in Indonesian, students will also develop skills to locate and use information from two texts in Indonesian. Students will present content related to the selected subtopic in written form.

Unit 2 will focus on students participating in a written exchange in Indonesian. They develop skills and knowledge that enable them to read, listen and view texts and to develop a suitable response in Indonesian. Topics studied during Indonesian Units 1 & 2 include leisure activities, folklore, religious practices, historical figures and Media.

ASSESSMENT

Students completing Unit 1 or 2 may complete a number or variety of the following assessments:

Outcome 1 - Interpersonal Communication

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2 - Interpretive Communication

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Indonesian-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Outcome 3 – Presentational Communication

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 10 Indonesian to adequately prepare themselves for this subject. However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Units 1 and 2 Indonesian without having completed Year 10 Indonesian. This could include students who want to learn both Indonesian and Italian in VCE, or for students who have acquired the language outside of school. Students who take Units 1 and 2 Indonesian Second Language have the option to progress to Units 3 and 4 in Year 12.

SUBJECT: LANGUAGES: ITALIAN UNITS 1 & 2

COURSE OVERVIEW

Learning a second language opens pathways to travel and job opportunities that would otherwise be closed doors. Melbourne is deeply rooted in Italian traditions, and therefore learning the language has practical applications both locally and abroad. With such a rich culture and history, Italy is a world influencer on many frontiers, including art, food, and fashion.

Studies have shown that the knowledge of another language improves one's English, and that once students know a second language, it is easier to learn a third or fourth. Thus, learning Italian also serves as a pathway for learning more languages in the future and becoming a truly global human being.

Additionally, the study of a language in VCE greatly contributes to one's ATAR score, with the Victorian government rewarding students with additional marks as an incentive.

Unit 1 and 2 will focus on studying several prescribed and suggested topics of the three prescribed themes

- The Individual
- The Italian-speaking communities
- The world around us

LEARNING FOCUS

This study is designed to enable students to use Italian to communicate with others through speaking, listening, reading, writing and viewing. Students are taught to understand and appreciate the cultural contexts in which Italian is used in both European and Australian contexts.

Students study language as a system making connections between Italian and English, and/or other languages. Students are also encouraged to apply Italian to work, further study, training or leisure.

Unit 1 will focus on developing skills and knowledge to maintain informal, personal, and spoken interaction in Italian, students will also develop skills to locate and use information from two texts in Italian. Students will present content related to the selected subtopic in written form.

Unit 2 will focus on students participating in a written exchange in Italian. They develop skills and knowledge that enable them to read, listen and view texts and to develop a suitable response in Italian.

Topics studied during Italian Units 1 & 2 include family, hobbies, film, historical figures, technology and identity.

ASSESSMENT

Students completing Unit 1 or 2 may complete one task per outcome from a number of the following outcomes.

Outcome 1 - Interpersonal Communication

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2 - Interpretive Communication

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Italian-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Outcome 3 – Presentational Communication

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

FUTURE PATHWAYS

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1.

It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

SUBJECT: LEGAL STUDIES UNITS 1 & 2

COURSE OVERVIEW

In Legal Studies students examine the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

LEARNING FOCUS

Students evaluate the role of the law in a range of settings including home, at work and in the wider community. Students understand the creation and purpose of laws in society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature.

Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

ASSESSMENT

Students will complete:

- Case Study and Structured Questions

FUTURE PATHWAYS

Unit 3 and 4 Legal Studies

SUBJECT: LITERATURE UNITS 1 & 2

COURSE OVERVIEW

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

LEARNING FOCUS

In Unit 1, students begin with Reading Practices. They consider how language, structure and stylistic choices are used in different literary forms and types of text. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts and begin to develop a close analysis response to a text. Students then move on to an Exploration of Literary Movements and Genres. They explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

In Unit 2, students begin by exploring Voices of Country. They explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students then move on to studying The Text in its Context. They focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

ASSESSMENT

Assessment tasks for Units 1 and 2 may include the following:

- an essay (comparative or analytical)
- a close analysis of selected passages
- a creative response to a text(s) studied
- an oral or a written review
- a multimedia response.

At least one assessment task in either Unit 1 or 2 will include the language modes of speaking and listening; the presentation mode is a school-based decision.

FUTURE PATHWAYS

There are no prerequisites for this subject; however, it is recommended that students have a strong passion for reading and analysisng literature and have achieved good scores in Year 10 English. The study of subject English is regarded as a priority throughout secondary schooling and is compulsory at every level.

Students may continue a Units 3 and 4 sequence in English or Literature. Moving from English or Literature to English Language is not recommended. They may also study more than one English subject if desired.

SUBJECT: MATHEMATICAL METHODS UNITS 1 & 2

COURSE OVERVIEW

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

LEARNING FOCUS

The focus of Unit 1 and 2 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.'

At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

ASSESSMENT

Outcomes

All assessments at Units 1 and 2 are school based.

For Unit 1 and 2, students are required to demonstrate achievement of three outcomes.

Achievement of Outcome 1 is based on a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Achievement of Outcome 2 is based on the student's performance on mathematical investigations and a selection of modelling or problem-solving tasks.

Achievement of Outcome 3 is based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

FUTURE PATHWAYS

The required prior learning is Year 10 Pre-Methods Mathematics.

On successful completion of Mathematical Methods Units 1 and 2, students can choose General Mathematics Units 3 and 4, Mathematical Methods (CAS) Units 3 and 4 and Specialist Mathematics Units 3 and 4.

SUBJECT: MEDIA STUDIES UNITS 1 & 2

COURSE OVERVIEW

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products, ultimately producing their own Media Productions.

LEARNING FOCUS

This study enables students to:

- Investigate and analyse their and others' experience of the media and examine the relationship between audiences and the media.
- Understand the codes and conventions that are used to construct media narratives, products and to develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application.
- Develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms, products and to analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged.
- Develop skills in critically understanding the significance and aesthetics of the media and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

ASSESSMENT

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

Theory: These include written SAC's and exams.

Practical: Media Productions (SAT's) which are the project-based assessments. These can be in the form of short films, podcasts, animations, and print based media.

FUTURE PATHWAYS

VCE Media (Units 3 and 4)

VCE Literature

VCE Drama

SUBJECT: MUSIC PERFORMANCE UNITS 1 & 2

COURSE OVERVIEW

Music is an integral part of all cultures and societies, both contemporary and historical. VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

LEARNING FOCUS

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music.

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

ASSESSMENT

Written Coursework
End of semester 1 and 2 performance examination
End of semester 1 and 2 oral and written examination

FUTURE PATHWAYS

VCE Music Performance (Units 3 and 4)

VET Music Industry

SUBJECT: OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

COURSE OVERVIEW

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments.

Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

LEARNING FOCUS

Students focus on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

Students focus on the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- a journal or report
- a case study
- data analysis
- structured questions

FUTURE PATHWAYS

Students may continue to study Outdoor and Environmental Studies Units 3 and 4.

SUBJECT: PHYSICAL EDUCATION UNITS 1 & 2

COURSE OVERVIEW

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

LEARNING FOCUS

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of strategies that are effective in promoting participation in some form of regular physical activity.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- structured questions
- case study analysis
- written report
- reflective folio
- oral presentation

FUTURE PATHWAYS

Students may continue to study Physical Education Units 3 and 4.

SUBJECT: PHYSICS UNITS 1 & 2

COURSE OVERVIEW

The study of VCE Physics involves collaboratively investigating, understanding and explaining the behaviour of physical phenomena in the Universe. A range of models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

LEARNING FOCUS

Students study topics including light, atomic physics, radiation, thermal physics and motion. Students are given agency through a choice of options and in designing and undertaking their own investigations into a range of topics to develop their experimental and research skills.

In Unit 1, students explore how energy is useful to society by being asked:

- How light and heat are explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy

In Unit 2, students explore how physics helps us understand the world by being asked:

- How is motion understood?
- How does physics inform contemporary issues and applications in society?

ASSESSMENT

Students will be required to complete three SACs and an exam each semester. The SAC tasks could include research tasks, data analysis, experimental activities and descriptions of how the physics concepts apply to a range of real world situations.

Each assessment task involves both individual and collaborative aspects.

FUTURE PATHWAYS

Students can continue into Physics at the Unit 3 and 4 level.

SUBJECT: PRODUCT DESIGN & TECHNOLOGY TEXTILES UNITS 1 & 2

COURSE OVERVIEW

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants.

LEARNING FOCUS

Units 1 and 2 focus on the analysis, modification and improvement of a product with consideration of the materials used and issues of sustainability. Students produce a prototype based on an existing garment.

They re-designed their prototype and produce a second version of this garment. Students safely use tools, equipment, machines and materials to realize their garments. They compare their garments with the original design and evaluate it against the needs and requirements outlined in their design brief. Students gain knowledge of material characteristics and properties, their uses and suitability for products in relation to product design.

Additionally, students consider the use of materials from sustainable viewpoint. They become aware of the source, origin and the processing of materials and their environmental impact.

Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

ASSESSMENT

Design Folio following the Design Process

Planning, Production and Evaluation completing the final stages of the Product Design process

Completed Garment(s) with 3 modifications

Examination

FUTURE PATHWAYS

VCE Product Design & Technology Textiles Units 3 and 4
Fashion VCE VET Cert II Applied Design and Technology

SUBJECT: PRODUCT DESIGN & TECHNOLOGY WOOD UNITS 1 & 2

COURSE OVERVIEW

In Product Design Technology, students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability. Students consider studies of designers who claim to have incorporated sustainable practices.

Students how an existing product currently fulfils the need of a user. They consider how the product could be improved.

Students write a design brief for a product's modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains.

One of the alterations should aim to improve the product's sustainability. Students develop evaluation criteria for design options, the completed product, and to judge the efficiency and effectiveness of design and production activities.

LEARNING FOCUS

In Unit 1 and 2 Product Design and Technology students learn about the role Designers play in our daily lives and how they determine the form and function of the products we use. Students learn how designers transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants.

In recent history, the use of resources to create an ever-increasing array of products has given de-signers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

ASSESSMENT

Design Folio following the Design Process

Planning, Production and Evaluation completing the final stages of the Product Design process

Examination

FUTURE PATHWAYS

VCE Product Design and Technology Wood Units 3 and 4

SUBJECT: PSYCHOLOGY UNITS 1 & 2

COURSE OVERVIEW

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

LEARNING FOCUS

Unit 1 - How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies based on western and non-western societies have made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

Students investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research methodology and creative and critical thinking to evaluate the validity of a research study by analysing secondary data.

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

In this unit, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, including Aboriginal and Torres Strait Islander peoples' experiences within Australian society.

Students examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. Students investigate how the perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

ASSESSMENT

School Assessed Coursework can include:

- analysis and evaluation of a case study
- a data analysis and evaluation of generated primary and/or collated secondary data
- an investigation or literature review involving the collation of secondary data
- reflective annotations of a logbook of practical activities or in a response to an issue
- media analysis of one or more contemporary media texts
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a laboratory or fieldwork activity including the generation, analysis and evaluation of primary data presented as a report or scientific poster.
- a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation, or a visual representation.
- Written Examination each semester across each unit.

FUTURE PATHWAYS

Completion of Units 1 and 2 Psychology leads to Units 3 and 4.

SUBJECT: RELIGION AND ETHICS – UNIT 2 RELIGION AND SOCIETY

COURSE OVERVIEW

Religion and Society Unit 2 is delivered over the whole year; with 5 periods allocated per cycle. VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society.

This Religious Education ethics unit is delivered through a Catholic Christian lens, where students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life ethical questions.

Students who undertake the 4 periods per cycle Religion and Ethics – Unit 2 Religion and Society will not undertake the 9 period per cycle VCE Units 1 and 2 Religion and Society.

LEARNING FOCUS

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments:

- How do we know what is good?
- How do we make decisions in situations where it is unclear what is good or not good?
- Do we accept what society defines as good?
- Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition?
- What are the principles that guide decision making?

An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles, and theories.

ASSESSMENT

Over the year students will cover three areas of study:

- Area Study One – Ethical decision-making and moral judgment
- Area Study Two – Religion and Ethics
- Area Study Three – Ethical Issues in Society.

FUTURE PATHWAYS

In Year 12 students further develop the critical thinking skills essential for understanding religion in society issues through their continued study of Religion in the school based Religious Education Program entitled Thomas Carr Religious Education.

SUBJECT: RELIGION AND SOCIETY UNITS 1 & 2

COURSE OVERVIEW

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played, and continues to play, a significant role in the development and maintenance of society.

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist and how such societies and their religious traditions negotiate significant ethical issues. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist, and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

Please note that students who undertake Religion and Society Units 1 and 2, 9 periods per cycle, will not undertake the 5 periods per cycle whole year Unit 2 Religion and Society.

LEARNING FOCUS

During Semester 1, students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and focus on the role of religious traditions in shaping personal and group identity throughout history.

Students examine how religious traditions are affected and changed by individuals and groups.

This study provides the opportunity for students to understand the often-complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Students also focus on religion within Australia and the contribution that religion has made to society throughout history.

During Semester 2, students are introduced to the nature of ethical decision making in society where multiple worldviews co-exist. Students explore concepts that underpin ethical decision making and influences on practical moral judgement.

Students also examine religious ethical perspectives and other influences on moral judgements associated with religious traditions within societies where multiple worldviews exist. Students learn about influences within religion that impact moral decision-making.

Students apply this knowledge through an examination of debates about ethical issues conducted in the public arena in which multiple religious and non-religious worldviews coexist.

ASSESSMENT

During Semester 1, students will cover three areas of study:

- Area Study One – The Nature and Purpose of Religion
- Area Study Two – Religions through the Ages
- Area Study Three – Religion in Australia.

During Semester 2, students will cover three areas of study:

- Area Study One – Ethical decision-making and moral judgment.
- Area Study Two – Religion and Ethics
- Area Study Three – Ethical Issues in Society.

FUTURE PATHWAYS

On successful completion of Units 1 and 2 of Religion and Society students can choose to continue to their Religious Education in VCE by electing to undertake studies in Religion and Society Units 3 and 4.

Alternatively, students can select to study the Thomas Carr School-based Religious Education Program in Year 12.

SUBJECT: SPECIALIST MATHEMATICS UNITS 1 & 2

COURSE OVERVIEW

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. 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.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

LEARNING FOCUS

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'.

At the end of Unit 1 and 2, students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and in Units 3 and 4.

ASSESSMENT

Outcomes

All assessments at Units 1 and 2 are school based. For Unit 1 and 2, students are required to demonstrate achievement of three outcomes.

Achievement of Outcome 1 is based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Achievement of Outcome 2 is based on the student's performance on mathematical investigations and a selection of modelling or problem-solving tasks.

Achievement of Outcome 3 is based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

FUTURE PATHWAYS

The recommended prior learning is the Pre-Methods Mathematics subject at Year 10. Specialist Mathematics Units 1 and 2 can only be studied in conjunction with Mathematical Methods Units 1 and 2.

On successful completion of Specialist Mathematics Units 1 and 2, students can choose Specialist Mathematics Units 3 and 4.

SUBJECT: STUDIO ARTS UNITS 1 & 2

COURSE OVERVIEW

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

The theoretical components of this study are an important basis for studio practice as it offers students a model for inquiry that can support their art making.

LEARNING FOCUS

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers. The study establishes effective art practices through the application of an individual design process.

Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Unit 2 focuses on the use of materials and techniques in the production of artworks. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

ASSESSMENT

A folio including design exploration and finished artworks
Written theory course work
Examination

FUTURE PATHWAYS

VCE Studio Art (Units 3 and 4)

SUBJECT: SYSTEMS ENGINEERING UNITS 1 & 2

COURSE OVERVIEW

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro-technological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

LEARNING FOCUS

This study enables students to:

- develop an understanding of the systems engineering process and factors that influence the creation and use of a system.
- develop skills and conceptual understandings important to effective design, planning, production, diagnosis, performance analysis, maintenance, modification and control of technological systems.
- acquire knowledge of mechanical, electro-technological and control systems and apply this knowledge to solve technological problems.
- develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport.
- deepen their knowledge of new developments and innovations in technological systems.
- develop skills in the safe, efficient and effective use of tools, equipment, materials, machines and processes, including digital technologies.

ASSESSMENT

Procedures for the assessment of levels of achievement in Units 1 and 2 are a for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA.

Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

FUTURE PATHWAYS

VCE Systems Engineering Units 3 and 4

SUBJECT: VISUAL COMMUNICATION DESIGN UNITS 1 & 2

COURSE OVERVIEW

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students employ a design process to generate and develop visual communications.

The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environ- mental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications.

Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts.

LEARNING FOCUS

Unit 1 focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Through experimentation and through exploration of the

relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message, and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles.

Unit 2 focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation-drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used.

ASSESSMENT

Design Folio's exploring the areas of Environment, Industrial and Communication Design fields.
Theoretical tasks analysing design in past and contemporary contexts.
Written Examinations.

FUTURE PATHWAYS

VCE Visual Communication & Design (Units 3 and 4)

SUBJECT: VET SMALL BUSINESS

COURSE OVERVIEW

The VCE VET Small Business program aims to provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within small business contexts across a range of industry sectors.

LEARNING FOCUS

The VCE VET Small Business program comprises one certificate II with VCE VET credit at Units 1 to 4 level, including a Units 3 and 4 sequence. Certificates II are typically completed over two years.

The identified units of competency in the VCE VET Small Business program have been selected for recognition purposes and may vary from the qualification packaging rules.

Students must achieve twelve units of competency to gain 22480VIC Certificate II in Small Business (Operations/Innovation), including:

- eight core units of competency
- four elective units of competency

Units 1 to 4		
Year 1		
BSBWHS201	Contribute to health and safety of self and others	20
VU22520	Contribute to small business operations and innovation	50
VU22521	Develop elementary skills for small business environments	50
VU22522	Follow small business policies and procedures	40
VU22523	Undertake basic market research and promotion for a small business product or service	60
Year 2		
BSBINN201	Contribute to workplace innovation	35
FNSFLT301	Be MoneySmart	40
SITXCCS006	Provide service to customers	25
VU22524	Participate in small business quality processes	25
VU22525	Assist with the presentation of public activities and events	25
VU22526	Follow procedures for routine financial activities of a small business	20
VU22527	Contribute to small business planning	40
Total Sample Program Hours:		**430**

ASSESSMENT

Students will be assessed in a variety of ways that can include but are not limited to:

- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
- Research and Investigation reports

FUTURE PATHWAYS

The Certificate II in Small Business Operations and Innovation does not offer a scored program so will not directly contribute to a student's ATAR. It does however count towards a unit 3 and 4 sequence which is important to achieving the Vocational Major.

SUBJECT: LITERACY (Vocational Major)

COURSE OVERVIEW

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life.

A key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts.

This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

LEARNING FOCUS

Year 11 Literacy is made up of four areas of study across two units.

Unit 1:

Area of Study 1: Literacy for personal use

Students explore how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Area of Study 2: Understanding and creating digital texts

Students apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace, or vocational context

Unit 2:

Area of Study 1: Understanding issues and voices

Students build the skills and understanding to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

Area of Study 2: Responding to opinions

Students develop the skills and knowledge to interpret the values and opinions of others and present in oral form points of view supported by evidence.

ASSESSMENT

Students will be assessed in a variety of ways that can include but are not limited to:

- Structured response to stimulus material
- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

FUTURE PATHWAYS

Successful completion of Unit 1 and 2 Literacy will lead students onto Unit 3 and 4 Literacy or Unit 3 and 4 English.

SUBJECT: NUMERACY (Vocational Major)

COURSE OVERVIEW

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel.

Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

LEARNING FOCUS

Unit 1 and 2 Numeracy explores eight (8) areas of study across two units and allows students to develop their problem solving skills by understanding how the different numeracies are used in a variety of contexts.

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Outcome 1: Numeracy in Context

Students develop a range of different numeracy skills and capabilities in order to make sense of their daily personal, public and vocational lives.

Outcome 2: Problem-Solving Cycle

Students use their knowledge and understanding to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions

Outcome 3: Mathematical Toolkit

Students develop their skills of both analogue and digital technologies with the ability to identify and use a range of appropriate mathematical tools to solve and communicate mathematical problems embedded in practical contexts.

ASSESSMENT

Assessments can include but are not limited to:

- Investigations and Projects
- Presentations (poster, report, etc.)
- Portfolio

FUTURE PATHWAYS

Successful completion of Unit 1 and 2 Numeracy will lead students onto Unit 3 and 4 Numeracy

SUBJECT: PERSONAL DEVELOPMENT SKILLS (Vocational Major)

COURSE OVERVIEW

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

LEARNING FOCUS

Personal Development Skills at year 11, focuses on the health and wellbeing of the individual, developing an understanding of a student's sense of self and the importance of connecting with community.

Unit 1: Healthy Individuals

Area of Study 1: Personal identity and emotional intelligence

Students develop their knowledge and skills to be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

Area of Study 2: Community health and wellbeing

Students develop their skills and understanding to be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Area of Study 3: Promoting a healthy life

Students explore and analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity

Unit 2: Connecting with Community

Area of Study 1: What is community?

Students develop the knowledge to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Area of Study 2: Community cohesion

Students apply their knowledge and understanding to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

Area of Study 3: Engaging and supporting community

Students apply their understanding to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

ASSESSMENT

Students will be assessed in a variety of ways that can include but are not limited to:

- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
- Research and Investigation reports

FUTURE PATHWAYS

Successful completion of Units 1 and 2 Personal Development Skills will provide a pathway into Units 3 and 4 Personal Development Skills and is a compulsory study of the VCE Vocational Major.

SUBJECT: WORK RELATED SKILLS (Vocational Major)

COURSE OVERVIEW

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In 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

LEARNING FOCUS

Work Related Skills in year 11 explores a student's career goals, future careers and the transferrable skills and capabilities required to be successful in the workplace through four Areas of Study across the two units.

Unit 1: Careers and Learning for the Future

Area of Study 1: Future careers
Students develop the skills and knowledge to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Area of Study 2: Presentation of career and education goals
Students consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection

Unit 2: Workplace skills and Capabilities

Area of Study 1: Skills and capabilities for employment and further education
Students employ their knowledge and understanding to be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Area of Study 2: Transferable skills and capabilities
Students investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

ASSESSMENT

Students will be assessed in a variety of ways that can include but are not limited to:

- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
- Research and Investigation reports

FUTURE PATHWAYS

Successful completion of Units 1 and 2 Work Related Skills will provide a pathway into Units 3 and 4 Work Related Skills and is an integral part of the VCE Vocational Major.