Course Guide

2024 Years 9-12 Pathways

Bayside Christian College

"Unity and Maturity in Christ"

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Studying at Bayside Christian College

Bayside Christian College is Christian in its ethos, its curriculum and its character. Its attitudes and actions are shaped by an ongoing commitment to the vision of its founders of 'providing education which is honouring to God'.

Bayside teaching and administration staff are Christians who are active in their local churches. They are dedicated to Biblically-based education that seeks to encourage children to understand what it means to follow Christ across the whole of life.

This shared vision is demonstrated practically in the classroom by the application of a Christian worldview perspective, where students are encouraged in their ability to understand and respond to the world and its various challenges through a Biblical lens.

This perspective means that when it comes to schooling, and this includes all programs and activities, consideration is given to whether it encourages growth in understanding what it means to follow Christ.

Christian schooling also means Christian community. One significant way that Christians visibly demonstrate their distinctive understanding of the world is through genuine care and devotion to the wellbeing of others.

Concern for community is a real strength of Bayside Christian College. As such, there is an expectation of all members of the College community – staff, parents and students – that we view and act towards others in a manner consistent with the Bible.

Andrew Manning
Principal

Our Learning Distinctive

Vision

To nurture and prepare young people for a life of responsible discipleship in God's Kingdom.

Bayside Christian College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

- leading students into the service of God and of others as a thankful response to the work of God in Christ;
- nurturing in students the development of a Biblical understanding of the world and of life;
- establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image;
- promoting a striving for excellence in their lives.

Head of Secondary

We look forward to working in partnership with you to ensure that your child's educational experience is nurturing and successful, and that God's purposes and plans for your child become clearer as they grow and mature.

Through the Secondary School years, young adolescents undergo a myriad of changes; physical, emotional, social and intellectual development all occurs simultaneously. Identity begins to form as young people journey toward adulthood, and it is essential through this time that a nurturing learning environment is maintained, enabling students to flourish and reach for their best.

Our staff are committed to every student, and it is the sincere desire and prayer of each teacher that all students will reach their highest possible potential. Teachers help students to identify their God-given gifts and abilities, encouraging and assisting them in their development.

Students develop their knowledge, understanding, skills and character through a rich and engaging core curriculum. Our choice-based elective program provides students with the opportunity to further develop their individual gifts and interests.

Our Home Group and pastoral care system provides students with additional support, maintaining a measure of accountability. It also helps to ensure that students plan their work and organise their time effectively.

We invite you as parents/carers to partner with our staff in promoting the holistic development of your children.

James Kumnick
Head of Secondary

Common Terminology

Assessment	**Units 1&2:** Students will complete school-based assessment tasks, which will be graded, made available on CANVAS and reported to parents on a school report. Satisfactory completion of outcomes will also be included. **Units 3&4:** Students will undertake assessment tasks, which are set externally by the Victorian Curriculum and Assessment Authority (VCAA). Every student in Victoria who is studying a particular unit will do the same assessment tasks. Some of these will be assessed initially by the school and then checked by a state panel of reviewers, and will undergo Statistical Moderation. At least one of the assessment tasks will be conducted under examination conditions.
Australian Tertiary Admission Rank (ATAR)	Students who complete the VCE will receive an ATAR, which is the overall ranking given to a student based on the study scores achieved. It is on a scale of 0-100 and is used by universities and TAFE institutes to select students for their courses. The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated using: • A student's best score in any one of the English studies, plus • The scores of their next best three permissible studies (which together with the English study make the 'Primary Four'), plus • 10% of the fifth and sixth study permissible scores which are available (or a VET increment for no more than two unscored studies, calculated as 10% of the fourth VCE study score in the primary four). It is important to note that the statistical moderation undertaken to determine the ATAR is a complicated process. Our state's yearly cohort and individual student performances in the end of year examinations both contribute significantly. You can read more about this here: https://www.vtac.edu.au/atar-scaling-guide-2022.html
Outcomes	Each VCE unit includes a set of two to four outcomes which explains what a student must know or be able to do to satisfactorily complete a unit. Achievement of outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the College in accordance with VCAA requirements.
Satisfactory Completion	To gain credit for a unit, a student must satisfactorily meet all of the criteria for set outcomes. Outcomes and associated tasks are the sole basis for determining whether or not a student has satisfactorily completed a unit.
School Assessed Coursework (SAC)	School Assessed Coursework is made up of a number of assessment tasks to assess the unit's learning outcomes as specified in the Study Design for the field of study. School Assessed Coursework is completed within a limited time frame and is a part of the regular teaching and learning program. If a student is absent for a SAC for any reason (illness, holidays, or other personal business) they will be required to provide documentary evidence for their absence (e.g. medical certificate, police or pastoral statement) and complete a similar task during the designated after school session. Information on SACs including due dates, results and feedback, can be found on CANVAS. Parents and students are encouraged to make continuous use of teacher feedback to further their understanding and development. Staff will provide feedback to students of their scores in each study. However, total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority (VCAA).
School Assessed Tasks (SAT)	A number of Unit 3&4 studies use SATs to assess students. SATs are practical assignments which run over the two units.

Scaling and Statistical Moderation	The statistical moderation process is used to adjust each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.
Study Designs	Study Designs are the documents produced by the Victorian Curriculum and Assessment Authority (VCAA) that outline the areas of study and explain the key knowledge and skills students need to acquire to achieve the learning outcomes for each VCE Study. Each Study Design is available online from the VCAA website.
Study	• A study is a subject available in the VCE and is made up of a sequence of four semester Units • Field of Study - A field of study is a specific content area (e.g. English, Mathematics, Science) • Title of Study - The name given to the particular focus within a field of study (e.g. Chemistry) • Area of Study - The specific topics for study within each unit (e.g. 'Periodic Table')
Study Score	A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students in the state doing that same study. It is based on the results for School Assessed Coursework and external examinations.
Unit	A unit consists of one semester's (half a year's) work and involves 100 hours of study of which 50-60 hours will be class time and the remainder consisting of individual student homework, research and study time. Units 1&2 are designed to be 'self-contained' and students may take independent units at this level. Units 3&4 are to be taken as a complete sequence; that is, enrolling in Unit 3 means enrolling in Unit 4.
Victorian Curriculum and Assessment Authority (VCAA)	Victorian Curriculum and Assessment Authority (VCAA) is the Victorian state government authority responsible for conducting the VCE and VCE VM.
Vocational Education and Training (**VET)**	Vocational Education and Training (VET) is a range of nationally recognised vocational certificates now integrated within the VCE/VCE VM.
VTAC	Victorian Tertiary Admissions Centre (VTAC) is the organisation which administers a selection system for undergraduate courses on behalf of Victorian universities and TAFE colleges. It is responsible for producing the ATAR scores.

Year 9 Program

Year 9 students are required to complete five (5) core subjects and can choose two (2) elective subjects per semester with Physical Education being a compulsory semester-based subject.

The Year 9 program seeks to provide exceptional education, enhance the vibrant community within the College and foster authentic discipleship in our students. Students increasingly challenge and question the world around them. This leads to a deeper grappling with issues of faith and identity and students start to display increasing independence in thinking and behaviour.

As a learner and adolescent, students seek to find purpose and reason for their journey. The opportunity to build deep relationships, develop empathy, teamwork, leadership, humility, and resilience are integral to the learning program.

The aim of the Year 9 program is for students to develop a strong personal faith that informs their thinking and actions which will allow them to influence and lead their peers, family, and the broader community.

Learning activities must be authentic, relevant, and challenging, and allow students to take risks and embrace challenges as part of their growth.

All students will sit examinations for their core subjects as preparation for higher studies.

Core Subjects	Elective Subjects	Accelerated VCE Subjects
English Maths Science Humanities Bible Studies	Agriculture Athletic Development Art - 3D Art, Pop Art, Painting, Street Art Design Technology Food Technology History/Humanities Information Communication Technology (ICT) Indonesian Media Music Outdoor and Environmental Studies Physical Education * Performing Arts/Drama Textiles Visual Communication Design (VCD) ** Compulsory Semester-based subject*	

Year 10 Program

Year 10 students are required to complete four (4) core subjects and can choose between three (3) elective subjects per semester or two (2) elective subjects and one (1) accelerated subject.

In Year 10, students begin their Senior Secondary pathway, consequently this year offers flexibility to explore options. All Bayside Christian College Senior Secondary students are offered two pathways: VCE and VCE VM. VCE is predominantly for students planning on entering university or taking a career path which requires VCE.

VCE VM is for students who are planning on entering a trade, pursuing TAFE qualifications after Year 12 or taking a career path which does not require an ATAR.

Year 10 is a particularly exciting time as students have the opportunity to accelerate and commence one VCE subject, should they choose.

All Year 10 students are expected to have a mature approach to learning and to actively participate in their core subjects together.

All students will sit examinations for their mainstream Year 10 subjects. Upon completion of Year 10, all students have the option to continue/commence VCE or VCE VM in Year 11.

Core Subjects	Elective Subjects	Accelerated VCE Subjects
English Maths Science Bible Studies	Agriculture Athletic Development Art - 3D Art, Pop Art, Painting, Street Art Design Technology Food Technology History/Humanities * Information Communication Technology (ICT) Indonesian Media Music Outdoor and Environmental Studies Physical Education * Performing Arts/Drama Textiles Visual Communication Design (VCD) Year 10 VM ** Compulsory Semester-based subject*	Biology (Units 1&2) Business Management (Units 1&2) Design Technology (Units 1&2) General Maths (Units 1&2) Health and Human Development (Units 1&2) Outdoor and Environmental Studies (Units 1&2) Maths Methods (Units 1&2) Physical Education (Units 1&2) Visual Communication Design (VCD) (Units 1&2)

Year 11 Program

Students at Year 11 undertake six (6) VCE subjects (2 Units of each). They commence five (5) subjects and are encouraged to complete their Year 10 Unit 1/2 subject at Unit 3/4 level if they choose to accelerate in Year 10. Year 11 VCE VM students participate in four compulsory learning strands plus a Certificate II in Active Volunteering.

VCE Subjects	VCE VM Subjects
Art Making and Exhibiting (Units 1&2) Biology (Units 1&2) Business Management (Units 1&2) * Chemistry (Units 1&2) English (Units 1&2) Health and Human Development (Units 1&2) * History (Units 1&2) Legal Studies (Units 1&2) Literature (Units 1&2) Mathematics: Maths Methods (Units 1&2) Mathematics: Specialist Maths (Units 1&2) Mathematics: General Maths (Units 1&2) * Media (Units 1&2) Outdoor and Environmental Studies (Units 1&2) Physical Education (Units 1&2) Physics (Units 1&2) Product Design Technology (Units 1&2) Psychology (Units 1&2) Visual Communication Design (Units 1&2) VET - Agriculture Year A VET - Kitchen Operations Year 1 ** Year 11 2024 (Current Accelerated subjects)*	Literacy Numeracy Work Related Skills Personal Development Skills Certificate II in Active Volunteering

Year 12 Program

For VCE, Year 12 students must complete at least five (5) consecutive Unit 3/4 subjects. Although one of these subjects can include a Unit 3/4 undertaken at Year 11, students are encouraged to complete six (6) Year 12 subjects to increase the likelihood of a higher ATAR. This is not compulsory though.

VCE Subjects	VCE VM Subjects
Art Making and Exhibiting (Units 3&4) Biology (Units 3&4) Business Management (Units 3&4) Chemistry (Units 3&4) English (Units 3&4) Health and Human Development (Units 3&4) History (Units 3&4) Legal Studies (Units 3&4) Literature (Units 3&4) Mathematics: Maths Methods (Units 3&4) Mathematics: Specialist Maths (Units 3&4) Mathematics: General Maths (Units 3&4) Media (Units 3&4) Outdoor and Environmental Studies (Units 3&4) Physical Education (Units 3&4)) Physics (Units 3&4) Product Design Technology (Units 3&4) Psychology (Units 3&4) Visual Communication Design (Units 3&4) VET - Agriculture Year B VET - Kitchen Operations Year 2	Literacy Numeracy Work Related Skills Personal Development Skills Industry Electives Food for Life

Secondary at Bayside

The Victorian Certificate of Education (VCE) allows students taking different pathways to be recognised equally. The VCE is undertaken by most students in Victoria to demonstrate that they have completed secondary education.

In partnership with families, Bayside Christian College aims to continue to support the growth and development of students' unique God-given gifts and talents in their final years of schooling and as they prepare for work or further study.

The College values the partnership between home and school, we invite and encourage you to become involved with us in any way possible.

This can include joining us in assemblies, coming on excursions and camps, and communicating frequently with staff.

Bayside offers two pathways: Victorian Certificate of Education (VCE) and VCE Vocational Major (VCE VM).

VCE is predominantly for students working towards a university pathway or a career that requires VCE study. **VCE VM** is focussed on the learning outcomes needed by students who are planning:

- on entering a trade, traineeship or apprenticeship,
- pursuing TAFE qualifications after Year 12 or
- pursuing a career path which does not require an ATAR

The Bayside Difference

VCE and VCE VM subjects taught at Bayside Christian College conform to the requirements of the Victorian Curriculum Assessment Authority (VCAA).

All subjects are taught from a Biblical perspective, which helps students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture. We seek to engage students in varied and meaningful ways.

Academic ability and aptitude are not the sole keys to success in Secondary studies. Success will be gained through commitment to complete all set outcomes aided by application to home study.

Students are encouraged to consider their extra-curricular activities during their senior years, such as work and sport, to ensure this is well balanced with study time. They are also encouraged to seek the advice of the Careers Coordinator and attend University Open Days.

Bayside utilises internal and external support programs for academic, emotional and spiritual development including:

- Daily Home Group
- Community Groups
- Elevate Education
- Online tutoring and practice exams
- Christian guest speakers
- External exam lecture programs
- Internal subject study days
- Formal practice exams
- Mentoring program
- Homework club

Selecting a Pathway

Students should be realistic in their choices. There is a significant jump in the quality and quantity of work associated with VCE studies.

It is important for students to spend time in prayer and seek wise counsel from parents, teachers, Careers Coordinator, pastors and youth leaders about their future directions, and how best to use the gifts God has given them.

Subjects selection involves the following:

1. Years 9 and 10 students and their parents/carers attend the Secondary Pathways Expo which provides general information and prospective subjects for the following year.
2. Students attend a careers counselling session to ensure they have a Pathways Plan.
3. Students choose their Pathway course and submit their subject preferences for the following year considering current blockings.
4. VCE subject selections are collated.
5. Teachers are allocated and the timetable is developed accordingly.

The decision to offer a subject depends upon student demand and the resources available. A subject is not generally offered 'in-house' if there are less than six students interested; however, in some circumstances, other arrangements may be made, such as Distance Education or attending another facility for that subject.

It may be possible to change subject preferences only if they exist within the same timetabled block. Again, this should be done only after speaking with the Careers Advisor and the appropriate paperwork completed with the VCE or VCE VM Coordinator.

Students are advised to select studies that they:

- Enjoy as these are generally the areas where the most success is met.
- Achieve well in, as success is generally a positive motivating factor.
- May need as prerequisites for entry into future study or work.
- Maintain and develop their special skills and talents.

The Careers Coordinator will meet with students individually to assist with the selection of their VCE program, as it is extremely important that wise and informed decisions are made.

Many of the decisions made about subject choices at the end of the Year 10 can affect access to further study and career options in later years. Universities and TAFEs publish lists of prerequisite Units 1 to 4 studies for each of their courses so that students can choose the required studies in order to gain tertiary entrance.

Students should aim to have a balanced course as it may not be possible to change direction if a narrow range of options has been chosen.

It is advisable to keep as many options open for as long as possible. Before completing the VCE Subject Selection, the study guides included in this handbook should be consulted.

Some Units 3&4 studies are best attempted by first completing preparatory studies at Units 1&2 levels. For example, if you wish to pursue Physics Units 3&4, it would be advised to complete Units 1&2.

Study Prerequisites

Students wishing to attempt Mathematical Methods, Physics and Chemistry in VCE should be working above expectations in Year 10 Mathematics and Science and meet all requirements in Units 1&2 in Year 11 in order to continue in Year 12 Units 3&4.

Students who fail to meet expectations in Units 1&2 may not be permitted to continue study in Units 3&4. This is to make sure students are adequately matched to subjects and they get the best possible results for the VCE.

Assessment & Reporting

In Year 9, students are provided with an overview of assessment items and due dates allowing students and parents to set a plan for the major assessment tasks for the semester. These dates can also be found on the learning management system Canvas. When a student has completed a task, the teacher will mark the work using a feedback cycle.

Year 10 VCE students will complete a variety of assessment tasks for their chosen accelerated VCE subject including tests and semester examinations.

Other subject specific tasks may include oral or written reports, media analysis, blogs, case study analysis, journal response, data analysis, application tasks, case studies or research reports.

Students are graded on assessments and are required to achieve 50% for each task. If 50% is not achieved students are required to resit the assessment in order to demonstrate the outcome. Students achieve an overall 'S' (Satisfactory) or 'N' (Unsatisfactory) for the unit of study.

All VCE and VCE VM subjects taught at Bayside conform to the requirements of the Victorian Curriculum Assessment Authority (VCAA).

All subjects are taught from a Biblical perspective, which helps students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture. Teachers seek to engage students in varied and meaningful ways.

VCE

Each unit of VCE study has between two and four outcomes of key knowledge and skills that must be achieved in order to satisfactorily complete that unit.

- Satisfactory completion is reported as an 'S'.
- Not meeting the requirements for satisfactory completion is reported as an 'N'.

Note: an 'N' grade in any Unit 3 or 4 (Year 12) subject will mean a fail. The subject teacher and/or the VCE Coordinator will inform parents if students are in danger of failing. Please see the following section 'Minimum Scores' for more information.

There are two types of school assessment for VCE studies, School Assessed Coursework (SAC) and School Assessed Tasks (SAT).

SAC assesses performance on the assessment tasks as specified in the study design which are mainly undertaken in class time.

SAT is a form of assessment that occurs in practical type units. These tasks are the same for each school and the VCAA specifies how marks and grades are to be awarded.

Units 3&4 have external examinations that are set and marked by the VCAA. Most exams are held in November.

The form of reporting for the VCE is both detailed and informative. Students will receive school-based reports for Units 1&2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks.

For Units 3&4, the College will issue a report at the completion of first and second semester outlining satisfactory completion of outcomes and providing comments regarding the student's overall progress.

The Victorian Curriculum Assessment Authority (VCAA) will provide:

1. A statement of results indicating Satisfactory completion (S) or Not Satisfactory (N) for each unit attempted.
2. A statement of results for School Assessed Coursework (SACs)
3. A statement of results for School Assessed Tasks (SATs). It is anticipated that they will be graded on a scale of A+ to E, UG (Ungraded) or NA (Not Assessed).
4. A statement of results for the General Achievement Test (GAT).
5. A statement of results for VET studies undertaken (S or N)

VCE VM

VCE VM students do not sit examinations for their subjects, but will participate in an assessment panel at the end of each semester. They are expected to sit exams in their mainstream Year 10 subjects. As students' work is not 'assessed' through specific tests, evidence of successful performance of learning outcomes can include:

- a portfolio of accumulated evidence (photos, timelines, logbooks, peer evaluation)
- teacher observation/checklists
- evidence accumulated through program participation
- awards from recognised programs
- self-assessment inventories
- oral or written reports
- evidence of information and communications technology (including internet usage).

Integrated learning is a key part of VCE VM. Learning outcomes are not limited to only one subject. For example, students will meet Industry Elective learning outcomes through a project in Personal Development (and vice versa), or even in an activity at work. Students are given an 'S' (Satisfactory) or 'NYC' (Not Yet Competent) for a set of learning outcomes.

Study Score

A study score is awarded to each student for every Unit 3&4 subject completed. It is based on the results for School Assessed Coursework and external examinations.

To calculate the study score, the total for all graded assessments in a study for each student is ranked, and the rank is converted into a whole number score. A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students in the state doing that same study.

The conversion spreads out scores so that the top mark becomes 50 and the average mark (or mean) across the state is 30. Scores above 40 represent very high achievement by students in specific subjects or studies. The table below indicates the percentage ranking of students at each of the study score levels:

Study Score Reference Table

Study Score	Percentage Ranking
25	top 78%
30	top 53%
35	top 26%
40	top 9%
45	top 2%

Minimum Scores

The College wants to ensure students are working to achieve their best possible grades. A student who submits an assessment task and does not achieve the minimum 50% pass (D) result in any unit may result in an overall 'N' (Not Satisfactory) grade.

An 'N' grade in any Unit 3 or 4 (Year 12) subject will mean failing that subject. Teachers will work with students to improve their understanding and performance to achieve 'S'.

Students must receive a satisfactory result in a minimum of sixteen studies (four of these at Units 3&4 level) in order to achieve the VCE. The subject teacher and/or VCE Coordinator will inform parents if students are in danger of failing.

Attendance

All students must attain a minimum 90% class attendance in each subject studied. Students should attend as many classes as possible so important information and learning opportunities are not missed. A doctor's certificate should be obtained for absence due to illness.

When a student is absent from school for prolonged periods, or has been unable to complete all School-based assessment tasks at school because of illness or other special circumstances, the school may, upon application from the student, grant special provision for School-based assessments to be completed and authenticated remotely.

Students must attend Home Group each morning, which contributes to the 90% attendance requirement. Home Group keeps students 'in touch' with the daily life of the College.

Students may leave the College in the afternoon for home study if they have study periods. The VCE Coordinator or Head of school should be notified that parental permission has been granted for this.

Students must obtain a doctor's certificate where they are absent on the day of a scheduled SAC.

General Achievement Test

The General Achievement Test (GAT) is a general test, not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished and will be split into two sections.

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills.

All students enrolled in one or more VCE or scored VCE VET Unit 3-4 subjects will sit Sections A and B. VCE VM students will sit Section A only. Although GAT results do not count directly towards a student's VCE results, they play an important role in:

- the statistical moderation process in some studies
- checking that school-based assessments and examinations have been accurately assessed
- calculating Derived Examination Scores.

They will not be reported to tertiary selection authorities or employer groups.

Extension Studies

High achieving students may be able to add to their VCE studies with a first year university subject through an extension studies program. Extension studies that build on VCE studies to first year university level are available in a wide range of subjects. These subjects must be taken on top of a full VCE program and must receive the approval of the Principal under strict guidelines.

A key recommendation is that a study score of at least 41 in a 'preparatory study' of a Unit 3&4 sequence study have been achieved in Year 11.

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a course undertaken in order to complete secondary education in Victoria. It is conducted under the guidance of the VCAA (Victorian Curriculum and Assessment Authority), which is the authority that awards the Certificate.

VCE is usually completed over a two (2) year period – Years 11 and 12. Some selected students begin their VCE in Year 10 and complete their certificate over three (3) years.

Australian Tertiary Admissions Rank

Entry to courses at the tertiary level is usually based on a number called the Australian Tertiary Admissions Rank commonly referred to as ATAR.

VCE is appropriate for students interested in attending university straight away via an ATAR pathway. An ATAR is not calculated for students who do not satisfy the requirements of the VCE.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC). This is based on the academic performance of students in School Assessed Coursework (SAC) and the examination at the end of Unit 3&4 studies, and ranks each student in relation to every other student who completes their VCE in the same year.

Course Structure

Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes. Students choose units from a list of studies (subject areas) which will enable them to complete the VCE according to the VCAA rules and to gain an ATAR to move into a tertiary institution for which they are aiming. Units are semester length subjects with Units 1 and 3 usually offered in the first semester, and Units 2 and 4 in the second semester.

Units 1&2 are usually completed in Year 11 whilst Units 3&4 are usually completed, as a sequence, in Year 12. Some students may elect to do one Unit 3 and 4 study in Year 11, subject to satisfying the prerequisites set by the school.

To graduate VCE, students must satisfactorily complete at least sixteen (16) of the units which they have studied, including English or Literature. Up to eight (8) of the units of study may be VCE VET Units obtained across a maximum of two VET programs.

A typical program at Bayside Christian College looks like this:

- Year 11 – 12 units (6 studies/subjects)
- Year 12 – 10 units (5 studies/subjects

Students at Year 10 also have the option to accelerate and commence one VCE subject (2 units) before Year 11. When choosing their accelerated VCE subject it is important to be clear about the reasons. Students are encouraged to think carefully about the subjects that they choose, and to discuss the matter thoroughly with the Careers Coordinator or the VCE Coordinator.

A typical program at Bayside Christian College with Year 10 acceleration looks like this:

- Year 10 – 2 units (1 study/subject)
- Year 11 – 12 units (6 studies/subjects)
- Year 12 – 10 units (5 studies/subjects

While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit the same subject in consecutive years.

Sample VCE Program

Subject	Year 10	Year 11	Year 12
English or Literature *(Compulsory)*		Units 1&2	Units 3&4
Health and Human Development	Units 1&2*	Units 3&4	
Business Management		Units 1&2	Units 3&4
Mathematics General		Units 1&2	Units 3&4
Legal Studies		Units 1&2	Units 3&4
VCE VET Hospitality		Units 1&2	Units 3&4

**Optional Year 10 acceleration subject*

Biology

UNIT 1

How do cells function?

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

How do plant and animal systems function?

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

Practical investigation

In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

Outcomes

1. Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Assessment

Tasks may be selected from the following:

- case study analysis
- bioinformatics exercise
- data analysis
- annotations of a logbook
- media analysis
- modelling or simulation activity
- problem-solving
- scientific report or fieldwork
- scientific poster

For Outcome 3: a report of a student-adapted or student-designed scientific investigation.

UNIT 2

How is inheritance explained?

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

How do inherited adaptations impact on diversity?

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem. Students explore the interdependencies between species, including the importance and impact of keystone species and top predators.

They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Investigation of an bioethical issue

In this area of study students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Outcomes

1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Assessment

Tasks may be selected from the following:

- case study analysis
- bioinformatics exercise
- data analysis
- annotations of a logbook
- media analysis
- modelling or simulation activity
- problem-solving
- scientific report or fieldwork
- scientific poster

For Outcome 3: a response to an investigation into a bioethical issue relating to genetics or reproductive science or adaptations beneficial to survival.

UNIT 3

What is the role of nucleic acids and proteins in maintaining life?

In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

How are biochemical pathways regulated?

In this area of study students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Outcomes

1. On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and
4. investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and method,

   cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Assessment

- 1: School-assessed coursework _ / 40 marks
- 2: School-assessed coursework _ / 40 marks
- 1-2 contributes 20% to study score

UNIT 4

How do organisms respond to pathogens?

In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune disorders and how immunotherapies can be applied to the treatment.

How are species related over time?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advance. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of populations.

Practical Investigation

On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

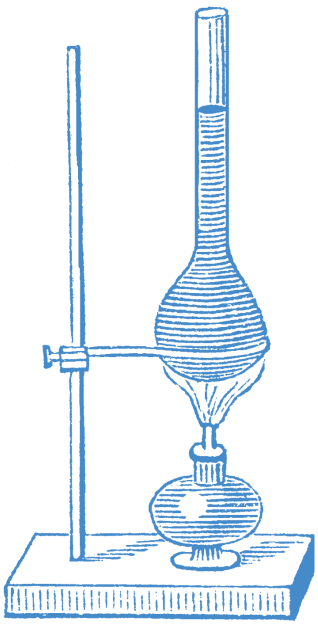
Outcomes

1. On completion of this unit the student should be able to analyse the immune responses to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
3. On the completion of this unit the student should be able to design and conduct a scientific

   results, discussion and a conclusion in a scientific poster.

Assessment

- 1: School-assessed coursework _ / 40 marks
- 2: School-assessed coursework _ / 40 marks
- 3: School-assessed coursework _ / 40 marks
- Outcomes 1-3 Contributes 30% to study score
- End of year exam contributes 50% to study score



Chemistry

UNIT 1

How do the chemical structures of materials explain their properties and reactions?

Students focus on elements as the building blocks of useful materials. They investigate structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures and the recycling of meta.

Students develop their skills in the use of scientific equipment and apparatus.

How are materials quantified and classified?

Students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

How can chemical principles be applied to create a more sustainable future?

Students investigate a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in the unit including the consideration of sustainability concepts.

Outcomes

1. Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate mixtures.
2. Calculate mole quantities, use systematic nomenclature to name organic compounds, explain polymer design, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Assessment

Tasks for assessment may be selected from:

- a report of a laboratory or fieldwork
- reflective annotations of practical activities
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a scientific poster

For Outcome 3 a response to a question involving the production or uses of a selected material, including a reference to sustainability.

UNIT 2

How do chemicals interact with water?

Students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

How are chemicals measured and analysed?

Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure solubility and use solubility curves. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

How do quantitative scientific investigations develop our understanding of chemical reactions?

Students develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

Outcomes

1. Explain the properties of water in terms of structure and bonding, experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. Calculate solution concentrations, predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry.
3. Draw an evidence-based conclusion from data generated from a student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Assessment

Tasks for assessment may be selected from:

- a report of a laboratory or fieldwork
- reflective annotations of practical activities
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a scientific poster

For Outcome 3 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.

UNIT 3

What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells, and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase efficiency and percentage yield of a chemical process. They investigate how the optimum rate of a reaction can be obtained and explain reactions with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams.

Students apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier's principle and the effect of different changes on an equilibrium system. Students represent the establishment of equilibrium and the effect of changes to an equilibrium system using concentration-time graphs.

The purpose and design of a range of electrolytic cells, their operating principles and the energy transformations that occur are investigated. Students examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry.

Practical investigation

A student-designed or adapted practical investigation related to energy and/or food is undertaken.

Students identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question that complies with safety and ethical requirements.

Students undertake an experiment collecting primary qualitative and/or quantitative data.

They analyse and evaluate the data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Findings are communicated in a scientific poster.

A practical logbook is maintained by the student for record, authentication and assessment purposes.

Outcomes

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment

- Outcome 1: School-assessed coursework
- Outcome 2: School-assessed coursework
- Outcome 3: School-assessed coursework
- Outcome 1-3 Contributes 24% to study score

UNIT 4

How can the diversity of carbon compounds be explained and categorised?

This area of study examines the structural features of members of homologous series of carbon compounds, including some structural isomers, and how they are represented and named.

Students investigate trends in their physical and chemical properties. They study typical reactions of organic families, reaction pathways, and write balanced chemical equations for organic syntheses.

Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data obtained using a variety of analytical instruments.

What is the chemistry of food?

This area of study focuses on the major components of food with reference to their structures, properties and functions.

Students examine hydrolysis reactions in which foods are broken down, condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution.

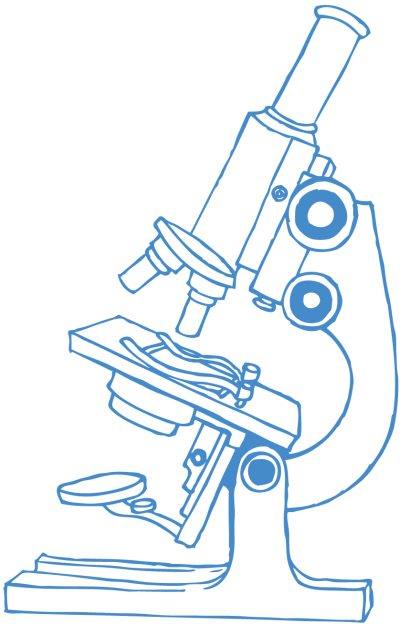
They also explore a variety of applications of food chemistry.

Outcomes

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

Assessment

- 1: School-assessed coursework
- 2: School-assessed coursework
- Outcome 1-2 Contributes 16% to study score
- End of year exam contributes 60% to study score



Physics

UNIT 1

How are light and heat explained?

Students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

How is energy from the nucleus utilised?

Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.
Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

How can electricity be used to transfer energy?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

Outcomes

1. Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. Investigate and apply a basic DE circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

Assessment

A selection from the following:

- an annotated folio of practical activities
- data analysis
- media response
- modelling activity
- a summary report of selected practical investigations
- a written report
- reflective learning journal
- a test (short answer and extended response).

UNIT 2

How is motion understood?

Students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

Options: How does physics inform contemporary issues and applications in society?

Students select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

How do physicists investigate questions?

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

Outcomes

1. Investigate, analyse and mathematically model and apply force, energy and motion.
2. Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment

A selection from the following:

- report of a laboratory of fieldwork activity including the generation of primary data
- reflective annotations related to practical activities
- analysis and evaluation of data
- critique of an experimental design, process or apparatus
- a modelling or simulation activity or media analysis/response
- a report of the design, building, testing and evaluation or explanation of a device

- a physics-referenced response to an issue or innovation or report of a selected physics phenomenon
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions or explanations to a problem
- a scientific poster or infographic

For Outcome 3 a report of a practical investigation using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation

UNIT 3

How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact.

How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Outcomes

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

Assessment

- 1: School-assessed coursework _ / 30 marks
- 2: School-assessed coursework _ / 30 marks
- 3: School-assessed coursework _ / 30 marks
- Outcomes 1-3 contributes 19% to study score

UNIT 4

How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.

How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Practical investigation

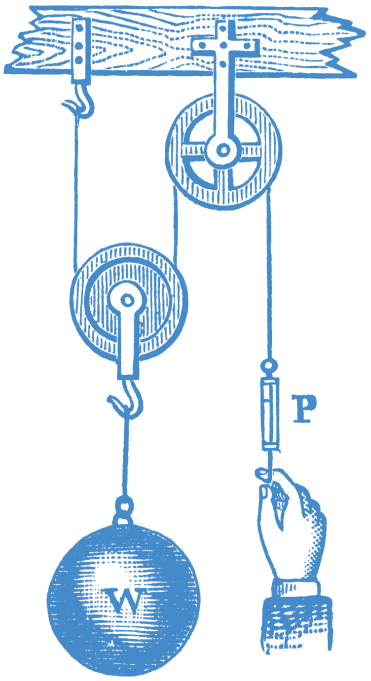
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4.

Outcomes

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment

- 1: School-assessed coursework _ / 30 marks
- 2: School-assessed coursework _ / 30 marks
- 3: School-assessed coursework _ / 35 marks
- Outcomes 1-3 contributes 21% to study score
- End of year exam contributes 60 % to study score



Psychology

UNIT 1

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development.

How are mental processes and behaviour influenced by the brain?

In this area of study students develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain that enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions.

How does contemporary psychology conduct and validate psychological research

Students investigate how science is used to explore and validate contemporary psychological research questions.

Outcomes

1. Discuss the complexity of psychological development over the life span.
2. Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Assessment

Selection of Assessment tasks in Outcomes 1&2:

- case study
- logbook of practical activities
- media analysis
- a simulation activity
- response to a psychological issue or ethical dilemma
- report of a scientific investigation

Outcome 3 - A response to an investigation into contemporary psychological research

UNIT 2

How are people influenced to behave in particular ways?

Students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups.

What influences a person's perception of the world?

Students explore the role of attention in making sense of the world around them and they consider two aspects of human perception – vision and taste – and consider how perception is influenced by cultural norms and historical experiences.

How do scientific investigations develop understanding of influences on perception and behaviour?

In this area of study students conduct a scientific investigation into the internal or external influences on perception and/or behaviour.

Outcomes

1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. Conduct a scientific investigation related to internal and external influences on perception and/or behaviour.

Assessment

Assessment tasks for Outcome 1 and Outcome 2 are selected from the following:

- case study
- logbook of practical activities
- simulation activity
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma

Outcome 3 - 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.

UNIT 3

How does the nervous system enable psychological functioning?

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity.

The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored. Students evaluate the

ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process.

How do people learn and remember?

Learning and memory are interdependent processes that demonstrate the acquisition of skills and knowledge through experience across the life span. In this area of study students evaluate models to explain learning and apply their knowledge of learning to a range of everyday experiences and contemporary social issues.

Outcomes

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Assessment

- 1: School-assessed coursework _ / 40 marks
- 2: School-assessed coursework _ / 40 marks
- Unit 3 coursework contributes 20% to study score

UNIT 4

How does sleep affect mental processes and behaviour?

Students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the lifespan. They compare REM and NREM sleep as examples of naturally occurring altered states of consciousness and investigate the biological mechanisms of the sleep-wake cycle in terms of the timing of sleep, what causes individuals to be sleepy at night and why individuals wake when required. Students analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning.

What influences mental wellbeing

In this area of study students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. Students investigate the concept of mental wellbeing as a continuum, recognising that an individual's mental wellbeing is influenced by the interaction of internal and external factors and fluctuates over time. They recognise that for Aboriginal and Torres Strait Islander people mental wellbeing is one element of a multidimensional and holistic view of wellbeing.

Students apply a biopsychosocial approach to consider how biological, psychological and social factors are involved in the development and management of a specific phobia. Students explore protective factors that contribute to an individual's mental wellbeing from a biopsychosocial perspective and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

How is scientific inquiry used to investigate mental processes and psychological functioning?

Students undertake a student-designed scientific investigation.The investigation involves the generation of primary data relating to mental processes and psychological functioning. When undertaking the investigation students are required to apply the key science skills to develop a research question, state an aim, formulate a hypothesis, and plan an appropriate methodology and method to answer the question, while complying with safety and ethical guidelines.

Students then undertake an investigation to generate primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to scientific ideas, discuss implications of the results, and draw a conclusion in response to the question. The presentation format for the investigation is a scientific poster.

Outcomes

1. Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
3. Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusions in a scientific poster.

Assessment

- 1: School-assessed coursework _ / 40 marks
- 2: School-assessed coursework _ / 40 marks
- 3: School-assessed coursework _ / 40 marks
- Outcomes 1-3: Unit 4 coursework: Contributes 30% to study score
- End of year exam contributes 50 % to study score

Business Management

UNIT 1

The business idea

Students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge.

New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

Internal environment and planning

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment.

Students explore the factors within the internal environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

External environment

The external environment consists of all elements outside a business that may act as pressures or forces on business operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Outcomes

1. Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. Describe the internal business environment and analyse how factors from within it may affect business planning.
3. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Assessment

- Case study analysis
- Short-answer and extended-answer structured questions
- School based short termed business activity
- Development of a business plan
- Examination

UNIT 2

Legal requirements and financial considerations

It is essential to deal with legal requirements and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if legal and financial requirements are not met.

Marketing a business

Establishing a strong customer base for a business is an important component of success. In this area of study students develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through considerations of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

Staffing a business

Staff, as one of the greatest assets of a business, are an important consideration during the establishment phase.The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives.

In this area of study, students consider staffing requirements that will meet the needs of the business and contribute to productivity and achievement of business objectives. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

Outcomes

1. Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both the employer and staff perspective.

Assessment

- Projects
- Case Study analysis
- Short-answer and extended-answer structured questions
- A business research report
- A media analysis
- An essay
- Market stall
- Exam

UNIT 3

Business foundations

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business, and apply these to contemporary business case studies from the last four years.

Managing employees

In this area of study students investigate considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory, and Lawrence and Nohria's Four Drive Theory.

Using these theories of motivation and motivation strategies, students propose and justify possible strategies for employee management in contemporary business case studies from the last four years. Students study an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

Operations Management

The production of goods and services is a core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

Outcomes

1. Analyse the key characteristics of businesses, their stakeholders, management styles and management skills and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate the strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment

- 1: School-assessed coursework _ / 20 marks
- 2: School-assessed coursework _ / 40 marks
- 3: School-assessed schoolwork _ / 40 marks
- 1-3 Contributes 25% to study score

Assessment tasks may include:

- a case study
- structured questions
- an essay
- a report

UNIT 4

Reviewing performance - the need for change

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business.

Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current factors for change in a business. They apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

Implementing change

In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change.

Students consider the importance of leadership in change management and discuss and evaluate effective strategies for managing change.

Students consider how leaders can inspire change and the effect change can have on stakeholders of a business. They consider the principles of Senge's Learning Organisation and apply the Three-Step Change Model (Lewin) in implementing change in a business.

Using one or more contemporary case studies from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

Outcomes

1. Explain the way business change may come about, analyse why managers may take a

proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

2. Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Assessment

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 50 marks
- 1-2 Contributes 25% to study score
- End of year exam contributes 50% to study score

Assessment tasks may include:

- a case study
- structured questions
- a report
- a media analysis

English

UNIT 1

Reading and creating texts

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.

Crafting texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Outcomes

1. Make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

2. Demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

Assessment

Assessment tasks for this unit may be:

- an analytical response to a set text
- a set of annotated persuasive 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

UNIT 2

Reading and exploring texts

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.

Exploring argument

Students consider the way arguments are developed and delivered in many forms of media.

Outcomes

1. Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

2. Explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used

to position an audience; and to construct a point of view text for oral presentation.

Assessment

Assessment tasks for this unit may include:

- 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

UNIT 3

Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.

Outcomes

1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Assessment

- 1: School-assessed coursework (2 tasks) _ / 30 marks each
- 2: School-assessed coursework _ / 40 marks
- 1-2 Contributes 25% to study score

UNIT 4

Reading and comparing texts

In this area of study students explore the meaningful connections between two texts.They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed.

By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Areas of Study: Presenting argument

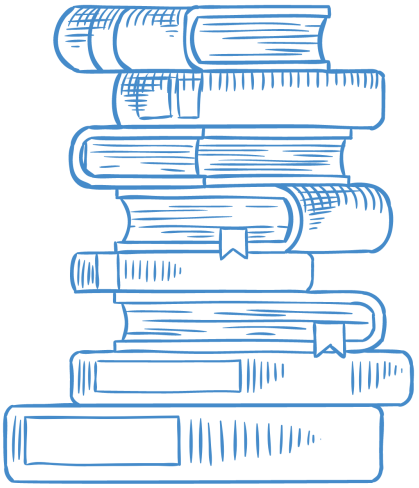
This area of study focuses on the construction of persuasive texts. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue; to plan and prepare an argument and its supporting evidence; and to develop and prepare any materials to support an oral presentation.

Outcomes

1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

- 1: School-assessed coursework _ / 60 marks
- 2: School-assessed coursework (2 tasks) _ / 10 marks and _ / 30 marks
- 1-2: contributes 25% to study score
- End of year exam contributes 50 % to study score



Literature

UNIT 1

Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Outcomes

1. On completion of this unit the student should be able to respond to a range of texts through close analysis.
2. On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Assessment

Assessment tasks are selected from:

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

UNIT 2

Voices of Country

In this area of study students 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.

The Text in its Context

In this area of study students 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.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Outcomes

1. On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islanders.
2. On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Assessment

Assessment tasks are selected from:

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

UNIT 3

Adaptations and transformations

This area of study students focus on how the form of text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text.

They then reflect on the extent to which adapting the text to a different form, and often in a new or

reimagined context, affects its meaning, comparing the original with the adaptation.

By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas of the original text.

Developing Interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcomes

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

Assessment

Outcome 1: An analysis of a text and an analysis of how an adaptation of this text changes its meaning.

- compare a dramatised version of a scene or scenes from a text with the origins text OR compare a print text with the text's adaptation into another form
- a written interpretation of a text, supported by close textual analysis, using a key passage (20 marks)
- an analysis of how textual form influences meaning (30 marks)
- _ / 50 marks

Outcome 2: Develop an interpretation of a text informed by the ideas of the text and supplementary reading.

- Part A: An initial interpretation of the text's views and values within its historical, social and cultural context.
- Part B: A written response that compares and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text _ / 50 marks

Outcomes 1 and 2 contributes to 25% to study score

UNIT 4

Creative Response to Texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.

Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Close analysis of Texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts.

Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Outcomes

1. Creatively respond to a text and comment critically on both the original text and the creative response.
2. Analyse literary features and language to present a coherent view of a whole text.

Assessment

Outcome 1: A creative response to a text

- submit an original piece of writing in a manner consistent with the original text OR recreate an aspect of the text in another setting or form or point of view. (40 marks)
- a close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text. (20 marks) _ / 60 marks

Outcome 2: A close analysis of a text

- Complete a written interpretation of a text, supported by close textual analysis _ / 40 marks
- Unit 4 - Outcomes 1-2 contributes 25% to study score
- End of year exam contributes 50% to study score.

Health and Human Development

UNIT 1

Understanding health and wellbeing

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students will explore food and nutrition as foundations for good health and wellbeing.

They will also focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest.

Outcomes

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessment

Assessment tasks are selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

UNIT 2

Individual human development and health issues

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students also investigate the health system in Australia.

Outcomes

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

Assessment tasks are selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

UNIT 3

Australia's health in a globalised world

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. The major focus is on the health of Australians but also emphasises that Australia's health is not isolated from the rest of the world.

Students look at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health/wellbeing.

Outcomes

1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment

(25% of study score)

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 50 marks

Types of assessment (test conditions)

- a short written report
- oral presentation
- a visual presentation
- structured questions, including data analysis.

UNIT 4

Health and human development in a global context

This area of study looks at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia, and the contributing factors. Students look at actions for promoting health globally, analysing a range of policies and strategies.

Outcomes

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

(25% of study score)

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 50 marks

Types of assessment (test conditions)

- a short written report
- oral presentation
- a visual presentation
- structured questions, including data analysis.

Exam contributes 50% to study score

Outdoor Environmental Studies (OES)

UNIT 1

Motivations for outdoor experiences

Students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments.

They learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

Influences on outdoor experiences

Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide them with the opportunity to observe and experience various ways of encountering and understanding outdoor environments.

Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Outcomes

1. Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
2. Explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

Assessment

Assessment tasks are selected from the following:

- journal response (compulsory)
- a case study
- an oral presentation
- data analysis
- structured questions
- written responses

UNIT 2

Investigating outdoor environments

Introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. They investigate different types of outdoor environments from a number of perspectives.

Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments.

Impacts on outdoor environments

Students focus on human activities undertaken in outdoor environments and their impacts on those environments. They investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments.

Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments.

Outcomes

1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

Assessment

Assessment tasks are selected from the following:

- journal response (compulsory)
- a case study
- an oral presentation
- data analysis
- structured questions
- written responses

UNIT 3

Historical relationships with outdoor environments

Students explore how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students study the foundation and role of environmental and political movements in changing relationships with outdoor environments and the subsequent effects of these on environmental politics.

Relationships with Australian environments since 1990

Students will examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships.

Outcomes

1. Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

Assessment

- 1: School-assessed coursework _ / 10 marks and _ / 40 marks
- 2: School-assessed coursework _ / 10 marks and _ / 40 mark
- Contributes 25% to study score

UNIT 4

Healthy outdoor environments

Students explore the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts.

Sustainable outdoor environments

Students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

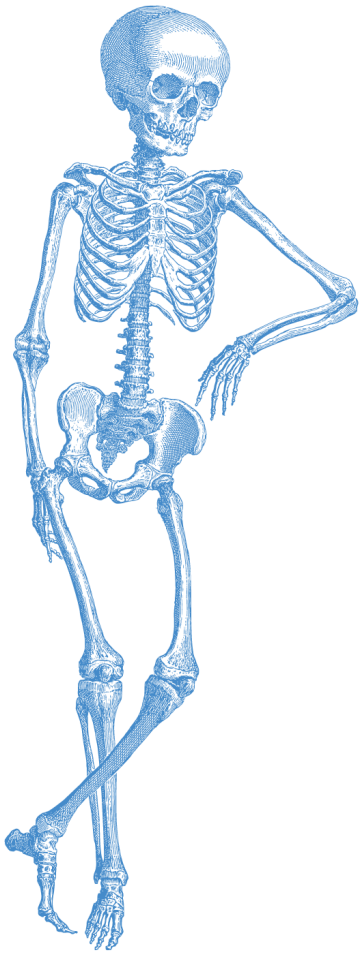
Students develop an understanding that management strategies, together with acts and conventions, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

Outcomes

1. Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment

- Outcome 1: School-assessed coursework _ / 10 marks and _ / 40 marks
- Outcome 2: School-assessed coursework _ / 10 marks and _ / 40 marks
- Contributes 25% to study score
- End of year exam contributes 50 % to study score



Physical Education

UNIT 1

How does the musculoskeletal system work to produce movement?

Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.

Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

How does the cardiorespiratory system function at rest and during physical activity?

Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.

Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Outcomes

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Assessment

Assessment is selected from the following:

- a practical laboratory report
- a case study analysis
- a data analysis
- a folio/diary of participation in activities
- a visual presentation
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- structure questions

UNIT 2

What are the relationships between physical activity, sport, health and society?

Students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students investigate socio-cultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings.

What are the contemporary issues associated with physical activity and sport?

Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport. Students select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.

Outcomes

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

Assessment tasks are selected from the following:

- practical laboratory report
- case study analysis
- data analysis
- critically reflective folio/diary
- visual presentation
- multimedia presentation
- physical simulation or model
- oral presentation such as podcast, debate
- written report
- test

UNIT 3

How are movement skills improved?

Students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

How does the body produce energy?

Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles.

They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

Outcomes

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 25 marks
- Outcomes 1-2: _ / 25 marks contributes 25% to study score

UNIT 4

What are the foundations of an effective training program?

Students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

How is training implemented effectively to improve fitness?

Students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods.

Students identify and consider components of an exercise training session; they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Outcomes

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment

- 1: School-assessed coursework _ / 30 marks
- 2: School-assessed coursework _ / 25 marks
- 1-2: _ / 25 marks _ / 20 marks
- Contributes 25% to study score
- End of year exam contributes 50 % to study score

History

UNIT 1

MODERN HISTORY

Ideology and conflict

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties that ended the Great War and redrew the map of Europe as they broke up the former empires of the defeated nations. Through a study of Germany, Italy and Japan, students examine how the ideologies of these respective nations lead to the global conflict of World War Two. A study of the League of Nations enables students to consider the aims, achievements and limitations of this international organisation.

Social and cultural change

Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression during the interwar period in Germany and the USA.

Outcomes

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the interwar years.

Assessment

Assessment tasks for this unit may include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

UNIT 2

Competing ideologies

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 –1991.

Challenge and change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. Our case studies focus on the Anti-Apartheid Movement in South Africa and the Black Civil Rights Movement in the USA.

Outcomes

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment

Assessment tasks for this unit may include:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

UNIT 3

HISTORY REVOLUTIONS

Causes of revolutions

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

Consequences of revolution

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution.

Assessment

School-assessed coursework tasks include the following:

- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- Essays

The end of year external examination includes a combination of all four tasks.

UNIT 3

Russian Revolution from 1896 to October 1917.
Russian Revolution from October 1917 to 1927.

Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 50 marks
- Outcomes 1-2 contributes 25% to study score

UNIT 4

Chinese Revolution from 1912 to 1949
Chinese Revolution from 1949 to 1971

Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment

- 1: School-assessed coursework _ / 50 marks
  2: School-assessed coursework _ / 50 marks
- Outcomes 1-2 contributes 25% to study score
- End of year external exam contributes 50 % to study score

Legal Studies

UNIT 1

Legal foundations

Students develop foundational knowledge of laws and the Australian legal system. They explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. Students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail.

For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts.

For each area of law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

Outcomes

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Assessment

Assessment tasks are selected from the following:

- Folio of exercises
- Structured questions
- Role-play
- Classroom presentation
- Debate
- Report
- Question-and-answer book

UNIT 2

Sanctions

In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Remedies

In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Rights

In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia.

Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of an individual in taking a case to court.

Outcomes

1. Explain the key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment

Assessment tasks are selected from the following:

- Role-play
- Folio of exercises
- Classroom presentation

- Structured questions
- Debate
- Report
- Question and answer session

UNIT 3

The Victorian criminal justice system

In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations.

Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice, examine recent reforms from the past four years, and recommend reforms. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

The Victorian civil justice system

Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommend reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Outcomes

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
2. Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Assessment

- 1: School-assessed coursework _ / 50 marks
- 2: School-assessed coursework _ / 50 marks
- 1-2 contributes 25% to study score

Assessment tasks may include:

- A case study
- Structured questions
- An essay
- A folio of exercises

UNIT 4

The people and the Australian Constitution

Students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making.

Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

The people, the parliament and the courts

Students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

Outcomes

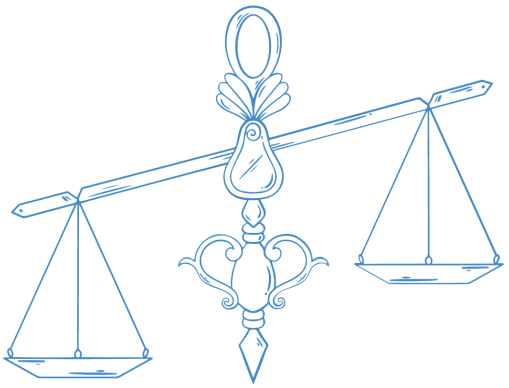
1. Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment

- 1: School-assessed coursework _ / 40 marks
- 2: School-assessed coursework _ / 60 marks
- Outcomes 1-2 contributes 25% to study score
- End of year exam contributes 50% study score

Assessment tasks may include:

- A case study
- Structured questions
- An essay
- A folio of exercises



Mathematics

It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

Apply knowledge and skills

The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.

Model, investigate and solve problems

The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem-solving approaches.

Use technology

The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

General Mathematics is excellent preparation for students considering studying General Mathematics Units 3&4. This subject fulfils many university and TAFE mathematics prerequisites. A pass in General Mathematics at Year 11 standard is looked at favourably by employers in general and employers looking for new apprentices in particular.

Mathematical Methods is intended as preparation for Mathematical Methods Units 3&4, and allows you to choose a single or combined mathematics course in Year 12 (Mathematical Methods and/or General Mathematics). Students planning to study Mathematics/Science courses at university should enrol in this subject.

Specialist Mathematics provides 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 related fields.

General Mathematics

UNITS 1&2

Data analysis, probability and statistics, Algebra, number and structure, Functions, relations and graphs, Discrete mathematics and Space and measurement.

Outcomes

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 analyse 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 our analysis in situations requiring investigative, modelling, or problem-solving techniques or approaches.

Assessment

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

All outcomes are assessed within each assessment task. There are no separate assessments.

UNITS 3&4

General Mathematics Units 3&4 focus on real-life application of mathematics and consist of the areas of study ‘Data analysis, probability and statistics’ and ‘Discrete mathematics’.Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Outcomes

1. Define and explain key terms and concepts and apply related mathematical techniques and models in routine concepts.
2. Select and apply the mathematical concepts, models and techniques in a range of increasing complexity.

Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

Assessment

Unit 3

One application task is to be of 4–6 hours duration over a period of 1–2 weeks and one modelling or problem-solving task which is to be of 2–3 hours duration over a period of 1 week.

- 1: _ / 15 marks
- 2: _ / 30 marks

- 3: _ / 15 marks
- Outcomes 1-3 contributes 24% to study score

Unit 4

Two modelling or problem-solving tasks which are each to be of 2–3 hours duration over a period of 1 week.

- 1: _ / 10 marks
- 2: _ / 20 marks
- 3: _ / 10 marks
- Outcomes 1-3 contributes 16% to study score
- End of year exam 1 contributes 30% to study score
- End of year exam 2 contributes 30% to study score

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

Mathematical Methods

UNITS 1&2

Mathematical Methods Units 1&2 provides 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&4 and contain assumed knowledge and skills for these units.

Outcomes

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 requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

UNITS 3&4

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

Outcomes

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 requiring investigative, modelling or problem-solving, techniques or approaches, and analyse 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 or approaches.

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

Assessment

Unit 3: The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

- 1: _ / 15 marks
- 2: _ / 20 marks
- 3: _ / 15 marks
- Outcomes 1-3 contributes 20% to study score

Unit 4: Two modelling or problem-solving tasks which are each to be of 2–3 hours duration over a period of 1 week.

- 1: _ / 15 marks
- 2: _ / 20 marks
- 3: _ / 15 marks
- Outcomes 1-3 contributes 20% to study score
- End of year exam 1 contributes 20 % to study score
- End of year exam 2 contributes 40 % to study score

Specialist Mathematics

UNITS 1&2

Specialist Mathematics Units 1&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.

Outcomes

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 requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

- Assignments
- Yests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

UNITS 3&4

Specialist Mathematics Units 3&4 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.

These units assume familiarity with the key knowledge and key skills from Mathematical Methods Units 1&2, the key knowledge and key skills from Specialist Mathematics Units 1&2 and concurrent study or previous completion of Mathematical Methods Units 3&4. Together, these courses cover the assumed knowledge and skills for Specialist Mathematics.

Outcomes

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 analyse 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 or approaches.

Assessment

- Assignments
- Tests
- Summary or review notes
- Application Task
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

Foundation Mathematics

Foundation Maths is only available to eligible students. These units 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.

Foundation Maths is suitable for students who do not need or wish to continue to study mathematics in Year 11 or 12.

Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, and ‘Space and measurement.

Outcomes

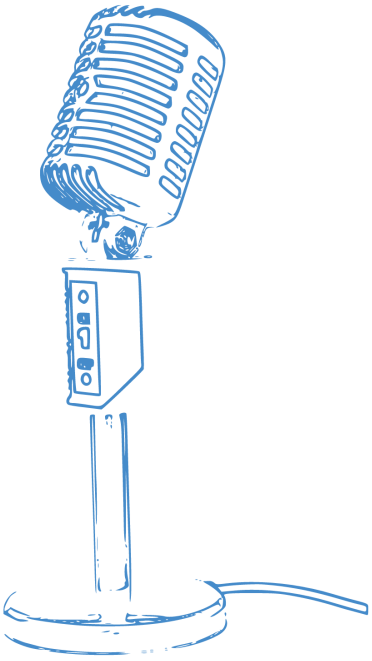
1. Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.
2. Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse 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 practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

A selection of the following assessment tasks:

- portfolio
- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.



Media

UNIT 1

Media representation

Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

Media forms in production

Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

Australian stories

Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

Outcomes

1. Explain how media representations in a range of media products and forms, and from different periods, locations, contexts, are constructed, distributed.
2. Use the media production process to design, produce and evaluate media representations for specific audiences in a range of media forms.
3. Analyse the structural features of Australian fictional and non-fictional narratives in two or more media forms.

Assessment

Assessment tasks are selected from the following:

- audio-visual or video sequences
- photographs
- written responses
- tests
- print layouts
- oral reports
- sequences or presentations using digital technologies

UNIT 2

Narrative, style and genre

Students explore and examine how narratives construct realities and meaning for audiences, including how they are constructed and shaped referencing a rich production history.

Narratives in production

Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

Media and change

Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Outcomes

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions

Assessment

Assessment tasks are selected from the following:

- audio-visual or video sequences
- photographs
- written responses
- tests
- print layouts
- oral reports
- sequences or presentations using digital technologies

UNIT 3

Narrative and ideology

Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio products (that may be broadcast or streamed) and/or photographic and/or print products.

Media production skills

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production.

Media production design

Informed by their learning in Area of Study 2, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/ or non-fictional narrative for a specified audience in a selected media form.

Outcomes

1. Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present-day audiences.
2. Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
3. Develop and document a media production design in a selected media form for a specified audience.

Assessment

- Outcome 1: School-assessed coursework contributes 10% to study score.
- Outcomes 2/3: School-assessed Task (see Unit 4)

UNIT 4

Media process

Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

Agency and control in and of the media

Students explore issues and challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual.

Outcomes

1. Produce, refine and resolve a media product designed in Unit 3.
2. Discuss issues of agency and control in the relationship between the media and its audience.

Assessment

- Outcome 1 (inc. Unit 3, Outcome 2/3): School-assessed Task contributes 40% to study score.
- Outcome 2: School-assessed coursework contributes 10% to study score
- End of year exam contributes 40% to study score.

Product Design and Technology

UNIT 1

Sustainable redevelopment of a product

This area of study focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students investigate and consider how a product could be sustainably redeveloped. Students write a design folio for the redevelopment of a product, improving the purpose and/or function and sustainability of the original product.

Producing and evaluating a redeveloped product

Focuses on the implementation of the design and planning completed in Outcome 1. Referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the re-designed product or prototype.

Outcomes

1. Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.
2. Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Assessment

Assessment tasks are selected from the following:

- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- prototype or product and records of production and modifications
- multimedia presentation supported by speaker's notes
- short written report that includes materials testing or trialling activities, industry visits, technical reports
- case study analysis
- oral report supported by notes or visual materials.

UNIT 2

Designing within a team

Students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement.

Producing and evaluating within a team

Students apply knowledge, skills, techniques and processes (including risk management) to make, record production processes and evaluate their designed product/s, in accordance with the team requirements.

Outcomes

1. Design and plan a product, a product range or a group product with component parts in response to a design brief.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used.

Assessment

Assessment tasks are selected from the following:

- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- product and records of production and modifications
- multimedia presentation supported by speaker's notes
- short written report that includes materials testing or trialling activities, industry visits, technical reports
- oral report supported by notes and/or visual materials.

UNIT 3

Designing for end-user/s

Students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on identifying and designing for a potential end-user/s of an intended product. They consider methods used to establish an end-user/s' needs for the development of a solution to a design problem.

Product development in industry

Students focus on the factors, processes and systems that influence the design and development of products within industrial settings and explore reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments.

Students look at the role of market research in determining end-user/s' needs in relation to

sustainability. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, designing, research and development, obsolescence, new and emerging technologies and materials used in industry and sustainability.

Designing for others

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of an end-user.

Outcomes

1. Investigate and define a design problem, and discuss how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Assessment

- 1: School-assessed coursework _ / 25 marks
- 2: School-assessed coursework _ / 35 marks
- Outcomes 1-2: Contributes 12% to study score
- 3: School-assessed task combined with O2,3 Unit 4 (See Unit 4)

UNIT 4

Product analysis and comparison

Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure.

Product manufacture

Students focus on the skills, production techniques and processes employed to make a product to suit the needs of an end-user.

Product evaluation

This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3.

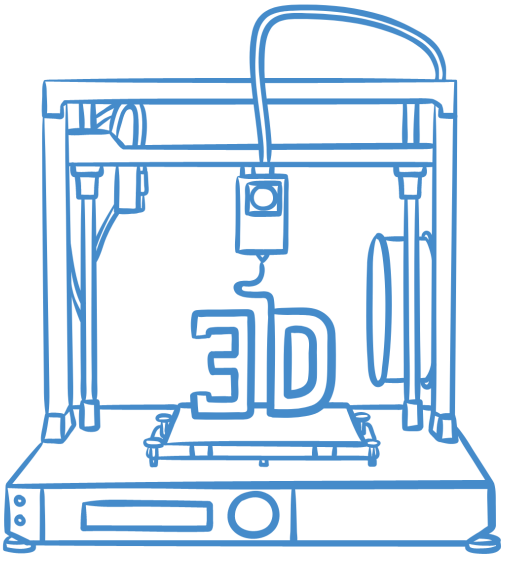
Students produce relevant end-user/s' instructions or care labels that highlight features of the product they have designed and made.

Outcomes

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products

Assessment

- 1: School-assessed coursework contributes 12% to study score _ / 25 marks
- 1: Outcome 2: School-assessed task _ / 35 marks
- 3: School-assessed task contributes 8% to study score _ / 40 marks
- Outcomes 2-3 contributes 50% to study score
- End of year exam contributes 30% to study score



Art Making and Exhibiting

UNIT 1

Material techniques and artforms

In this area of study students are guided through an inquiry learning process to experiment with a range of materials, techniques and processes in specific art forms. They develop new ways of thinking, as they investigate the characteristics, properties and application of particular materials and how they can be manipulated to create visual language and expression in an artwork.

Expand, make, present and reflect

In this area of study students explore the characteristics of a range of art forms. They explore how materials, techniques and processes are used in the making of finished artworks. They are guided through the development and making of individual artworks based on a set theme.

Investigate, research, present

In this area of study students investigate the artworks of Australian artists, and the materials, techniques and processes they use to make artworks. They investigate the ideas and meaning in artworks and how contexts have influenced how artists make artworks.

Outcomes

1. On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
2. On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.
3. On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Assessment

- Visual Arts Journal - Students record and document art making in the Visual Arts journal using written and visual material.
- Finished Artworks - Students develop at least one finished artwork from the experimental works completed in Area of Study 1
- Information for an Exhibition - Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist.

UNIT 2

Ideas, Artworks and Exhibitions

In Area of Study 1 students investigate the intentions of artists and the different characteristics of their art making. They understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers.

Ideas, Subject Matter and Styles

In this area of study students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2.

From their initial experiments, students refine their use of art elements and art principles to create aesthetic qualities and to achieve a desired style in finished artworks.

They develop a range of subject matter and ideas based around the selected theme identified in Area of Study 2 and expand on these in their Visual Arts journal.

Outcomes

1. On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment

- Thematic exhibition - Students design and curate a thematic exhibition of six artworks:
- Experimental artworks and documentation - Students produce a series of experimental artworks based on subject matter and ideas
- Finished artworks - Students present at least one finished artwork with accompanying documentation of the development and refinement of art making

UNIT 3

Inspirations, influences and images

In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms. In their Visual Arts journal, students collect a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills.

Extend – make critique and reflect

In this area of study students make artworks that are developed from the experimentation and investigation in their Visual Arts journal in Area of Study 1. This area of study also focuses on the way students manipulate materials and apply techniques and processes to develop an individual style in their artworks.

Connect – Curate, design and propose

This area of study focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks. The curator may be part of a larger team or could be working alone in a smaller exhibition space. Students visit a range of galleries, museums, other exhibition spaces and site-specific spaces and connect these experiences to their own ideas for exhibiting artworks.

Outcomes

1. On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
2. On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
3. On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

Assessment

- Outcome 1 and 2 (see Unit 4)
- Outcome 3: School-assessed coursework _/30 marks (Contribute 5% to study score)

UNIT 4

Consolidate – Refine and resolve

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form. All finished artworks demonstrate the connections from previous works and show the way artists have inspired their style.

Present – Plan and critique

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space.

Conserve – Present and Care

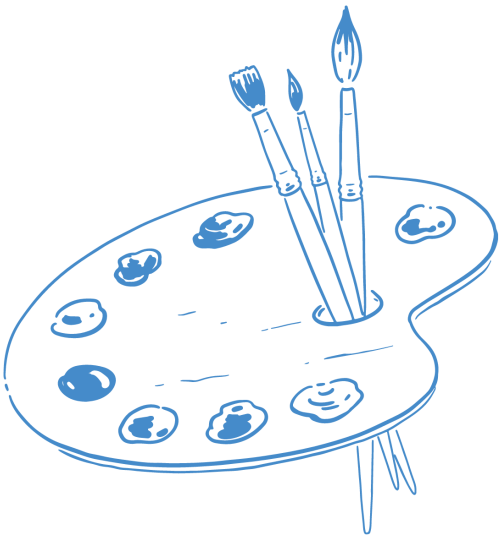
In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks. To successfully complete this area of study students must visit at least two different art exhibitions in their current year of study.

Outcomes

1. On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
2. On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form, and present a critique.
3. On completion of this unit the student should understand the presentation, conservation and care of artworks. Including the conservation and care of their own artworks.

Assessment

- Outcome 1 and 2: School-assessed-task (contributes 60% to study score)
- Outcome 3: School-assessed coursework _/30 marks (Contribute 5% to study score)
- End of year exam contributes 30% to study score



Visual Communication Design

UNIT 1

Drawing as a means of communication

Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

Design elements and design principles

Students investigate the purposes behind creating particular visual communications, and consider how the relationship between design elements and design principles contributes to achieving these stated purposes.

Visual communication design in context

Students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.

Outcomes

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Assessment

Assessment tasks are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials.

UNIT 2

Technical drawing in context

Students acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field.

Type and imagery in context

Students develop knowledge and skills in manipulating type and images when communicating ideas and concepts, considering historical and contemporary factors that have influenced the style.

Applying the design process

Students engage in research and analysis to support their interpretation of the brief and as a stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.

Outcomes

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Assessment tasks are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials.

UNIT 3

Analysis and practice in context

Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections.

Design industry practice

Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. They select contemporary designers from the communication, environmental and industrial design fields for their study.

Developing a brief and generating ideas

Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs.

Outcomes

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment

- 1: School-assessed Coursework
- 2: School-assessed Coursework
- 1 and/2 contributes 25% to study score
- 3: School-assessed Task (Unit 4)

UNIT 4

Development, refinement and evaluation

Students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3.

Final presentations

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Unit 4, Outcome 1. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

Outcomes

1. Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.

Assessment

- 1: School-assessed Task
- 2: School-assessed task
- 1 and 2 (inc. Unit 3 Outcome 3) contributes 40% to study score
- End of year exam contributes 35 % to study score

VCE VM Course Guide

Introduction

The VCE Vocational Major (VCE VM) is an option within the VCE. It is a two-year vocational and applied learning program. VCE VM provides a pathway for students interested in practical experience. This is an appropriate option for students interested in entering:

- Apprenticeships
- Traineeships
- Further education and training
- University through college or other alternative entry pathways (non ATAR)
- Employment

Students will apply knowledge and skills in practical settings such as workplaces. You'll do community-based activities and projects that involve working in a team. You can also receive credit for on-the-job learning.

Your teachers will assess your progress through a range of activities. You won't receive a study score for the VCE Vocational Major subjects, which means these subjects won't count towards an ATAR. This is because there are no exams or other external assessments, apart from the General Achievement Test and some scored VCE VET programs.

Course Structure

VCE VM consists of a minimum of sixteen (16) units. In addition to Literacy and Numeracy units, students will need to complete:

- Two (2) VCE VM Work Related Skills units;
- Two (2) VCE VM Personal Development Skills units;
- Two (2) VET credits at Certificate II or above; and
- Three (3) other VCE studies or VET studies at a Year 12 level.

Students who complete the VCE VM, will receive a Victorian Certificate of Education with the additional words "Vocational Major". They will finish school with their Victorian Certificate of Education - Vocational Major.

Sample VM Program

The Victorian Certificate of Education Vocational Major (VCE VM) is an applied learning approach to school. VCE VM provides students with practical work-related experiences, as well as developing skills in literacy and numeracy.

VCE VM is offered at three levels:

- Year 10 – VCE VM Introduction
- Year 11 – Units 1 & 2 VCE VM
- Year 12 – Units 3 & 4 VCE VM

Students participate in five compulsory learning strands in Years 11 and 12:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills
- Industry Electives (VET modules, Certificate II Active Volunteering)

Year 10 VCE VM Units

Year 10 students participate in a program that incorporates VCE VM subjects, as well as subjects with Year 10 students working towards the traditional VCE certificate.

Upon completion of Year 10, these students will have the option to enter either VCE or VCE VM in Year 11. Year 10 VCE VM students will engage in the following subjects:

- Personal Development Skills
- Work Related Skills
- Industry Electives
- Science
- English
- Mathematics
- Electives program
- Physical Education / Health

Personal Development Skills

In Personal Development Skills, it is acknowledged that we are all parts of one body, each with a significant role to play. We recognise that all skills have value and are to be used to honour God and to make a difference in the world in which we live.

The units develop individual and group responsibility, values of integrity, enterprise and excellence, empowerment for active citizenship and social responsibility.

The skills, knowledge and understanding gained in this strand underpin the development of skills in the three other VCE VM curriculum strands. Projects will be organised and run in groups (generally as a class), rather than individually, making the ability to work in a team an essential skill.

UNIT 1

Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Resilience, self-esteem and efficacy
- Health and wellbeing
- Family and social connectedness
- Environmental awareness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills

UNIT 2

Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement
- Social and environmental awareness
- Participation in a democratic society
- Social connectedness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills

Work Related Skills

Work Related Skills units have been developed to recognise learning that is valued in the community and work environments as preparation for employment which may not normally be recognised within other qualifications. Students will learn to recognise their responsibilities towards others in creating a safe workplace.

UNIT 1

This unit provides a focus for the development of work related and pre-vocational skills in the context of practical work-related experiences. Students will learn about their chosen industry settings, understand features of OHS, plan, organise and deliver work related activities, identify OHS problems and work in teams to ensure a safe workplace.

UNIT 2

In this unit, students will build on the skills and knowledge gained in Unit 1. They will prepare for work activities, communicate workplace ideas and information, problem solve, work in teams and use information technology to communicate ideas.

Students will do this within the context of practical projects, including Industry Electives.

Work experience, work placement and part-time work may also contribute to this strand, provided it links to the VCE VM learning program. VET units also meet the requirements of this strand.

Industry Electives

Students will be offered a choice of electives that will provide them with ‘real life’ experience in their chosen industry. These will be determined by student interests and include areas such as: Early Learning Centre, Landscaping and maintenance tasks, Assisting in PE classes, Teacher’s aides and promotional material.

Year 11&12 VCE VM Units

Students participate in five compulsory learning strands plus a Certificate II in Active Volunteering (Year 11):

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills

Structure

The VCE VM week for Year 11/12 students:

- Three days per week, seven periods per day (Mondays, Tuesdays and Thursdays) are spent at the College focusing on learning VCE VM Strands and Certificate II in Active Volunteering.
- One day per week, students are to undertake a VET (Vocational Education & Training) course at TAFE or another Registered Trainer.
- One day per week (either Wednesday or Friday) students are to find a position either in a part-time apprenticeship or traineeship, part-time work, work placement or work experience.

Please note: It is the student’s responsibility to find a work placement.Students are required to attend all devotions, assemblies and excursions, and to be punctual at all times.

Requirements

During Units 1&2, students will complete:

- Two (2) Numeracy units
- Two (2) Literacy units
- Two (2) Work Related Skills units
- Two (2) Personal Development Skills units
- Two (2) Industry Specific Skills units (VET)
- Either two (2) units carried from Year 10 VCE, or four (4) units carried from Year 10
- Certificate II in Active Volunteering
- First Aid and Food Handler Certificate

During Units 3&4, students will complete:

- Two (2) Numeracy units
- Two (2) Literacy units
- Two (2) Work Related Skills units
- Two (2) Personal Development Skills units
- Two (2) Industry Electives units (VET)

- A Barista course and Food Handler Certificate
- Units from the previous year will carry over.

Assessment

Students are not assessed via tests or exams, except for their Certificate level courses (VET). For each unit, students are required to provide evidence of their work on each learning outcome. Students are given multiple opportunities to show that they have achieved the learning outcomes.

Students are given an 'S' (Satisfactory) or 'NYC' (Not Yet Competent) for a set of learning outcomes.

Students are assessed as they progress through the course. Demonstration of their achievement of an outcome can be shown through:

- A digital portfolio of accumulated evidence (photos, timelines, logbooks, peer evaluation)
- teacher observation/checklists
- evidence accumulated through program participation
- awards from recognised programs
- self-assessment inventories
- oral or written reports
- evidence of information and communications technology, including internet usage.

Students will be given feedback about what they have achieved and what they need to demonstrate.

Integrated learning is a key part of VCE VM. Learning outcomes are not limited to only one subject. For example, students will meet Numeracy learning outcomes through a project in Personal Development (and vice versa) or even in an activity at work.

General Achievement Test

The General Achievement Test (GAT) is a general test, not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished. Senior Vocational Major students will sit Section A only.Section A will assess literacy and numeracy skills

Student Expectations

As well as following College policies, students enrolling in VCE VM will be expected to demonstrate:

- a positive, 'can do' attitude
- teamwork skills
- initiative in developing community projects
- a willingness to serve the wider community
- a creative, 'hands on' approach to learning
- a willingness to think about and plan for the future
- a mature approach to a flexible and less structured learning environment
- the ability to manage time wisely.

As VCE VM students will be working closely with their classmates and teacher in a relatively unstructured environment, it is essential that all students show respect for those around them in all that they say and do.

The timetable below is an indication of how time may be allocated for each unit. As all learning is integrated, actual times for units will vary week by week. **Note:** PDS - Personal Development Skills and WRS - Work Related Skills

Sample Timetable

Period	Mon	Tue	Wed	Thu	Fri
1	Numeracy	Industry Elective	VET	PDS/WRS	Work
2	Numeracy	Industry Elective	VET	PDS/WRS	Work
3	PDS/WRS	Industry Elective	VET	Numeracy	Work
4	PDS/WRS	Certificate II in Active Volunteering	VET	Numeracy	Work
5	PDS/WRS	Certificate II in Active Volunteering	VET	Literacy	Work
6	Literacy	PDS/WRS	VET	Certificate II in Active Volunteering	Work
7	Literacy	Literacy	VET	Certificate II in Active Volunteering	Work

Strands

Literacy and Numeracy

For both the Literacy and Numeracy strands, students will study both subjects via Units 1&2 (Year 11) and Units 3&4 (Year 12). Students will meet all learning outcomes through 'hands on' approaches, often as part of an overall project being completed as part of the Personal Development Skills strand.

Literacy is designed for students who require a vocationally oriented approach to English and are aiming to enter the workforce after Year 12. Students study a range of written and oral communication strategies, engaging in presentations, debates, workshops and written pieces.

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time, travel, and the underpinning skills and knowledge for further study.

Work Related Skills

The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. This subject is integrated with Personal Development Skills. Students plan, organise and deliver a range of projects, ensuring that they consider safe working practices and communicating in all they do.

Work experience, work placement and part-time work may also contribute to this strand, provided it links to the VCE VM learning program. VET units also meet the requirements of this strand.

Personal Development Skills

The purpose of Personal Development Skills strand is to develop skills, knowledge and attitudes that lead toward:

- Community Engagement
- Social and environmental awareness
- Participation in a democratic society
- Social connectedness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills.

The skills, knowledge and understanding gained in this strand underpin the development of skills in the three other VCE VM curriculum strands.

Students will undertake community projects that enable them to demonstrate the ability to plan, organise and carry out a project. These may include activities such as camps, fundraising for charities, developing community programs, sustainability programs etc. Students are given a key role in deciding on the nature of these projects and are responsible for directing them.

Wherever possible, students will be given the opportunity to participate in formally recognised programs in order to enable them to gain formal certificates. This may incur extra costs. Students will apply to work in an Industry Elective of their choice to demonstrate 'on the job' skills. Students will also continue their market stalls from Year 11 into Year 12 (see Certificate II in Community Services, below) and deliver regular community markets.

Projects will be organised and run in groups (generally as a class), rather than individually, making the ability to work in a team an essential skill.

Certificate II in Active Volunteering

The Certificate II in Active Volunteering offers students the opportunity to gain both theoretical knowledge and practical skills, preparing them for work within various industry settings.

The course develops the following skills:

- Be an effective volunteer.
- Participate in workplace health and safety.
- Work with diverse people.
- Communicate in the workplace.
- Provide first aid
- Interact effectively with others at work
- Use strategies to respond to routine workplace problems

At Bayside, students demonstrate competency by developing their own businesses, which they operate throughout Years 11-12.

Industry Specific Skills

The Industry Specific Skills strand aims to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The requirements of this strand are met through a VET Certificate or a combination of eligible VET modules to a minimum of 90 hours. In Years 11 and 12 this is met through a combination of the Certificate II in Active Volunteering and other VET courses selected by students.

Industry Electives in Year 12

Students will be offered a choice of electives that will provide them with 'real life' experience in their chosen industry. These will be determined by student interests and can include areas such as:

- Landscaping and maintenance tasks
- IT Department
- College Café
- Early Learning Centre support.

School Based Apprenticeships & Work Experience

VCE VM has a strong focus on preparing students for the workforce. Students are encouraged to enter into a part-time apprenticeship or traineeship wherever possible. Students can be linked to a Group Training Organisation that will manage the apprenticeship/ traineeship. However, it may not always be possible for placements to be found. Students are encouraged to utilise their contacts to find a placement. Group Training Organisations can then look after the arrangements. It is the student's responsibility to find a work placement.

The benefit of a work placement is:

- Employers receive monetary incentives for taking on school-based apprentices, making them more open to 'trying someone out'.
- Students are able to work toward Year 12 completion while beginning on their long-term career path. Statistics show that students who stay longer in school have lower long-term unemployment rates.
- Students who do not want to or are not able to do a part-time apprenticeship are able to enter into part-time work, complete work experience or work placement. Students who take this option are required to complete log books about the activities they complete so that an assessment can be made about their learning outcomes.

VCE VM Application Process

Students will be selected for VCE VM based on their ability to demonstrate:

- Clear career direction not requiring an ATAR
- Maturity and ability to work in a team

Students may be nominated by staff for consideration in the VCE VM stream, or may submit an expression of interest to the Careers Coordinator.

An interview will be conducted with the student by the VCE VM Coordinator and Careers Coordinator to determine suitability for the VCE VM stream

Personal Development Skills

UNIT 1

Healthy Individuals

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

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

Personal identity and emotional intelligence

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

Community health and wellbeing

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

Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

UNIT 2

Connecting with Community

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

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

What is community

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

Community cohesion

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

Engaging and supporting community

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

UNIT 3

Leadership and Teamwork

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

Social awareness and interpersonal skills

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

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

Effective leadership

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

Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

UNIT 4

Community Project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved.

Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present projects to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Implementing a community project

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

Evaluating a community project

Students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences.

Work Related Skills

UNIT 1

Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Future Careers

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

Presentation of career and education goals

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

UNIT 2

Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway.

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. Students will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

UNIT 3

Industrial relations, workplace environment and practice

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

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

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

Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Workplace responsibilities and rights

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

Communication and collaboration

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

UNIT 4

Portfolio and presentation

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

Portfolio development

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

Portfolio presentation

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

Literacy

UNIT 1

Literacy for personal use

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts. Students will develop an understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

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

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

Understanding and creating digital texts

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

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

UNIT 2

Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

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

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

Responding to opinions

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

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

UNIT 3

Accessing and understanding informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

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

Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

UNIT 4

Understanding and engaging in literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which the same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

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

Speaking to advise or to advocate

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

Numeracy

UNIT 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

Number

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

Shape

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

Quantity and measures

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

Relationships

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

UNIT 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

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

Dimension and direction

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

Data

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

Uncertainty

In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the

likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

Systematics

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

UNITS 3&4

In Units 3&4 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills learned across Units 1&2 with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

The progression of learning is evident in Units 3&4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1&2.

Vocational Education and Training

Vocational Education and Training (VET) is a program that equips individuals with practical skills and knowledge required for vocation. VETDSS (VET Delivered to Secondary Students) is a Certificate II or III qualification students can undertake whilst completing their Senior School Certificate. Students need to complete a minimum of 180 Nominal Hours to obtain the required credits toward VCE or VCE-VM Certificate.

Generally, VET courses are undertaken over a two year period. However, there are some full day courses that work well with the VCE-VM timetable that are completed in one year.

VET Courses are available in different industries; Agriculture/Horticulture, Animal Care, Automotive, Building and Construction, Business, CISCO, Community Services, Creative and Digital Media, Dance, Electrical, Equine Studies, Fashion, Hair and Beauty, Health, Hospitality, ICT, Music, Plumbing, Sport & Recreation and Visual Art.

VET in VCE-VM Pathway

VET is a required component of the VCE-VM Pathway. All students enrolled in the VCE-VM Certificate must be enrolled in an approved VET Program. The VET course is a qualification that will develop practical skills and knowledge for a student's chosen vocation.

VET in VCE Pathway

VET is an optional component of the VCE Pathway. A VET course can be completed in place of a VCE subject. The VET course must have a Unit 3&4 sequence for it to contribute to the VCE Certificate.

Some things to consider:

- Students may need to miss some of their scheduled VCE classes.
- Dedication and commitment required to keep up to date in any missed VCE classes
- Some programs have classes outside of school hours - e.g. VETAMorphus and Equine Studies will be a better fit for the VCE Certificate.

Scored or Unscored

Scored VET programs can contribute directly as one of the main four VCE Subjects. Unscored VET programs can still contribute but only as a 5th or 6th subject as a percentage increment.

Costs

All VET Courses incur additional costs to school fees. These costs vary depending upon the course undertaken. VET fees are generally due for payment by families at the end of Term One and no early payment discounts are applicable.

Commitment

Many VET courses have practical skills that need to be demonstrated in the weekly classes. Any classes missed may mean that you may not complete the required Units of Competency required for a satisfactory result. Therefore, attendance is a priority. Transport to and from VET classes is the responsibility of the student and should be factored into the decision to undertake a VET course.

Courses in the VETDSS Program

VET Courses are offered by the FMPLLEN cluster of schools (PVET - Peninsula VET) and Chisholm TAFE. Courses run based on demand and availability of trainers in the relevant industry.

Please note the following list is indicative only of courses available - as the confirmed 2024 VET offering won't be available until later in Term Three.

- Based on the 2023 VET Offering, these are some courses available:
- Certificate III in Acting (Screen)
- **Certificate II in Agriculture***
- Certificate II in Animal Studies
- Certificate II in Applied Fashion Design & Technology
- Certificate II in Automotive (Mechanical)
- Certificate III in Aviation (Remote Pilot - Drones)
- Certificate III in Beauty
- Certificate II in Building & Construction (Bricklaying or Carpentry)
- Certificate II & III in Business
- Certificate III in Christian Ministry & Theology (VETA Morphus)
- Certificate II & III in Community Services
- Certificate II in Computer Assembly & Repair
- Certificate II in Construction Pathways
- Certificate II in Dance
- Certificate III in Design Fundamentals (Graphic or Photography)
- Certificate III In Early Childhood & Care
- Certificate II in Electrotechnology
- Certificate III in Equine Studies
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Certificate II in Hospitality (Front of House)
- Certificate III in Information, Digital Media & Technology (Cyber Security or Games)
- Certificate IV (partial) in Integrated Technologies - CISCO
- Certificate II in Interior Decoration (Retail)
- **Certificate II in Kitchen Operations***
- Certificate III in Music (Performance or Sound Production)
- Certificate II in Plumbing
- Certificate III in Screen & Media
- Certificate II & III in Sport & Recreation
- Certificate III in Visual Arts
- Certificate II in Workplace Skills

**Bayside Christian College*

VET at Bayside

Certificate II in Agriculture

Description

Certificate II in Agriculture is an introductory course that prepares students for work in the Agriculture industry. The course aims to provide students with knowledge and skills in a range of basic agricultural practices, including aspects of plant production.

Provider Access Skills Training (RTO: 4603)
Course Code AHC20116
Location Bayside Christian College
Duration Two year program
Time Wednesdays – time TBC
Cost Tuition and materials - please see the VET Coordinator for details

Contribution to the VCE / VCE VM

On completion of the program, students are eligible for four credits towards their VCE/VCE VM, two at Units 1-2 level and a Unit 3-4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment of their 4th study score (including their English study) towards their ATAR. Contribution to the ATAR is based on the student's individual program and should be discussed with the VET Coordinator.

Sample Units of Study

AHCWHS201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices
Electives	
HLTAID002	Provide basic emergency life support
AHCMOM203	Operate basic machinery and equipment
AHCPCM201	Recognise plants
AHCSOL202	Assist with soil or growing media sampling and testing
AHCPMG201	Treat weeds
TLID1001	Shift materials safely using manual handling methods
AHCIRG217	Assist with pressurised irrigation operations
AHCWRK205	Participate in workplace communications
AHCNSY203	Undertake propagation activities
AHCPGD201	Plant trees and shrubs
AHCWRK201	Observe and report on weather
AHCPMG202	Treat plant, pests, diseases and disorders
AHCINF202	Install, maintain and repair fencing
AHCPLY202	Maintain health and welfare of poultry
AHCINF203	Maintain properties and structures

Structured Workplace Learning

Students are required to undertake 80 hours of Structured Workplace Learning over the duration of this course. This provides the opportunity for students to demonstrate competencies acquired on-the-job.

Required Equipment

Students will be supplied with a Bayside Agriculture top and are required to wear appropriate clothes and footwear for working in a rural environment.

Further Study

Certificate III in Agriculture, Diploma in Agriculture, Bachelor of Agricultural Science, Bachelor of Science (Major in Ag Science)

Certificate II in Kitchen Operations

Description

Certificate II in Kitchen Operations is an introductory course that prepares students with a limited range of food preparation and cookery skills to prepare food and menu items.

Provider Access Skills Training (RTO: 4603)
Course Code SIT20416
Location Bayside Christian College
Duration Two year program
Time Wednesdays – time TBC
Cost Tuition and materials - please see the VET Coordinator for details

Contribution to the VCE / VCE VM

On completion of the program, students are eligible for four credits towards their VCE, three at Unit 1-2 level and a Unit 3-4 sequence. Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject. Note: Where a student elects not to receive a study score for VCE/VET Hospitality, no contribution to the ATAR will be available.

Sample Units of Study

Year 1	
BSBWOR203 SITHCCC001 SITHCCC005 SITHKOP001 SITXFSA001 SITXINV002 SITXWHS001	Work effectively with others Use food preparation equipment Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use hygienic practices for food safety Maintain the quality of perishable items Participate in safe work practices
Electives	
BSBSUS20 SITXFSA002	Participate in environmentally sustainable work practices Participate in safe food handling practices
Year 2	
SITHCCC006 SITHCCC007 SITHCCC008 SITHCCC011 SITHCCC012	Prepare appetisers and salads Prepare stocks, sauces and soups Prepare vegetable, fruit, eggs and farinaceous dishes Use cookery skills effectively Prepare poultry dishes

Structured Workplace Learning

Students are required to undertake 80 hours of Structured Workplace Learning over the duration of this course. This provides the opportunity for students to demonstrate competencies acquired on-the-job.

Required Equipment

Students will be supplied with a Bayside Agriculture top and are required to wear appropriate clothes and footwear for working in a rural environment.

Further Study

Certificate III in Agriculture, Diploma in Agriculture, Bachelor of Agricultural Science, Bachelor of Science (Major in Ag Science)

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

- Jeremiah 29:11

Bayside Christian College
120-128 Robinsons Road
Langwarrin South, 3911 VIC

+61 3 5971 6700

baysidecc.vic.edu.au

Bayside Christian College

"Unity and Maturity in Christ"