



HIGHfacts

2023

Ballarat High School Year 10-12 Course Descriptions



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YEAR 10	VCE
YEAR 10 APPLIED LEARNING Applied Learning YEAR 10 ARTS Art: Drawing/ 3D Sculpture Art 2D Photography Video-Making Visual Communication Design YEAR 10 ENGLISH English Foundation English Literature & Communication English Language YEAR 10 HAPE Year 10 PE - Active Lifestyles Year 10 PE - Sports Performance Year 10- Outdoor Education Health and the Community Health and the Individual YEAR 10 HUMANITIES Business Studies Law Our World – Past & Present World War II History Philosophy	VCE ARTS Creative Practice Making and Exhibiting Making and Exhibiting (Photography) Media Visual Communication Design VCE ENGLISH VM Literacy English English Language Literature VCE HAPE Health & Human Development Outdoor Education and Environmental Studies Physical Education VCE HUMANITIES Accounting Business Management History – Modern History History – Revolutions Philosophy Legal Studies VCE LANGUAGES German

<u>YEAR 10 LANGUAGES</u> <u>German</u> <u>Japanese</u> <u>YEAR 10 MATHS</u> <u>Year 10 Foundation</u> <u>Mathematics</u> <u>Year 10 General Mathematics</u> <u>Year 10 Math Methods</u> <u>YEAR 10 PERFORMING ARTS</u> <u>Music Classroom</u> <u>Music Performance</u> <u>Certificate III in Music</u> <u>Performance</u> <u>Drama</u> <u>Theatre Studies</u> <u>YEAR 10 SCIENCE</u> <u>Biology</u> <u>Chemistry</u> <u>Earth and space science</u> <u>Physics</u> <u>Psychology</u> <u>YEAR 10 TECHNOLOGY</u> <u>Digital Technologies -</u> <u>Programming & Data Analytics</u> <u>VET Certificate II in Automotive</u> <u>(Light Vehicle Mechanics)</u> <u>10 Stem</u> <u>Design and Technology: Metal</u> <u>Design and Technology: Wood</u> <u>Home Economics: Advanced</u> <u>Foods</u> <u>Home Economics: Food by</u> <u>Design</u> <u>Home Economics: Food for Life</u> <u>Textiles/Fashion Design &</u> <u>Production</u>	<u>Japanese</u> <u>VCE MATHS</u> <u>Units 1 & 2 Foundation</u> <u>Mathematics</u> <u>Units 1 & 2 General</u> <u>Mathematics</u> <u>Units 1 & 2 Mathematical</u> <u>Methods</u> <u>Units 1 & 2 Specialist</u> <u>Mathematics</u> <u>Units 3 & 4 Foundation</u> <u>Mathematics</u> <u>Units 3 & 4 General</u> <u>Mathematics</u> <u>Units 3 & 4 Mathematical</u> <u>Methods</u> <u>Units 3 & 4 Specialist</u> <u>Mathematics</u> <u>VCE PERFORMING ARTS</u> <u>Music Performance (Solo</u> <u>Performance)</u> <u>Certificate III in Music</u> <u>Performance</u> <u>Certificate IV in Music</u> <u>Performance</u> <u>VCE PERFORMING ARTS</u> <u>Drama</u> <u>Theatre Studies</u> <u>VCE SCIENCE</u> <u>Biology</u> <u>Chemistry</u> <u>Environmental Science</u> <u>Physics</u> <u>Psychology</u> <u>VCE/VET TECHNOLOGY</u> <u>Food Studies</u> <u>Product Design and Technology</u> <u>Information Technology</u> <u>Systems Engineering</u> <u>VET Certificate II in Automotive</u>
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WELCOME TO HIGH FACTS

It is an exciting time to be making subject choices as we begin to implement Senior Secondary Reform at Ballarat High School in 2023. Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the VCE and Victorian Certificate of Applied Learning (VCAL). A fully integrated VCE will be implemented from 2025.

The new certificates will provide all students with the learning opportunities necessary to develop the knowledge, skills and capabilities needed to succeed in further education, work and life. In 2023, Year 10 students will be able to enrol in VCE, VCE Vocational Major (VCE VM) or the Victorian Pathways Certificate (VPC). The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment.

To support the implementation of these certificates we have increased our internal VET Offerings to introduce both VET Business and VET Community Services. Year 9 students who are considering the VCE Vocational Major in 2024 should consider doing a VET subject in Year 10. These additions bolster our previous extensive offerings.

To support the subject selection process, there will be a series of information sessions for students and parents/carers. In addition to this, students receive individual guidance in selecting their subjects for Years 9 to 12 through our comprehensive Managed Individual Pathways (MIPS) program, through course counselling with their Learning Mentor, and their team leader.

When students are making their subject choices, we offer the following advice:

- Consider selecting subjects you are good at, interested in and enjoy
- Select subjects you have the ability to do
- Think about what you want to do when you leave school and how different subjects can help you get there
- If you wish to gain an ATAR or entry into a course with particular prerequisites, choose your subjects carefully
- Consider your overall subject selection to see if you have a good balance
- Talk to a range of people to help you make your choices
- Do not select subjects based on what your friends are doing
- Do not select subjects based on who you think will be teaching them.

Please consider the information in this guide carefully and seek the expert assistance of our staff where necessary. We look forward to working with students and parents/carers on this exciting journey.



Tim Davey - Assistant Principal 9-10



Sharon Eppingstall - Assistant Principal 11-12

KEY DATES

Year 9 → 10

Thursday 21st July	Parent Information Night - Online at 6:00pm
Friday 22nd July	Online course selections open
Week 5	Year 9 Subject Information Sessions in TLC
Tuesday 26th July	VET information Evening
Monday 1st August	VET Cluster Online Applications open
Monday 15th August	VET Cluster Online Applications close
Wednesday 17th August	Year 9 Course Confirmation Parent Interviews
Wednesday 17th August	Online course selection closes

Year 10 → 11

Thursday 21st July	Parent Information Night - Online at 6:50pm
In Learning Mentor Weeks 4 & 5	Year 10 Course Counselling Faculty Presentations
Friday 22nd July	Online course selections open
Tuesday 26th July	VET information Evening
Wednesday, 10th August	VCE VM Applied Program Applications close
Monday 1st August	VET Cluster Online Applications open
Monday 15th August	VET Cluster Online Applications close
Wednesday 17th August 11:00-7:00pm	Course Confirmation Parent Interviews for Year 10 Students
Wednesday 17th August	Online course selection closes

KEY CONTACTS

SUBJECT SELECTION CONTACTS 9-12		CURRICULUM CONTACTS	
AP 9-10	Tim Davey	Curriculum	Mel Pompe
AP 11-12	Sharon Eppingstall	Arts	Kaitlyn Fry
VCE	Jenni Nicholls	English	Polly Durey
Vocational Major	Mark Verberne	HAPE	Faith Scholten
VET	Ally Dovaston	Humanities	Barb Walsgott
MIPS	Ally Dovaston & Andrew Wallace	Languages	Simon Coles
Year 11 Team Leaders	Kristy Gatens Bonnie Zuidland	Mathematics	Jaz Plinius-Wiese
Year 10 Team Leaders	Jill Muir, Liam Towell, Jane Douglass	Performing Arts	Morgan Colgrave
Year 9 Core Teachers		Science	Ryan Ringin
		Technology	Fiona Finnegan

MIPS



The Managed Individual Pathways (MIPs) program helps all students, aged 15 and over, move from compulsory schooling into further education, training and employment. The MIPS office is located in room 7 and is open 8:30am – 4:30pm daily, and students can visit the office during recess or lunch to book appointments.

Our MIPS staff consisting of **Andrew Wallace** and **Ally Dovaston** assist with career counselling, pathway planning, course counselling, subject selection, university and TAFE applications (VTAC & SEAS), apprenticeships and traineeships, school work experience, taster programs, casual employment, scholarships, GAP year and student exchange programs, enhancement studies, career testing, and alternate pathway options. The MIPS department holds all relevant resources required for pathway planning and maintains an excellent website that can also be utilised <https://www.ballarathsmips.com/>

COURSE SELECTION ADVICE FOR YEAR 10 STUDENTS

The Year 10 Curriculum consists of subjects arranged in 5 period weekly blocks. You must do English, Maths and a Science subject in Year 10. Otherwise, you are advised to select subjects from a range of learning areas that reflect your interests and strengths.

Compulsory subjects - Whole Year

English - you must consult with your English teacher before choosing the English subject best suited to you. Year 10 students must select a Year 10 English subject. Year 10 students cannot select any VCE English.

Maths - you must consult with your Mathematics teacher before choosing the level of mathematics best suited to you.

Compulsory subjects - One semester

Science - Year 10 students must do one semester of Science. *It is important to note that Psychology does **not** count as a Science subject.*

Subjects which will run for two semesters

- Languages (Japanese and German)
- Any VET or VCE subjects

VCE/VET Guidelines

You may choose to undertake a VCE subject or VET program.

- If a student chooses any Unit 1 & 2 study in Year 10 they must complete the ***Application to Study VCE Units 1 and 2*** (decision will be made on assessment of attitude, motivation, attendance data and current Year 9 results). This form will need to be signed by the Team Leader, student and a parent/guardian.
- There will be a list of recommended Unit 1 & 2 subjects on the “Application to Study a VCE Subject” form.
- *Students cannot select more than one Unit 1 & 2 subject in Year 10* (but they can select one Unit 1 & 2 subject and a first year VET).
- An exception to the above is Year 9 students who have completed Advanced Maths. They can complete VCE maths and one other VCE subject.

VET Guidelines

- If a student selects a VET subject which is run off campus, they need to be aware they will miss some classes and be highly organised to catch up on missed classes.
- Students who enrol in a VET subject which is run off-campus, costs incurred travelling to and from the place of study are at the student's own expense

Students can choose a Unit 1 & 2 subject as well as a VET.

VCE Vocational Major Guidelines

- Year 9 students cannot select VCE Vocational Major for 2023. This is only an option for students moving from Year 10 into Year 11.
- If a student does plan to choose the VCE Vocational Major Applied Program in Year 11, their performance in Year 10 (including attendance) will determine if they are selected.
- At the end of year 10 all students who wish to study the VCE Vocational Major Applied Program will be required to attend an Interview with Applied Learning staff and Team Leaders.
- Students considering VCE Vocational Major in Year 11 can choose to undertake the Applied Learning elective in Year 10. It is also recommended that students undertake a VET subject in Year 10.

2023 Year 10 Subject List

APPLIED LEARNING & INTERNAL VET		HEALTH & PHYSICAL EDUCATION		MATHS		TECHNOLOGY - Home Economics/Textiles	
	Applied Learning		Health & the Community		Foundation Mathematics		Advanced Foods
	VET Automotive		Health for the Individual		General Mathematics		Food by Design
	VET Business		Year 10 PE: Sports Performance		Mathematical Methods		Food for life
	VET Community Service		Year 10 PE: Active Lifestyles	PERFORMING ARTS			Textiles/ Fashion Design & Production
	VET Music Performance		Year 10 Outdoor Education		Drama	TECHNOLOGY - STEM, Metal, Systems & Wood	
	VET Sport & Rec (Available in Year 10 to Specialist Sport Program Only)	HUMANITIES			Theatre Studies		Design & Technology: Metal
ARTS			Business Studies		Music Classroom		Design & Technology:Wood
	Art: Drawing/3D Sculpture		Law		Music Performance		10 STEM
	Art: 2D		History - Our World - Past & Present	SCIENCE		TECHNOLOGY - Digital Technologies	
	Photography		History -World War II		Biology		Digital Technologies - Programming & Data Analysis
	Video-making		Philosophy		Chemistry	VET Cluster	
	Visual Communication and Design	LANGUAGES			Earth & Space Science	See VET page in HIGHFacts for available subjects	
ENGLISH			German		Physics		
	English		Japanese		Psychology (NOTE: this does not count towards the compulsory Science unit)		
	Foundation English						
	Literature & Communication						
	English Language						

2023 VCE Subject List

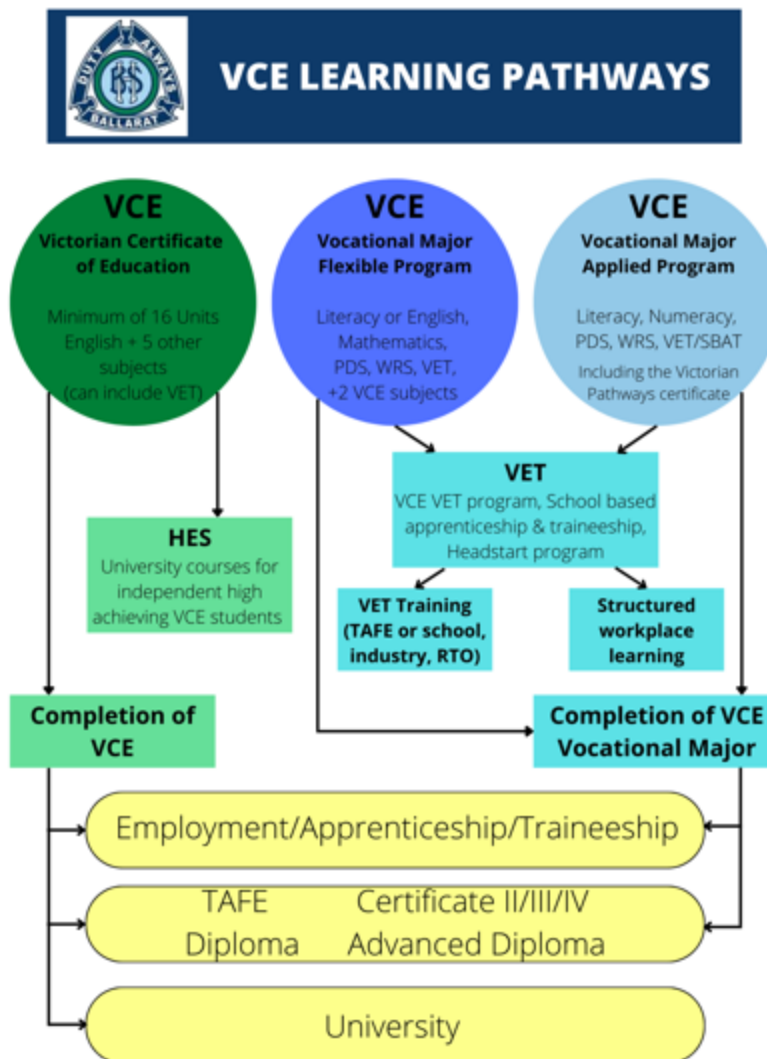
Arts		Humanities		Performing Arts		Technology - Home Economics/Textiles	
	Art Creative Practice		Accounting		Drama		Food Studies
	Art Making and Exhibiting: Painting, Drawing and 3D		Business Management		Theatre Studies		Product Design & Technology: Textiles/ Fashion Design
	Art Making and Exhibiting: Photography		Legal Studies		Music Performance: Solo	Technology - Metal, Systems & Wood	
	Media Studies		History Modern History (Unit 1 & 2)	Science			Systems Engineering
	Visual Communication Design		History Revolutions (Unit 3 & 4)		Biology	Vocational Major	
English			Philosophy		Chemistry		VM Literacy
	English	Languages			Environmental Science		Personal Development Skills & Work Related Skills
	Literature		German		Physics	Internal VET	
	English Language		Japanese		Psychology		VET Certificate III & IV Music Performance
Health & Physical Education		Maths		Technology - Digital Technologies		VET Certificate II in Automotive (Light Vehicle Mechanics)	
	Health & Human Development		Foundation Mathematics		Computing - Programming and Analytics (Unit 1 & 2)		VCE/VET Certificate III in Sport and Recreation
	Physical Education		General Mathematics		Information Technology - Software Development (Unit 3 & 4)		VET Certificate II in Business
	Outdoor & Environmental Studies		Mathematical Methods				VET Certificate II in Community Service
			Specialist Mathematics			VET Cluster Information in Highfacts	

COURSE SELECTION ADVICE FOR YEAR 11 & 12 STUDENTS

The following factors should be taken into account when choosing your course:

1. VCE or VCE Vocational Major?

The first decision you have to make is whether to enrol in VCE (Victorian Certificate of Education) or VCE Vocational Major. If you choose VCE Vocational Major you can then apply to enrol in the VCE Vocational Major Applied Program or enrol in our VCE Vocational Major Flexible Program.



2. VET?

Do you want or need to do a VET (Vocational Education and Training) subject? All VCE Vocational Major students need to do a VET subject to meet their VCE Vocational Major requirements. VET subjects can also be chosen as part of a VCE certificate.

3. Which VCE English?

It is important that you choose the English subject that is right for you.

It is highly recommended that you speak with your current English teacher if you are unsure.

4. Which VCE Maths?

It is important that you choose the Maths subject right for you.

It is highly recommended that you speak with your current Mathematics teacher if you are unsure.

5. The importance of keeping your options open

If you are uncertain about your preferred pathway, it is important to pick a range of subjects which leave a variety of options open for future study or employment.

6. The relevance of a subject to a career and tertiary selection

Some tertiary courses require that students have studied certain subjects (prerequisites) whilst others are recommended.

7. The importance of choosing subjects you enjoy

Choose subjects that you have enjoyed or succeeded in previously: Experience has shown that if a student does not enjoy or succeed in a subject at Year 10 level, success at Year 11 is very doubtful. If you are unsure about your ability to meet the requirements of a subject, you should speak to your teacher, Learning Mentor or Team Leader. DO NOT select certain subjects because you have been told they score better on the ATAR.

VCE

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

VCE eligibility: how do I achieve my VCE?

Students must take a course over at least two years. Some students decide to take the VCE over three years. Most students will complete a total of 22 units (12 in Year 11 and 10 in Year 12) in a variety of studies.

You must study FOUR units of English.

To obtain your VCE you must satisfactorily complete a minimum of 16 Units including:

- Three units of English (*these could be any three English Units including English, Literature or Language*), with an “S” at unit 3 and 4 level;
- Four other unit 3/4 sequences (6 units);
- The 16 units may include Vocational Education and Training units.

For satisfactory completion (an “S”) of a Unit, you must have satisfactory achievement of each of the outcomes for that Unit. Outcomes contain key knowledge and skills of the Unit. They are assessed using School Assessed Assessment (SAC); these are assessment tasks completed over the course of a unit, usually in class time. The class teacher then makes the decision of satisfactory (S) completion.

If any Outcome for a Unit is not achieved, the student receives an “N” (Not Satisfactory) for the Unit. This allows a student to be awarded an S for the Unit but does not change the original score for the task. Students have the opportunity to redeem a failed unit, and this process is outlined in the Ballarat High School VCE Handbook.

To achieve an “ATAR” (Australian Tertiary Admissions Rank) calculated for tertiary admission at the end of Year 12 students must have satisfactorily completed a VCE Certificate including Units 3 & 4 of English and at least 3 other sequences of Units 3 & 4. 10% of any 5th and/or 6th sequence of Units 3 & 4 will be added into your ATAR.

Unit 1 & 2 results are not used for selection to tertiary institutions. In completing additional VCE units, a student has the opportunity to maximise their ATAR required for University admission.

CONTACT: Jenni Nicholls

VCE VOCATIONAL MAJOR

The **VCE Vocational Major (VCE VM)** is a two-year program within the VCE that will replace Intermediate and Senior VCAL from 2023. It will prepare students to move into apprenticeships, traineeships, further education and training, university (through non-ATAR pathways) or directly into the workforce.

VCE Vocational Major curriculum is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

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

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

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

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

At Ballarat High School, students can complete a VCE Vocational Major in one of two ways:

Option 1 - VCE Vocational Major Applied Program

In this option, students apply to do a set two year program similar to our previous VCAL program. They will undertake Structured Workplace Learning every Friday. This is a compulsory part of this program. Can include an SBAT. Victorian Pathways Certificate students choose this option.

Subjects:

- VCE VM Literacy
- VCE VM Numeracy
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET Certificate II level or above (180 nominal hours)

Victorian Pathways Certificate (VPC)

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC will replace Foundation VCAL from 2023.

Students complete at least 12 units, including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- Students can also include VET, VCE subjects and structured workplace learning.

As the VPC will not be suitable for all students it will be offered to students on an as-needs basis. Students who believe this is an option for them should apply for the VCE Vocational Major Applied Program after talking to their Team Leader.

[Application form - VCE Vocational Major Applied Program 2023](#)

When selecting your course from the dropdown menu, choose VCE Vocational Major Applied Program. Then select your VET. You do not need to do anything else.

Option 2 - VCE Vocational Major Flexible Program

In this option, students choose each of their subjects individually.

English - VCE VM Literacy or VCE English

Maths - VCE Mathematics units

Work-related & Personal Development Skills - VCE VM Work-Related & Personal Development Skills

VET - VET Certificate II level or above (180 nominal hours)

VCE subjects x 2

Students can complete Structured Workplace Learning by completing work experience throughout the year at designated times.

VCE Vocational Major Flexible Program Planner

English	Maths	WRS & PDS	VET	VCE
<input type="checkbox"/> VCE VM Literacy OR <input type="checkbox"/> English	<input type="checkbox"/> Foundation Maths OR <input type="checkbox"/> General Maths	<input type="checkbox"/> Work Related & Personal Development Skills	Internal VET <input type="checkbox"/> Automotive <input type="checkbox"/> Business <input type="checkbox"/> Community Services <input type="checkbox"/> Music <input type="checkbox"/> Sport & Rec OR <input type="checkbox"/> Cluster VET Certificate name: _____	VCE Subject 1: _____
				VCE Subject 2: _____

When selecting your course from the dropdown menu, choose VCE Vocational Major Flexible Program. You will then need to select your subjects.

VCE VOCATIONAL MAJOR SUBJECTS

VM LITERACY

Unit 1

Areas of study include literacy for personal use and understanding and creating digital texts. Students study 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 read or watch a variety of texts for a personal purpose, such as finding information. Students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media.

Unit 2

Areas of study include understanding issues and voices and responding to opinions. Students study a range of local and global issues and perspectives with a focus on vocational and workplace settings. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

Unit 3

Areas of study include accessing and understanding informational, organisational and procedural texts and creating and responding to organisational, informational or procedural texts. Students focus 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 their understanding of how these texts inform and shape the organisations they interact with.

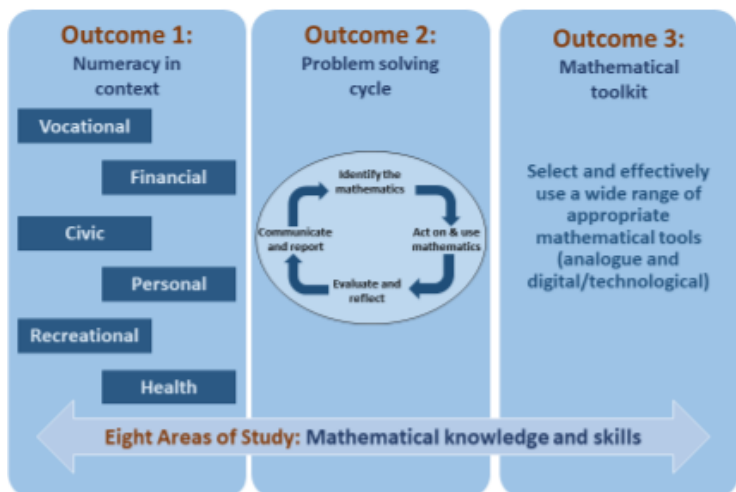
Unit 4

Areas of study include understanding and engaging with literacy for advocacy and speaking to advise or to advocate. Students investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students consider what 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.

VM NUMERACY

Units 1-4

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



AREAS OF STUDY

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

There are eight areas of study:

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

VM PERSONAL DEVELOPMENT SKILLS

Unit 1 - Healthy Individuals

Areas of study include healthy individuals, community health and wellbeing and promoting a healthy life. Students focus on the development of personal identity and individual pathways to optimal health and wellbeing. Students investigate emotional intelligence, the role of communities and local health-promoting organisations in the wellbeing of the individual. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Unit 2 - Connecting with Community

Areas of study include what is community, community cohesion and engaging and supporting community. Students focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. They examine issues affecting local, national and/or global communities.

Unit 3 - Leadership & Teamwork

Areas of study include social awareness and interpersonal skills, effective leadership and effective teamwork. Students consider the role of interpersonal skills and social awareness in different settings and contexts. They 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. Students 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 their own contribution as well as the overall effectiveness of their team.

Unit 4 - Community project

Areas of study include planning a community project, implementing a community project and evaluating a community project. This unit focuses on student participation in an extended project relating to a community issue. Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their 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 their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response.

VM WORK RELATED SKILLS

Unit 1 - Careers and Learning for the Future

Areas of study include future careers and presentation of career and education goals. 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, 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 and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2 - Workplace Skills and Capabilities

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




In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, 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, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation.

Unit 3 - Industrial Relations, Workplace Environment and Practice

Areas of study include workplace wellbeing and personal accountability, workplace responsibilities and rights and communication and collaboration. This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace. 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. Students will investigate key areas relating to workplaces 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.

Unit 4 - Portfolio Preparation and Presentation

Areas of study include portfolio development 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.

VCE CONTACT Jenni Nicholls	VCE VOCATIONAL MAJOR CONTACT Mark Verberne	VET CONTACT Ally Dovaston
		

VET

What is VET?

Vocational Education and Training (VET) Programs offer students nationally recognised vocational certificates, which are endorsed for recognition in both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) from the Victorian Curriculum and Assessment Authority (VCAA). VET programs:

- Increases post-school opportunities;
- Provides the opportunity to trial a career;
- Helps students explore possible areas of interest which promote further study and work choices;
- Allows a student to develop strong links with industry and local community employers, i.e. students may be offered part-time/casual work;
- Improves employment prospects;
- Helps students gain knowledge of employers' expectations and real working conditions;
- Develops students' capacity for cooperation, teamwork and leadership skills development;
- Assists in transition from school to work

Who can do VET?

VET Programs are available to Year 10, 11 and 12 students. Preference will be given to suitable Year 11 applicants, due to all Programs being undertaken over a two-year period.

Why choose a VET?

As part of VCE or VCE Vocational Major studies students can gain an additional qualification by selecting to study a VET Program. Studying a VET qualification will develop skills and give students exposure to industry as well as experience in the workplace, prior to completing secondary school.

VET is a mix of practical and theory assessments that are targeted to industry, complimenting VCE or VCE Vocational Major. VET enables students to gradually gain the skills needed to reach these levels or provides an alternative pathway into University for students completing VCE Vocational Major.

Where are VET courses held?

VET courses are currently held at Ballarat High School, FedUni TAFE, Australian Catholic University, Mt Clear College, Loreto College and other venues yet to be confirmed.

Students travel to the course of their choice at their own expense.

How much does it cost?

VET programs are fee paying programs and students will be expected to contribute to the cost of these programs.

How long does it take to complete a VET course?

Most VET programs are organised in a four unit structure similar to VCE subjects.

Most VET programs are two year courses, however, programs will only continue to be offered by the school if there are sufficient numbers of students and the cost of delivering the program is at a level acceptable to both parents and the school.

How do I apply to do a VET?

- ☐ Attend the BHS Pathways Information Night
- ☐ Attend the VET Information Night
- ☐ Discuss your choice with your parent and Learning Mentor
- ☐ If choosing an external VET, apply online at www.highlandshen.org
- ☐ Select VET in Subject Selection Interview

VET SUBJECTS

VET programs offered on site at Ballarat High School exclusively to our students include:

- Automotive
- Music
- Business
- Sport & Recreation
- Community Service

Certificate II in Automotive (Light Vehicle Mechanics)

Description

This course will suit you if you are looking towards a career in the automotive industry. It covers the competency to carry out minor maintenance, repair and generic mechanical tasks that are encountered in the automotive industry sector. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School. The units selected are from the pre-apprenticeship descriptor for motor mechanics.

Career opportunities

On completion of this course, you will have the opportunity to pursue a career in such areas as automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

CONTACT: Steve White

Certificate II in Business

Description

This program offers essential cross industry skills for all enterprises. The certificate is an entry level qualification for employment into a business or office environment. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School.

Career opportunities

Completion of this course, provides a pathway into training and employment in business and related industries. Potential occupations may include personal assistant, medical secretary, legal clerk or information desk manager. Further study through higher education pathways could lead to employment opportunities in commerce, management or marketing.

CONTACT: Matt Richardson

Certificate II in Community Services

Description

This course offers students the opportunity to learn about the community services sector and explore specific contexts of work. Students will learn about advocacy, community development, client needs assessment, teamwork, support group activities, and administration that will set you up with the skills you need to work in the Community Services sector.. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School.

Career opportunities

Completion of this course can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager..

CONTACT: Kerrie Hammond

Certificate III in Music Performance

Description

In this subject, students will extend their music skills which will enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, work in a group and solo, improvise, work at a music event, explore career options and understand copyright. The course runs for two years.

Career Opportunities

On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disk jockey.

CONTACT: Morgan Colgrave

Certificate IV in Music Performance

Description

In this subject, students will extend their music skills which will enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, edit and mix recorded music in a studio environment.

Career Opportunities

On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disk jockey.

CONTACT: Morgan Colgrave

Certificate III in Sport & Recreation

Description

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students will complete a range of electives, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 includes core units such as conduct basic warm-up and cooldown programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School.

Career Opportunities

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

CONTACT: Ashley Baker

Highlands LLEN VET subjects

BHS is also part of the Highlands LLEN VET Cluster, a partnership between the Highlands Local Learning and Employment Network, twenty secondary schools and various Registered Training Organisations (RTO) within the Highlands Region: <http://www.highlandslLEN.org/programs>

Through the VET Cluster we can access VET programs in:

- Agriculture
- Allied Health Assistance
- Animal Care
- Applied Fashion
- Automotive
- Building & Construction - Carpentry
- Community Services
- Creative Industries/Screen and Media
- Dance
- Early Childhood Education and Care
- ElectrotechnologyEngineering
- Equine
- Furniture MakingHospitality
- Information Technology
- Kitchen Operations
- Landscaping
- Music (Sound Production)
- Plumbing
- Retail Cosmetics
- Salon Assistant

VET subjects that are open to students from other schools and will generally take place from 1:30pm until 5:30pm. Times vary depending on the course. Some courses run whole day classes at various times throughout the year as well as catch up classes. Some courses have classes during the holidays. For specific information about your VET course, students must consult the Highlands LLEN Cluster Program Booklet 2023 located on their website. This booklet contains information about costs, location and contribution to VCAL and VCE.

CONTACT: Ally Dovaston

YEAR 10 APPLIED LEARNING

LEARNING AREA	YEAR 10	YEAR 11	YEAR 12
APPLIED LEARNING	Applied Learning	VCE Vocational Major Applied Program	VCE Vocational Major Applied Program
		VCE Vocational Major Flexible Program	VCE Vocational Major Flexible Program

Applied Learning

Course Outline

This unit provides students with both an introduction to applied learning and a range of experiences similar to those offered in the VCE Vocational Major. The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Topics include:

- Career pathways
- Community Engagement
- Health and wellbeing
- Personal development

Assessment

- All evidence of project work will be presented in an A3 visual portfolio
- Individual & Group projects
- Off campus applied learning tasks

CONTACT: Jenni Nicholls

YEAR 10 ARTS

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
ARTS	Art 2D	Art Creative Practice	Art Creative Practice
	Art: Drawing/ 3D Sculpture	Art Making & Exhibiting: Painting, Drawing & 3D	Art Making & Exhibiting: Painting, Drawing & 3D
	Photography	Art Making & Exhibiting: Photography	Art Making & Exhibiting: Photography
	Media (Video Making)	Media Studies	Media Studies
	Visual Communication Design	Visual Communication Design	Visual Communication Design

Art 2D

Course Outline

This unit will introduce students to creating 2D artworks including; painting, drawing, printmaking and multimedia tasks. Students will also research various artists' work practices and specific art periods and styles.

Assessment

- A folio of work using various mediums such as painting, drawing, printmaking and multimedia will be produced.
- Research assignment
- Art analysis of specific artists
- Investigations into the design process will be required in the visual diary

CONTACT: Kaitlyn Fry

Art: Drawing/ 3D Sculpture

Course Outline

This unit will involve students drawing ideas and making 3D artworks, using construction techniques with ceramics and various other materials (plaster, papier mache, wire, plastics). Through observation, drawing and experimentation students will develop their own ideas in response to different creative topics. Students will research and discuss how other artists, past and present, have developed ideas and used materials in their sculptures.

Assessment

- Finished artworks
- Visual Diary of ideas and the design process.
- Artist research project and artwork analysis.

CONTACT: Kaitlyn Fry

Photography

Course Outline

This unit will introduce students to the basics of black and white photography, digital photography and computer manipulation. Students will be required to maintain a workbook of ideas and processes and present a research assignment.

Each topic will require students to learn about photography by planning and taking photos and then processing, printing and presenting their images. Topics include:

- Camera basics, including manual SLR camera use, exposure, lighting effects, lenses.
- The art of photography, including composition, camera angle, depth of field, lighting techniques, exposure and exploring subject matter, genres (styles) of photography
- Digital image development: using Photoshop to create interesting effects with your images
- Analysis of photographic artworks

Assessment

- Photography folio
- Visual diary of ideas and the design process
- Visual Analysis

CONTACT: Kaitlyn Fry

Video-Making

Course Outline

The course covers both theory and practical work. Students are taught to plan shot sequences (storyboard), film (shot composition) and edit the final master tape (editing occurs on Ballarat High's editing suite).

Eventually the class divides into four groups to produce a major project. These groups may produce an interview, a documentary, a pop clip, dance clip, comedy sketch or dramatic sketch, depending on class interests and abilities.

The course offers an excellent understanding of how television and film works by 'doing it'.

Students will be taken through a range of activities and topics including:

- Camera work and shot composition.
- Storyboards planning shot sequences cf. "live" TV studio approach
- One camera approach
- Editing
- Possible excursion to see television production

Assessment

- Two assignments
- Exam
- Participation in practical work and theory

CONTACT: Kaitlyn Fry

Visual Communication Design

Course Outline

Visual Communication Design focuses on the design, drawing and presentation techniques which are used in a variety of design industries such as: graphic design, product design, architecture, landscape architecture, illustration, engineering, drafting, computer aided design, packaging design, web design and game design.

Assessment

1. Develop an understanding of the ways in which creative professionals generate ideas and develop them into high quality presentations.
2. Describe and understand visual presentations and the design process.
3. Learn to generate imagery using a variety of methods including:
 - Freehand illustration (drawing)
 - Technical (Engineering) Drawing – Orthogonal and Isometric
 - Adobe Photoshop – photo manipulation
 - Adobe Illustrator – digital illustration
 - Rhino – 3 Dimensional computer modelling and rendering

CONTACT: Kaitlyn Fry

YEAR 10 ENGLISH

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
ENGLISH	Foundation English	VM Literacy	VM Literacy
	English	English	English
	Literature	Literature	Literature
	English Language	English Language	English Language

Year 10 English

Course Outline & Assessment

Year 10 English seeks to extend the skills students have gained in Years 7 to 9 and provide an introduction to a range of knowledge and skills required to undertake VCE English.

Year 10 students undertake 5 major units of work over the year:

1. **Film Study** – Students examine the codes and conventions of visual narratives and the way in which directors use film techniques to create meaning. In particular, the cohort focuses on film as visual storytelling and how this enables a director to establish characters, world building and themes.
2. **Analysing Argument** – Students identify and analyse the ways in which authors make language and persuasive choices to present their arguments towards a specific target demographic. In particular, how a combination of persuasive devices, images and tones are used in conjunction by an author to establish a contention and attempts to position a reader to think, feel or act in a certain manner.
3. **Novel Study** – *Jasper Jones* by Craig Silvey – students engage in a variety of analytical tasks examining themes, characters and how the author constructs meaning. They then complete an analytical response to the text. The focus is on developing essay writing skills.
4. **Play Study** – In this area of study students explore how meaning is created in William Shakespeare's *Macbeth*. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.
5. **Crafting Texts** – students study a range of text types and 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.

Literature

Course Outline

Year 10 Literature is a full year subject that seeks to provide an introduction to a range of knowledge and skills required to undertake either VCE English and/or VCE Literature.

Poetry: Students read a variety of poetry and explore poetic techniques and styles.

Thematic study: Students will study texts based on a theme and produce a variety of creative texts

Persuasion: students study a range of media texts, persuasive language techniques and analyse how authors seek to persuade us.

Novel study: students engage in a variety of analytical tasks examining themes, characters and how the author constructs meaning and complete an analytical response to the text. The focus is on developing essay writing skills.

Shakespeare - Play & film: Students will identify similarities and differences between different texts and examine how literary texts can be adapted to suit different audiences.

The Craft of Writing: Students will examine how writers write and use the writing process to produce their own writing in a variety of styles and genres.

Assessment

- Poetry Analysis
- Creative Response to Text
- Language Analysis & Research Presentation
- Text Analysis Essay
- Comparative Essay
- Writing Folio
- Exam

CONTACT: Polly Durey

Foundation English

Course Outline

The VCE Foundation English course offered at Year 10 is designed for students who may require a more vocationally oriented approach to English because they aim to enter the workforce or undertake the VM Certificate in Years 11 & 12. It is also aimed at students who need additional time and assistance to strengthen and refine their literacy skills. The subject explores Unit 2 of Foundation English over the year.

The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Assessment

The Foundation English course is designed around one compulsory area of study, Essentials of English. The teacher will then choose from the five optional areas of study: Communication and the workplace; Technology and communication; The study of texts; The analysis and construction of argument; Information literacy.

CONTACT: Polly Durey

English Language

Course Outline

The new Year 10 English Language unit is a full-year elective which provides students with an introduction to the fundamental knowledge, concepts, metalanguage and analytical skills that form the basis of VCE English Language. The four topics covered throughout the course include:

The History of the English Language: Students study the origins of the English language and the ways in which it has evolved from its earliest historical form in the fifth century to the language we use today.

Introductory Linguistics: Students study how the English language is structured and organised with respect to the five subsystems of the English language: phonetics and phonology, morphology and lexicology, syntax, semantics, and discourse.

Language features and language in use: Students apply their knowledge of introductory linguistics and analyse the ways in which language is used by individuals and groups and how it reflects our thinking, attitudes and values.

Analysis of written and spoken texts: Students will analyse and describe the structures and features of a range of specific written and spoken texts and how they differ according to their level of formality.

Assessment

Students will be assessed on each of the above topics and will sit an examination which covers all content at the conclusion of the semester. Students are assessed as follows:

- | | |
|------------------------------------|-----------------------|
| • History of the English Language: | Essay |
| • Introductory linguistics: | Test |
| • Language features: | Folio |
| • Written and spoken texts: | Analytical commentary |
| • All topics: | Examination |

CONTACT: Polly Durey

YEAR 10 HAPE

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
HAPE	Health and the Community	Health and Human Development	Health and Human Development
	Health for the Individual		
	Year 10 PE: Sports Performance	Physical Education	Physical Education
	Year 10 PE: Active Lifestyles		
	Year 10 Outdoor Education *Students can only complete one Outdoor Education subject in year 10	Outdoor & Environmental Studies	Outdoor & Environmental Studies
		VCE/VET Certificate III in Sport & Recreation *Completed in year 10	VCE/VET Certificate III in Sport & Recreation *Completed in year 11
		<p>VET Certificate III in Sport and Recreation is run through the Specialist Sport program. Students must complete a school application form and sit an interview to be accepted into the program at year 10.</p> <p>Application forms are available from Mr Towell in the Sport Office.</p>	

It is government policy that all students participate in physical activity every week in Year 10. Students should choose a minimum of one Physical Education subject each semester to fulfil this requirement.

Year 10 PE - Active Lifestyles

Course Outline

PE-Active Lifestyles aims to cater for those students who are willing to physically push themselves and further their knowledge about different training methods. Students will enhance their overall general fitness and wellbeing through three periods of theoretical content and a double period of practical participation.

Theoretical topics covered

- Training for healthy lifestyles- principles and methods
- Designing an exercise program
- Body's response to exercise- energy systems
- Supplement programs- ergogenic aids

Practical topics covered

- Activities to improve speed, strength, balance, endurance, coordination and flexibility while increasing confidence and having fun

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Faith Scholten

Year 10 PE - Sports Performance

Course Outline

PE- Sports Performance studies how the healthy body works during exercise, and how sport and physical activity promote health for the whole body. Students will use ICT to develop an understanding of enhancements in the sport and recreation area. This is a practical and theoretical subject.

Theoretical topics covered

- Anatomy- muscular, skeletal and cardiorespiratory system
- Physiology- responses to exercise and energy systems
- Biomechanics- technological advancements
- Sports coaching

Practical topics covered

- Coaching/ Peer teaching
- Responses to exercises
- Sport activities

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Jane Douglass

Year 10 Outdoor Education

Course Outline

In year 10 Outdoor Education students are introduced to outdoor environments. They will study a range of activities and develop knowledge and skills in a variety of natural settings.

Topics:

- Indigenous culture
- Australia before humans
- Climate change
- Native and introduced flora and fauna
- Effects of technology on outdoor experiences
- What makes outdoor environments healthy?

Practical activities:

- Water, soil and air quality testing
- Trangia cooking
- Camp preparation
- Waubra wind farm
- Base camp and adventure activities at Narmbool- 2 nights

Assessment

- Tests
- Journal and camp reflections
- Presentations
- Healthy environments report
- Exam

Contact: Michael Sordello or Mikayla Meyer

Health and the Community

Course Outline

Students in Health and the Community will focus on the emotional, physical and social health of adolescents. This unit aims to address issues and provide practical skills that can be used in everyday lives.

Topics covered include:

- Body Image
- Nutrition
- Homelessness
- Being Physically Active

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Steph Kallio, Heather Kearle

Health and the Individual

Course Outline

Using adolescent health issues as a base, students will develop their knowledge and understanding of prevention, harm minimisation and support services.

Topics covered include:

- Mental health
- Relationships and sexuality
- Drugs

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Liam Towell

Certificate III in Sport & Recreation

Description

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cooldown programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams. Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School.

Career Opportunities

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

CONTACT: Ashley Baker

YEAR 10 HUMANITIES

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
HUMANITIES	Business Studies	Business Management	Business Management
		Accounting	Accounting
		VET Business	VET Business
	Law	Legal Studies	Legal Studies
	Our World - Past & Present	History: Modern History	History Revolutions
	World War II History		
	Philosophy	Philosophy	Philosophy
		VET Community Service	VET Community Service

Business Studies

Course Outline

This subject is an introduction to VCE Business Management and Accounting. Students will cover a range of content including budgeting, saving, credit, debt, investment options, buying a car, entrepreneurs, innovation, small business management, as well as small business record keeping as an introduction to accounting including cash books and balance sheets.

Topics:

- Personal Finance
- Accounting
- Innovation and Enterprise

Assessment

- Innovation and Enterprise presentation
- Personal finance test
- Accounting test
- Semester examination

CONTACT: **Barbara Walsgott**

Law

Course Outline

Law is an introduction to VCE Legal Studies. Students study the structure of parliament, law making, the distinction between criminal and civil law, and the impact of law on society and law reform. They investigate the concepts of being a global citizen focusing on human rights. There will be a visit to the Ballarat Magistrates Court.

Topics

- The government and you
- The law and you
- Human Rights & Global Citizenship

Assessment

- Human Rights research task and test
- Political Party research task and test
- Criminal and civil law test
- Semester examination

CONTACT: Barbara Walsgott

Our World – Past & Present

Course Outline

In Our World – Past & Present students study both Geography and History. Students examine Australian History post 1945 covering such topics as Australia during the Cold War and the Indigenous civil rights movement. They will look at resource use in Australia as well as a range of environmental issues. Students will then choose an inquiry related to one of these topics and research their area of interest.

Assessment

- Class tasks
- Research assignments
- Semester examination

CONTACT: Barbara Walsgott

World War II History

Course Outline

Australia's involvement in the Second World War influenced the way that Australians thought about the role their country played in world politics. It changed the emphasis of our allegiance from Britain to the United States of America.

In WWII, for the first time, conflict actually reached our shores, with the bombing of Darwin and Broome, and midget subs entering Sydney Harbour. Our POWs were brutalised, starved and became slaves to the Japanese and those at home agonised over the fate of their loved ones. Together the Allies defeated Hitler's bold plans for a superior race and world domination. The dropping of atomic bombs on two Japanese cities both ended the war and heralded the nuclear age.

Assessment

- Class tasks
- Assignments
- Presentations
- Exam

CONTACT: Barbara Walsgott or Daniel Kelly

Philosophy

Course Outline

Philosophy is about thinking clearly in the search to find answers to the really big questions. Have you ever wondered about the nature of the universe and what it means to exist? Or if you are actually the same person you are today as you were when you were a baby? Or whether humans are actually entitled to rights and freedoms? Or wondered what it means to be a 'good person'? If so, you have begun to think philosophically.

Topics covered include:

- Introduction to Philosophy – What is philosophy and how is it different from other studies such as science? Explore the big theories and some of the most famous philosophers.
- Philosophical reasoning and Critical and Creative Thinking – Learn the basic skills of argument and dialogue, explore the difference between facts, opinions and interpretations, learn how to construct logical arguments and identify flaws in thinking
- Metaphysics - the study of existence and the nature of being and the world. What is the world made up of? Is the world just physical stuff or is there more? How do you know the world we live in right now is the real world? And am I the same person over time?
- Political philosophy – Political philosophy is the study of government and the relationship of individuals and communities to the state. It includes questions about justice, the good, law, property, and the rights and obligations of the citizen.
- Ethics and Ethical Decision Making – Ethics is the study of right and wrong. A range of ethical issues (i.e. death penalty, abortion, euthanasia etc) will be studied exploring different ethical theories and questions, such as 'what does it mean to be a 'good' person?'

Assessment

A range of assessment strategies will be used: oral presentations/reflection, class discussion/dialogue, multi-media presentation, research report, short answer responses, extended essays, group work, exam.

CONTACT: Bonnie Zuidland

YEAR 10 LANGUAGES

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
LANGUAGES	Japanese	Japanese	Japanese
	German	German	German

German

Prerequisite: Satisfactory completion of year 9 German.

Year 10 German continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real-life situations, complemented by exposure to authentic texts such as films, stories and interviews.

Topics are particularly relevant to social settings and integrate speaking and listening, reading and writing. The biennial exchange with our sister school in Germany, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native German speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange.

Completion of year 10 German will allow students to proceed to VCE German, which has the added advantage of an ATAR increase (for Units 3-4) of around 10% scaled up.

Contact: Charlotte Ross-Harris

Japanese

Prerequisite: Satisfactory completion of year 9 Japanese.

Year 10 Japanese continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real-life situations, complemented by exposure to authentic texts such as films, stories and interviews.

Topics are particularly relevant to social settings and integrate speaking and listening, reading and writing. The biennial exchange with our sister school in Japan, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native Japanese speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange.

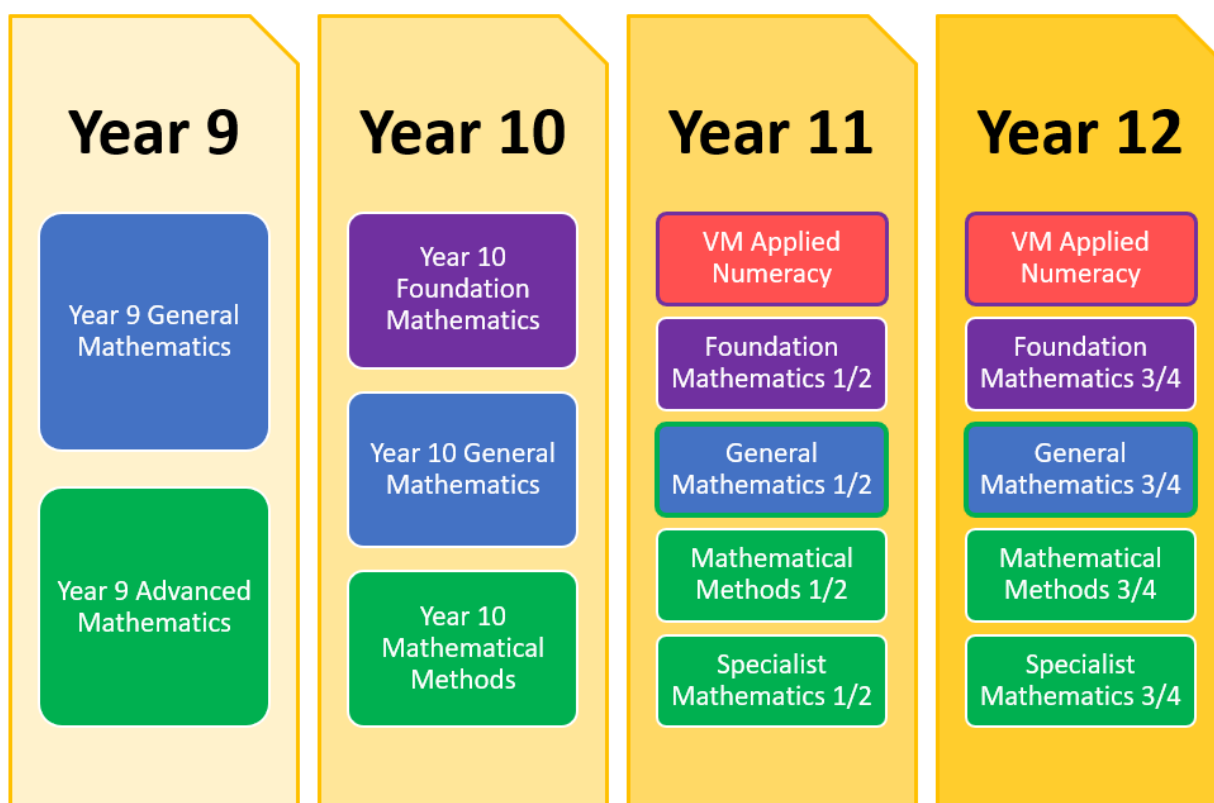
Completion of year 10 Japanese will allow students to proceed to VCE Japanese, which has the added advantage of an ATAR increase (for Units 3-4) of around 10% scaled up.

Contact: Simon Coles

YEAR 10 MATHS

Mathematics pathways at Ballarat High School:

BHS MATHEMATICS PATHWAYS



CONTACT: Jaz Plinius-Wiese

Year 10 Foundation Mathematics

This subject is intended for students who have found Maths in Year 9 difficult and wish to build their foundational skill within Maths. It does not provide enough background for students to complete Year 11 VCE General Mathematics, but students can move into Year 11 Foundation Maths as a Unit 1 & 2 subject.

Year 10 Foundation Maths

↓ leads onto studies in...

Foundation Maths Unit 1 & 2

Or

Vocational Major Numeracy Year 11

Year 10 General Mathematics

This subject is the standard Victorian Curriculum Mathematics course. It is the subject that satisfies the requirements for all the VCE Mathematics courses available in Year 11 and 12. Students who wish to study a Year 12 Mathematics course need to enrol in either Year 10 General Mathematics or VCE General Mathematics.

Please note: It is advised that if students want to continue into Year 11/12 Methods or Specialist, they should instead choose Year 10 Math Methods

Year 10 Math Methods

This subject is intended for students who have achieved very high results in Mathematics in Year 9 and wish to study Methods and Specialist Mathematics in their VCE. It provides enough background for students to complete Year 11 Math Methods and Specialist.

Please note: This subject runs for the whole year.

Pathways for these two subjects:

Year 10 General Maths and Year 10 Math Methods

↓ leads onto studies in...

Year 11 General Maths

(for students who have satisfactorily completed Year 10 General Maths)

Year 11 Math Methods 1/2

(for students who have demonstrated outstanding levels at Year 10 General Maths or Year 10 Math Methods. It is preferred that students complete 10 Methods for this pathway.)

Year 11 Specialist Maths 1/2

(for students who have demonstrated outstanding levels at Year 10 Maths Methods)

Year 12 Further Maths 3/4

(for students who have satisfactorily completed Year 11 General Maths)

Year 12 Math Methods 3/4

(for students who have satisfactorily completed Year 11 Math Methods)

Year 12 Specialist Maths 3/4

(for students who have satisfactorily completed Year 11 Specialist Maths)

YEAR 10 PERFORMING ARTS

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
PERFORMING ARTS	Drama	Drama	Drama
	Theatre Studies	Theatre Studies	Theatre Studies
	Music Classroom	Music Performance: Solo	Music Performance: Solo
	Music Performance		
	VET Certificate III Music Performance	VET Certificate III Music Performance	VET Certificate IV Music Performance

Music Classroom

Course Outline

This subject is intended for those students who wish to further develop their listening, creative and performing skills. Students will have the use of a fully equipped practical room consisting of drum kits, PA's, electric guitars, bass guitars and keyboards.

Students will develop skills through activities such as:

- Compositions
- Playing in class practical activities
- Studying basic music theory and writing
- Studying various music styles
- Music technology

Assessment

Performance – any group performance will be assessed. Unit Tasks – includes listening, creative work and all work undertaken throughout the semester.

CONTACT: **Morgan Colgrave**

Music Performance

Course Outline

- Students can do Music Performance through to Year 12. Almost any instrument can be studied (although the standard expected at Year 12 is quite high).
- Students doing Year 10 Music Performance should, therefore, be interested in pursuing Music through to Year 11 or 12 as well as furthering their skills in Year 10
- Students should be able to play an instrument at a reasonable standard – this would require a minimum of 2–3 years of study.
- As students must present a solo performance, they are strongly encouraged to have a teacher for their instrument. If students are not being taught at school, private lessons may be required.
- *Examples include voice, guitar, electric bass, drum-kit, piano, brass and woodwind. Many of these are offered at school.*

Assessment

Practical: there are two areas of work: solo and group listening: development of aural skills Creativity: creating original music through improvisation, arranging music, and melody writing Performance: ensemble and solo performance to an audience Unit tasks: students will keep a workbook or folio of all classroom activities including the set theory work

CONTACT: Morgan Colgrave

Drama

Course Outline

This is a practical performance based subject wherein students refine and extend their understanding of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood/atmosphere, use devices such as contrast, juxtaposition and dramatic symbol as well as modify production elements to suit different audiences. Students continue to engage with diverse performance styles and ways of presenting drama, this includes seeing a live theatre performance for analysis.

The course is designed to develop life skills of communication, co-operation, leadership, use of initiative, self-confidence and self-discipline.

Assessment

- Successful completion is based on: contributions to workshops, rehearsals and performances.
- Practical Workshop: Students must attend and participate in all practical classes.
- Performance: Students will present works to an audience
- Performance analysis of live theatre. It is expected that students will see at least one piece of theatre.

CONTACT: Jess Quick

Theatre Studies

Course Outline

This is a practical subject wherein students will learn about various production roles and how they give shape to performance work. Students will gain skills in the design of: costume, lighting, set, props, sound, hair and make-up as well as examine how acting and direction are applied to interpret scripts.

As they make and respond to Theatre, students explore meaning and interpretation, forms and elements and how Theatre can influence and challenge. They evaluate actors' and designers' success in expressing the directors' intentions in performances they view *and* present as well as identify characteristics of theatre styles.

The course is designed to develop skills related to both performance and technical aspects of theatre.

Assessment

- Successful completion is based on: contributions to workshops, rehearsals and performances.
- Practical Workshop: Students must attend and participate in all practical classes.
- Assessment is based on a number of practical tasks and documentation via a workbook.
- Performance analysis of live theatre. It is expected that students will see at least one piece of theatre.

CONTACT: Jess Quick

YEAR 10 SCIENCE

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
SCIENCE	Biology	Biology	Biology
	Earth and space science	Environmental Science	Environmental Science
	Chemistry	Chemistry	Chemistry
	Physics	Physics	Physics
	Psychology	Psychology	Psychology

All students entering Year 10 must complete at least one semester of science. Students can complete more than one semester of science but should not choose the same subject twice.

If Year 10 Psychology or Unit 1 & 2 of Psychology is undertaken at year 10, a semester of science is still required.

Biology

Course Outline

Biology is the study of living things. It is the science which examines the way in which individual organisms function, how they are structured, and how they co-exist with other life on Earth. In addition, this subject introduces students to more in-depth analysis of biological issues, which affect them and their environment. This unit provides a sound basis for biological studies at higher levels.

Topics include:

- Structure of cells
- Genetics
- Inheritance
- Evolution

Assessment

- Practical work and reports
- Topic tests
- End of semester exam
- Reports and assignments

CONTACT: Ryan Ringin

Chemistry

Course outline

Chemistry is the science that asks questions about materials, the differences between them, how they react with one another, and how heat or other forms of energy affect them. What is water made of? What happens when hydrogen burns? How are plastics made? All these questions are of interest to chemists. This unit is an introduction to chemical theory and techniques, as well as providing an insight into the study of Chemistry at higher levels.

Topics studied include:

- | | |
|---------------------------------|---------------------|
| • Matter | • Atomic Structure |
| • Formation of Compounds | • Chemical Change |
| • Writing of Chemical Equations | • Acids and Bases |
| • Precipitation Reactions | • Rate of Reactions |

Assessment

- | | |
|------------------------|----------------------------------|
| • Topic tests | • Assignments and investigations |
| • End of semester exam | • Research project |
| • Lab reports | |

CONTACT: **Ryan Ringin**

Earth and space science

Course Outline

This unit is an investigation of global systems and how humans impact on the environment. Scientists are working on solutions to the current issues of renewable energy resources and sustainability with some remarkable results, but further research is needed before all the problems are solved.

Topics include:

- Climate change
- Biodiversity and the effects of human activity
- Global systems and cycles
- The greenhouse effect and global warming
- Cosmology & stars
- The universe

Assessment

Wherever possible, topics will be introduced and developed by practical exercises and experiments.

Assessment includes:

- Practical work and reports
- Investigations
- Topic tests
- End of semester exam
- Research investigations
- Reports and assignments

CONTACT: **Ryan Ringin**

Physics

Course Outline

This subject introduces you to the study of Physics, its practical uses and some of the social issues it raises. Physics doesn't just happen in laboratories. It is all around you, in the school, home, farms and factories. It takes place deep inside the Earth and far out in space. You will find physics everywhere.

Topics include:

- Motion: speed, velocity and acceleration.
- Forces: speeding up and slowing down, gravity and weight, reaction forces.
- Energy: potential and kinetic energy, energy changes.
- Electro-magnetic radiation: production, uses and properties.
- Electricity: charges, currents, voltage, resistance and circuits.

Assessment

Topics are covered through theory and practical work, research and investigations. Assessment includes:

- Topic tests
- End of semester exam
- Investigations
- Practical reports
- Research project

CONTACT: Ryan Ringin

Psychology

Course Outline

Psychology is the scientific study of human thoughts, feelings and behaviour. The aim of this subject is to give students an overview of what psychology is, how we study the brain, possible career paths and a taste of the topics covered in Units 1-4. Students will be provided with opportunities to develop scientific understanding through the following key concepts: questioning and predicting, planning and conducting, recording and processing, analysing and evaluating and communicating. These concepts may be investigated within a particular psychological topic to facilitate an understanding of the various aspects of psychology and to provide a focus for scientific inquiries.

Topics include:

- What is Psychology
- Research Methods
- Nervous System
- Sleep

Assessment

Topics are covered through theory and practical work, research and investigations. Assessment includes:

- Tests
- Poster
- Scientific Logbook
- Scientific Poster

CONTACT: Ryan Ringin

YEAR 10 TECHNOLOGY

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
TECHNOLOGY	Product Design & Technology: Metal	VET Certificate II in Automotive (Light Vehicle Mechanics)	VET Certificate II in Automotive (Light Vehicle Mechanics)
	STEM	Systems Engineering	Systems Engineering
	Product Design & Technology: Wood	Product Design & Technology: Wood (not offered in 2023)	Product Design & Technology: Wood (not offered in 2023)
	Home Economics: Advanced Foods	VCE Food Studies	VCE Food Studies
	Home Economics: Food by Design		
	Home Economics: Food for Life		
	Textiles/Fashion Design & Production	Product Design & Technology: Textiles/Fashion Design	Product Design & Technology: Textiles/Fashion Design
	Digital Technologies - Programming & Data Analysis	Applied Computing	Software Development

10 Stem

Course outline

Students learning focus will be on real world problem solving in the STEM disciplines. Students will develop their creative and critical thinking skills through the application of computer modelling, 3D printing, laser cutting, coding and electronics. They will develop both technical and Nontechnical skills with the aim to become self-directed learners. There is a strong emphasis on working collaboratively and linking with industry and Federation University.

Assessment

- Folio Based
- Exam

CONTACT: Steve White

Design and Technology: Metal

Course Outline

In Metal, students run through a program of skill building exercises to further enhance their metal-working techniques.

Topics covered include:

- Safe use of tools and equipment
- Steel fabrication
- Working from plans
- Pattern making
- Welding and design

Assessment

- Skill building exercises
- Exam

CONTACT: Peter Every

Design and Technology: Wood

Course Outline

In Wood, students run through a program of skill building exercises to further enhance their wood-working techniques.

Topics covered include:

- Safe use of tools and equipment
- Product design
- Working from plans
- Pattern making
- Manufacturing

Assessment

- Design brief
- Exam

CONTACT: Justin Bell

Home Economics: Advanced Foods

Course Outline

Students undertaking this course will be expected to develop advanced abilities in preparation, cooking and service of foods for formal functions. This course provides a broad grounding for students wishing to enter careers in catering, and can assist VCE Food Studies and also for those wishing to enter careers in catering.

Theory application includes nutrition, special dietary requirements, menu planning, time management, meal service, budgeting, sensory tasting & sustainability.

Areas of practical study will include:

- Garnishes and hors-d'oeuvres
- Fish, meat and poultry dishes
- Desserts
- Soups and entrees
- Vegetable preparation
- Cookery processes

Assessment

- Design Plan Assessment
- Practical Assessment
- Written exam

CONTACT: Fiona Finnegan

Home Economics: Food by Design

Course Outline

This unit uses the technology process of investigate, design, produce and evaluate to introduce Year 10 students to concepts that are important in enabling them to build their food skills. Using the daily meal plan of breakfast, lunch and dinner, practical sessions will include interesting and challenging ways to prepare and cook suitable foods, developing important skills they will keep for life. The activities undertaken during this unit will extend students' knowledge, experiences, skills and understanding of many foods related topics. This will also help develop students' skills in solving problems, time management and decision making. This unit provides a broad grounding for students pathways in VCE Food Studies or VET Certificate II in Kitchen Operations (Ballarat Cluster).

Assessment

- Design Tasks
- Worksheets
- Written exam

CONTACT: Fiona Finnegan

Home Economics: Food for Life

Course Outline

The primary focus of this unit is food and nutrition, incorporating the technology process for assessment. Topics such as 'nutrition', 'nutrition for adolescents', 'culinary terminology', 'factors influencing food choice', sustainability and 'meal planning' are incorporated into the unit.

Practical activities include muffin and pizza variations, souvlaki, apple custard tarts and lemon chicken with a bok choy stir fry just to name a few. The activities undertaken during this unit will not only extend students' knowledge, experiences, and skills but also provide an understanding of many food and nutrition related topics relevant to our society today. This unit will also help develop students' skills in solving problems, time management, decision making and understanding how to make good food choices. This unit provides a broad grounding for pathways for VCE Food Studies or VET Certificate II in Kitchen Operations (Ballarat Cluster).

Assessment follows the Technology Process:

- Design Tasks
- Worksheets
- Written exam

CONTACT: Fiona Finnegan

Textiles/Fashion Design & Production

Course Outline

This course could be taken as a stand alone unit which would benefit students entering Graphics, Studio Arts, Textiles, Wood or Metal at VCE units 1, 2, 3 & 4. It is designed to extend student understanding of the design process. Students will undertake a series of exercises designed to build confidence and understanding of:

- CAD and freehand approaches to the design process.
- Folio development to promote and present design ideas.
- Effective planning and management of production activities.

Assessment

1. Computer design

- Scanning processes
- Research & development techniques
- Computer composite mood boards and client profiles
- Layouts, presentation justifications, production plans & evaluation plans

2. Design and development

- The design elements and principles
- The product design process.
- Design briefs
- Development of evaluation criteria
- Research techniques
- Fashion illustration techniques
- Design development techniques
- Presentation techniques

3. Textiles/fashion production

- Students will investigate traditional and new materials to determine appropriate qualities and processes
- Students will be introduced to a range of traditional and new techniques and processes which could be incorporated into production work
- Students will assess product design according appropriate to purpose and function
- Students will undertake production activities related to their given work brief
- Student will investigate and apply the most appropriate quality finishes related to their product
- Production planning
- Evaluation of final product and production activities

CONTACT: Fran Deutscher

Digital Technologies - Programming & Data Analytics

Course Outline

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. This course will have a dual focus on data analytics and programming. With data analytics students will use a range of software applications (such as databases, spreadsheets and other data systems) to analyse, visualise and model salient aspects of data. The programming aspect of the course will aim to develop specific coding skills as well as developing standard thinking routines used to develop problem solutions or algorithms. Throughout the course students will be encouraged to evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. Hardware and software concepts/issues will also be covered in the course.

Assessment

- Networking, Hardware and Data Structure Test
- Folio of Application Tasks: Spreadsheets, Databases and other data repositories
- Website Project: Collaborative Google Site - Evaluation of Risks and Sustainability Issues
- Folio of Programming Modules
- Semester Examination

CONTACT: Ben Hunt

VCE ARTS

Art Creative Practice

In Art Creative Practice, students engage in their own art practice with a variety of art forms including drawing, painting, printmaking, mixed media and ceramics, developing their own critical and creative thinking skills. Students use inquiry-based learning to explore their own ideas and personal responses in their practical work while developing their research and analysis skills in responding to the artworks of others. Students learn about the role of art in contemporary society as well as exploring its role in historical cultures and societies. Students learn practical and theoretical skills to enable them to follow pathways into tertiary art education and art-related careers.

CONTACT: Kaitlyn Fry

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In this unit, students use Experiential learning to explore areas of personal interest to develop a series of visual responses in a range of materials and techniques including drawing and painting. They experiment with and develop skills in these artforms while developing their own style and practice. They also examine how artists communicate ideas and meanings in their artworks.

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In this unit, students use the Creative Practice to make and present artworks that communicate their own ideas in response to historical and contemporary culture. Students continue to explore a range of art forms including painting, printmaking, and ceramics. Students use Inquiry learning to explore the artistic and collaborative practices of artists while learning about how culture is reflected in artworks.

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

In this unit, students use Inquiry and Project-based learning to develop their own Body of Work based on their own areas of interest. Students select materials and techniques to explore while communicating their own meanings and messages. Students research selected artists as inspiration and produce artworks in response to their chosen artists.

UNIT 4: INTERPRETING RESOLVING AND PRESENTING THE CREATIVE PRACTICE

In this unit, students continue working on their own Body of Work, reflecting on feedback to further refine and resolve their ideas in their artworks. They further develop their skills and practice in their chosen artform. They also examine how artworks can contain different aspects and layers of meaning and compare the different meanings and messages in artworks.

Art Making and Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop, and refine their use of chosen materials and techniques. Students will also learn how artworks are displayed and exhibitions are curated, visiting and viewing exhibitions and displays.

At Ballarat High School, we offer two classes of Art Making and Exhibiting to allow students to specialise on their chosen artform/s. These classes often run separately at Units 1 and 2 and then combine in Units 3 and 4 if numbers do not allow for separate classes in Year 12.

- **Art Making and Exhibiting: Photography**
- **Art Making and Exhibiting: Painting, Drawing, and 3D**

Please note, this is the same subject, and students cannot choose both.

Students who wish to study art forms such as painting, drawing and ceramics as well as photography must therefore choose ‘**Art Making and Exhibiting: Photography**’ and ‘**Art Creative Practice**’

Art Making and Exhibiting: Painting, Drawing and 3D

UNIT 1 – EXPLORE, EXPAND, AND INVESTIGATE

In this unit, students explore different techniques and processes in a range of art forms to build their understanding of different materials which may include painting, drawing, ceramics and printmaking. They learn about the historical development of specific art forms and investigate how different artists have used materials, techniques, and processes in their artworks and present a proposed exhibition.

UNIT 2 – UNDERSTAND, DEVELOP, AND RESOLVE

In this unit, students continue to build their skills in materials and techniques relevant to their own interest building on from Unit 1. They manipulate art elements, principles, and aesthetic qualities to make artworks in response to a theme. They visit an exhibition and design their own thematic exhibition.

UNIT 3 – COLLECT, EXTEND, AND CONNECT

In this unit, students focus on the development of their own ideas. To do this, students research artists and record their ideas and artmaking in a Visual Arts journal (folio). They make artworks and present a critique and learn about how to respond to feedback. Students also learn about the role of the curator and how exhibitions are prepared and displayed.

UNIT 4 – CONSOLIDATE, PRESENT, AND CONSERVE

In this unit, students continue to develop their own artmaking in their chosen artform. They research the connections between specific artists and their own artworks. Students visit exhibitions and learn about how artworks are conserved and what care methods have been used and apply this understanding to their own artworks.

CONTACT: Kaitlyn Fry

Art: Making and Exhibiting (Photography)

The art form studied in this course is photography and its related processes. Students will be able to explore their interests in Digital SLR photography, image processing and printing techniques– including some black and white film photography and darkroom techniques.

UNIT 1 – EXPLORE, EXPAND, AND INVESTIGATE

In this unit, students explore different techniques and processes in a range of art forms to build their understanding of different materials which will include digital SLR photography, image processing, and some analogue / darkroom processes. They learn about the historical development of specific art forms and investigate how different artists have used materials, techniques, and processes in their artworks and present a proposed exhibition.

UNIT 2 – UNDERSTAND, DEVELOP, AND RESOLVE

In this unit, students continue to build their skills in materials and techniques relevant to their own interest building on from Unit 1. They manipulate art elements, principles, and aesthetic qualities to make artworks in response to a theme. They visit an exhibition and design their own thematic exhibition.

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CONTACT: Kaitlyn Fry

Quick Guide: What is the difference between Art Creative Practice and Art Making and Exhibiting?

	Art: Creative Practice	Art: Making and Exhibiting
	Artforms: Photography, Drawing, Painting, Printmaking, Ceramics, Sculpture, Digital Imagery, etc	
Prac 60%	Students explore across artforms and often combine them to communicate ideas, issues and personal responses.	Explore the characteristics of their chosen artform and become skilful in its application to create and exhibit artworks.
Theory 40%	Study current and historical artists' communication of ideas, issues and personal responses. Consider values, beliefs and traditions of cultures.	Study other artists' use of materials, techniques and processes. Explore how artworks are planned, created, exhibited and preserved.

Media

Students take an analytical and creative approach to studying aspects of the media, ranging from film, television, radio, internet and print. They will have the opportunity to explore texts from different eras as well as creating their own media products.

UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

In this unit you will learn about how images are presented, related and ordered. Also the codes and conventions involved in creating images will be explored. The equipment used to produce images will be examined and used by you to create a media product.

UNIT 2 – NARRATIVE ACROSS MEDIA FORMS

You will discover how the TV News is constructed and how newspapers are produced, and gain experience in developing your own product.

UNIT 3 – MEDIA NARRATIVES AND PRE-PRODUCTION

You will study two films and learn how to analyse the various components. You will devise a project of your own and design a plan for it. While doing this you will gain the appropriate technical expertise to complete your project in Unit 4.

UNIT 4 – MEDIA PRODUCTION AND ISSUES IN THE MEDIA

You will complete your project and examine the influence of the media on society.

CONTACT: Jamie Greenwood

Visual Communication Design

Visual Communication focuses on the development of design skills and can be of benefit to students with an interest in any design field. Graphic, Industrial, Product, Architectural, Interior, Landscape, Fashion, Web and are some examples. Students work through practical projects to develop drawing, illustration and presentation skills, including the use of digital techniques and processes. They also study the vocabulary and grammar of visual communication, which includes an understanding of, and application of drawing and drawing convention, design elements, and principles and function of design in communication.

UNIT 1 – INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Students focus on the development of essential drawing skills, the use of the design elements and principles through design projects and explore the historical and cultural factors which impact on design.

UNIT 2 – APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Students study Technical Drawing, Typography and undertake a series of advanced design projects.

UNIT 3 – DESIGN THINKING AND PRACTICE

Students analyse the professional practice of existing designers from a variety of fields and use this learning to inform and refine their own design process. Students establish a plan for their major design task in unit 4.

UNIT 4 – DESIGN DEVELOPMENT AND PRESENTATION

Students engage in a highly developed design process from initial brainstorming through to final presentation. They then pitch their designs to the class.

CONTACT: Jack Marshall

VCE ENGLISH

Year 10 students are unable to select VCE English subjects.

English

English is concerned with enhancing a student's communication skills through the modes of reading, writing and speaking.

UNIT 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts to position audiences.

UNIT 2: In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

UNIT 3: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

UNIT 4: In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

English Language

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

UNIT 1 & 2: Language and communication and Language change: The use of language is an essential aspect of human behaviour, the means by which individuals relate to each other and to their own particular communities. Unit One is concerned with the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. Unit 2 looks at the inevitability and the continual process of change. The unit explores the development of English in its many forms.

UNITS 3 & 4: Language variation and social purpose and Language variation and identity: these units can be studied without having studied Units One and Two. They involve extensive study of how people use language and what can be learnt about people and their background from the way they use language, how they write and how they speak. There is scope to examine film and television, the print media, advertising, letters, speeches, extracts from literature, indeed any area where language, in whatever form, is used.

Literature

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

UNIT 1 - Approaches to Literature

This unit focuses on how literature represents human experience and is designed to allow students to develop practices that deepen their understanding of a text. Narrative, characterisation, structure and language of literary texts are all explored.

UNIT 2 - Context & Connections

The focus of this unit is on students' critical and creative responses to texts. Students explore the contexts and forms of literary works and how these affect their meanings and ideas.

UNIT 3 - Form & Transformation

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, nonprint or combinations of these) affects meaning, the ways texts represent views and values and the social, historical and cultural contexts of literary works.

UNIT 4 - Interpreting Texts

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses as well as the concerns, the style of the language and the point of view in their re-created or adapted work. Students develop an interpretation of a text and learn to shape their insights into a clear, substantiated response.

CONTACT: Polly Durey

VCE HAPE

Health & Human Development

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. With a focus on youth, students consider their own health as individuals and as a cohort.

Area of Study 1 - Health perspectives and influences **Area of Study 2** - Health and nutrition

Area of Study 3 - Youth health and wellbeing

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students make inquiries into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies.

Area of Study 1 - Developmental transitions **Area of Study 2** - Health care in Australia

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Area of Study 1 - Understanding health and wellbeing **Area of Study 2** - Promoting health and wellbeing

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UNs') Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Area of Study 1 - Health and wellbeing in a global context

Area of Study 2 - Health and the Sustainable Development

CONTACT: Mark Verberne, Heather Kearle, Steph Kallio, Pat Lynch

Outdoor Education and Environmental Studies

It is recommended that students who wish to undertake OES, complete it in Year 10 and Year 11 to minimise the impact on Year 12 studies.

UNIT 1: EXPLORING OUTDOOR EXPERIENCES

Students will 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 nature. Camp: Anglesea \$320 (Approx)

Area of study 1

Motivations for outdoor experiences

Area of study 2

Influences on outdoor experiences

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

Students are introduced to a variety of outdoor environments from a number of perspectives. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences.

Area of study 1

Investigating outdoor environments

Area of study 2

Impacts on outdoor environments

Camp: Rubicon \$300 (Approx)

UNIT 3: 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 events and issues subsequent to European settlement. They also study the social, cultural, economic and political factors that influence these relationships between humans and the environment.

Area of study 1

Historical relationships with outdoor environments

Area of study 2

Relationships with Australian environments since 1990

Camp: Grampians rock climbing trip \$150 (Approx)

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

Students explore the contemporary state of environments in Australia and the importance of natural environments for individuals and society. They examine the nature of sustainability and evaluate the health of outdoor environments. Students also focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen.

Area of study 1

Healthy outdoor environments

Area of study 2

Sustainable outdoor environments

Camp: Falls Creek Snow trip \$900-\$950 (Approx)

CONTACT: Michael Sordello, Jane Douglass, Mikayla Meyer

Physical Education

UNIT 1: HUMAN BODY IN MOTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Area of Study 1 - How does the musculoskeletal system work to produce movement?

Area of Study 2 - How does the cardiorespiratory system function at rest and during physical activity?

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Area of Study 1 - What are the relationships between physical activity, sport, health and society?

Area of Study 2 - What are the contemporary issues associated with physical activity and sport

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Area of Study 1 - How are movement skills improved?

Area of Study 2 - How does the body produce energy?

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training.

Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Area of Study 1 - What are the foundations of an effective training program?

Area of Study 2 - How is training implemented effectively to improve fitness?

Contacts: Michael Sordello, Jill Muir, Ashley Baker

VCE HUMANITIES

Accounting

UNIT 1 - ROLE OF ACCOUNTING IN BUSINESS

In this unit students explore the various reasons why people establish their own business, ownership structures and factors that relate to the success or failure of a business. Students then look at the role accounting and the significant role accounting has in the success or failure of a business. Students also look at ways to record and report accounting information, including both manual and ICT methods.

UNIT 2 - ACCOUNTING AND DECISION-MAKING FOR TRADING BUSINESSES

In this unit, students record, analyse and evaluate business performance related to inventory, accounts receivable, accounts payable and non-current assets. Students study and discuss the possible effects of financial and non-financial information in regards to inventory, including ethical considerations. Students also study strategies for recording and reporting transactions in relation to accounts receivable and accounts payable and must consider the ethical considerations involved in managing accounts.

UNIT 3 - FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

UNIT 4 - RECORDING, REPORTING, BUDGETING AND DECISION MAKING

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

CONTACT: Barbara Walsgott

Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. In this unit students examine the ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management.

CONTACT: Traci Robins

History – Modern History

This unit allows students to examine some of the world's major political, economic and cultural events in the twentieth century.

UNIT 1: Change and Conflict

This unit allows students to examine some of the world's major political, economic and social events in the twentieth century. UNIT 1: Explores two major areas "Ideology & Conflict" and "Social and Cultural Change". The first of these studies examines significant changes that occurred in Europe between the 19th century to 1945. Focusing on the rise and fall of monarchies, dictators and democracies, we uncover significant individuals and events that altered the course of world history resulting in two major global conflicts in the first half of the 20th century. In our second area of study we explore the major social and cultural shifts that occurred during the interwar period.

Areas of Study:

- Ideology and Conflict • Social and Cultural Change

UNIT 2: The Changing World Order

In Unit 2 we study the changing world order that resulted from WWII. In this unit we examine the "Causes, Course and Consequences" of the Cold War with a focus on the rise of new superpowers USA and Soviet Union including the nuclear arms race and proxy wars including the Vietnam War. Finally, we explore "Challenge and Change" which examines the many social and political issues that have impacted progressed from 1945 to the present.

Areas of Study:

- Causes, Cause and Consequences of the Cold War • Challenges and Change

CONTACT: Nathan Thomas

History – Revolutions

Revolutions have always tried to destroy regimes that do not represent the interests of its people. They quickly try to build new societies or governments but in so doing cause destruction and construction, dispossession and liberation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Students will examine a number of issues related to revolutions. What was the cause of the revolution and what led to a loss of confidence in the previous government? With the collapse of the old order what revolutionary ideas or movements will replace it? What roles do individuals play in change? What difficulties were faced in changing society?

Units 3 & 4 – Students will study the Russian and the Chinese Revolution.

Areas of Study:

- Causes of Revolution
- Consequences of Revolution

CONTACT: Jon Delacy

Philosophy

UNIT 1 – EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? Are you more than just a body? Do we have free will? Does God exist? What is time? What is knowledge? Is there such a thing as the truth? Can science provide truth? These are some of the fundamental questions which are explored in this Unit. This Unit begins the journey to explore the philosophical theories as well as what it means to do philosophy and reason philosophically.

- Metaphysics – Idealism/Materialism, Mind and Body, the problem of Free Will, God and Time. Students will have an opportunity to select which themes we will study.
- Epistemology – Knowledge, Truth, Belief, Justification, Types of Knowledge, Science, Knowledge and Truth, and Objectivity. Students will have an opportunity to select which themes we will study.
- Introduction to philosophical reasoning – What is an argument? How can we evaluate arguments?

UNIT 2 – QUESTIONS OF VALUE

This area of study explores ethical, political and aesthetic issues and questions concerned with living in the contemporary world. What is good and bad, right and wrong? Where does or should notions of right and wrong come from? What is justice? What is art?

- Ethics & moral philosophy – Is there such a thing as right or wrong or are they human constructs? How do we decide what is right and wrong? Is abortion, the death penalty, euthanasia etc, ever ethically justified?
- Further problems in value theory – Political Philosophy and Aesthetics - What are rights? What is justice? Should governments intervene in our lives? What is a work of art? Who or what gets to decide? How should we interpret works of art? Do I have to be true to the artists intentions?
- Techniques of philosophical reasoning - further explore how arguments are constructed.

UNIT 3 – MINDS, BODIES AND PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

- Minds and Bodies: Key Philosophers - Descartes, Smart and Nagel
- Personal Identity: Key Philosophers - Locke, Hume, and Michaels

UNIT 4 – THE GOOD LIFE

This unit explores ideas concerning the nature of the Good Life as developed by ancient and modern philosophers, and encourages students to compare these ideas and explore them in the context of technological developments.

- Conceptions of the Good Life: Key Philosophers - Socrates, Plato, Aristotle, Nietzsche, Wolf
- Living the Good Life in the 21st century: Key Question – To what extent does technology enhance or hinder the Good Life?

CONTACT: Bonnie Zuidland

Legal Studies

VCE Legal Studies is an introduction to the study of Australian law. It looks at how law affects us in our everyday lives and what our rights and responsibilities are. We study both criminal and civil law and how cases are presented in court.

UNIT 1 – GUILT AND LIABILITY

This unit focuses on the importance of criminal and civil law in protecting the rights of individuals. Students study the foundations of criminal and civil law, the presumption of innocence, civil liability and will be required to apply these concepts to case studies.

UNIT 2 – SANCTIONS, REMEDIES AND RIGHTS

This unit focuses on what occurs once an individual's rights have been infringed. Students are required to study at least two criminal and two civil cases, in depth, and make judgements about sanctions and remedies. Students will also study a number of ways in which rights are protected in Australia and compare this to one other country.

UNIT 3 – RIGHTS AND JUSTICE

This unit explores both the Victorian Criminal Justice System and the Victorian Civil Justice System. Students discuss the principles of justice, fairness, equality and access and the key concepts of each justice system.

UNIT 4 – THE PEOPLE AND THE LAW

In this unit, students take a closer look at the relationship between the people and the Australian Constitution. Students will discuss the significance of High Court cases and the role of the courts and parliament in creating and interpreting the law.

CONTACT: Barbara Walsgott or Matthew Richardson

VCE LANGUAGES

German

German is the most widely spoken language in Europe. It is spoken by 100 million native speakers in Germany, Austria, Switzerland and bordering areas. Another 20 million native speakers of German live in countries in and outside Europe. German has always had a strong standing as a language for science and technology. Every seventh publication in the world is in German. Economists predict that German will soon be one of the major trading languages in the world. It is already a leading trading language in the European community. Germany is Australia's fourth largest trading partner. Also German forms part of the Australian cultural heritage. It is marked as a priority language in the national Languages Policy. There is a notable community interest in reviving the knowledge of German.

Unit 1

In Unit 1, students study topics related to everyday life. This may include family, sport and health, or school. They demonstrate their increased understanding of German through assessments such as listening tests, an interview and reading comprehension.

Unit 2

In the second semester of Year 11, students study German cities, the environment or fairy tales. They continue to develop their ability to communicate in German in both spoken and written forms. Possible assessments include a journal entry, an interview or a formal letter.

Unit 3

In Unit 3, students begin their detailed study. In School Assessed Coursework they write a 250 word personal or imaginative piece. They also analyse and use information from spoken texts and complete a 3 to 4 minute role play.

Unit 4

In this unit, students are preparing for the end of year oral and written exams. School Assessed Coursework includes a 3 to 4 minute interview and a 250–300 word persuasive, informative or evaluative piece.

CONTACT: Dani Bjelanovic

Japanese

Japanese is spoken by over 120 million people and Japan is one of Australia's largest trading partners. Japanese language and cultural sensitivity is vital for a growing number of employers. Learning a foreign language, and particularly an Asian language, can give a student an advantage ahead of other applicants seeking employment, not only for their ability to communicate in another language, but for their proven capability to learn one. Australians' interest in Japanese cuisine, lifestyle and culture (such as martial arts, sports and flower arranging) is growing rapidly, and so learning this language provides opportunities to expand a student's interest.

Unit 1

Students develop an understanding of the language and culture of Japanese speaking communities. They consolidate and extend vocabulary and grammar knowledge and language skills through interviews or conversations, listening to authentic texts, and creating written presentations.

Unit 2

This unit focuses on analysing visual, spoken and written texts as well as learning about significant figures that have contributed to Japanese culture or society. Outcomes focus on interpreting and differentiating between general and specific meaning.

Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas, negotiate and persuade. Students consider the influence of language and culture in shaping meaning. Assessment takes the form of negotiation role plays, interpreting information and expressing ideas through personal writing.

Unit 4

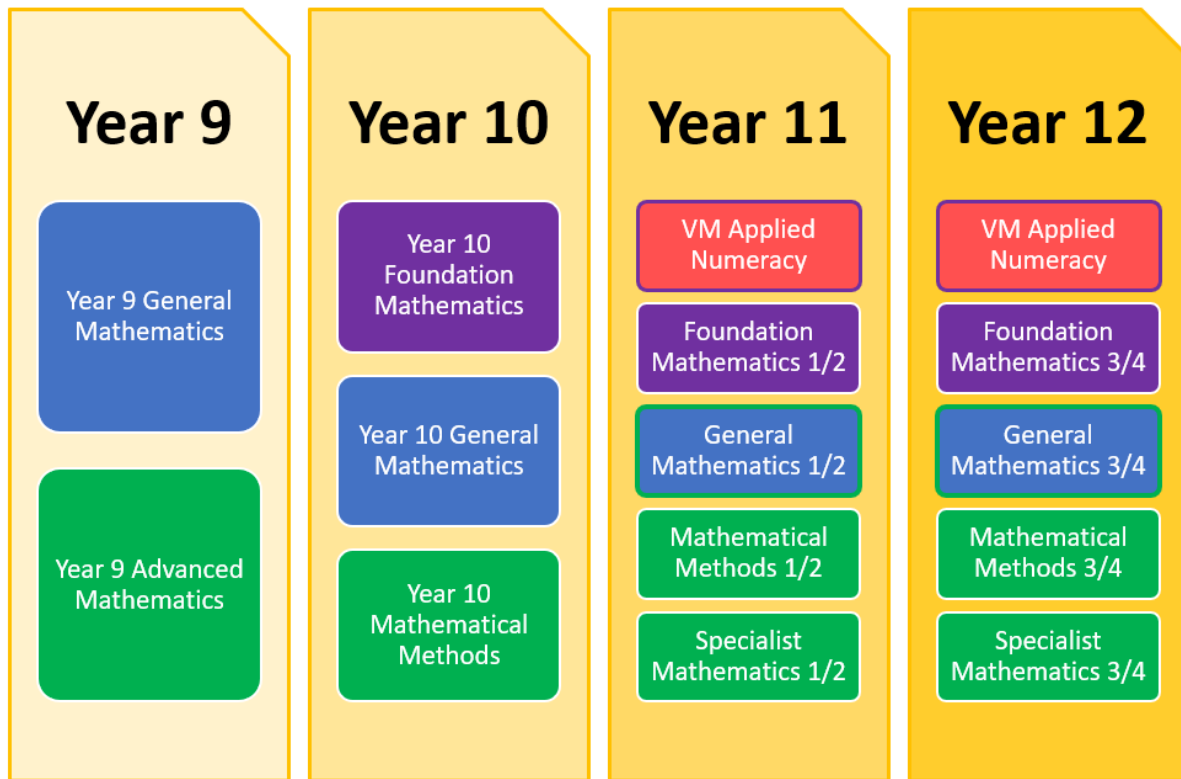
In the final unit students research and present information on an aspect of Japanese culture or life. Students research specific content, language and information related to the area of study, and also analyse and present information extracted from a variety of texts. The final assessment involves students writing evaluative or persuasive texts, followed by end of year exams.

CONTACT: Simon Coles

VCE MATHS

CONTACT: Jaz Plinius-Wiese

BHS MATHEMATICS PATHWAYS



Mathematics is a study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It provides a symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage the environment.

There are four mathematics subjects offered at VCE Units 1 and 2 level:

- **Foundation Mathematics – 1 & 2**
- **General Mathematics - 1 & 2**
- **Mathematical Methods - 1 & 2**
- **Specialist Mathematics - 1 & 2**

There are four mathematics subjects offered at the VCE Units 3 and 4 level:

- **Foundation Mathematics - 3 & 4**
- **General Mathematics - 3 & 4**
- **Mathematical Methods - 3 & 4**
- **Specialist Mathematics - 3 & 4**

NOTE: Numeracy is only available to students undertaking the Vocational Major Applied Program. Information can be found earlier in this document.

Units 1 & 2 Foundation Mathematics

Foundation Mathematics Units 1 & 2 provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. It is recommended for students who may still require VCE maths, but have not coped with Year 10 General Mathematics.

Areas of Study:

- Data Analysis, probability and statistics
- Financial and Consumer Mathematics
- Space and Measurement
- Number and structure

Units 1 & 2 General Mathematics

General Mathematics Units 1 & 2 provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. General Mathematics 1&2 is designed to prepare students for General Mathematics 3 & 4.

Students intending to study Specialist Mathematics in Year 11 and 12 are strongly advised to select VCE General Mathematics 1 & 2 in Year 10 instead of Year 11.

Areas of Study:

- Data Analysis (Univariate and Bivariate), probability and statistics
- Recurrence relations and sequences
- Linear functions, graphs and models
- Matrices
- Networks
- Non-linear data modelling
- Space, measurement and trigonometry

Units 1 & 2 Mathematical Methods

Mathematical Methods Units 1 & 2 provides for the study of elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Mathematical Methods 1 & 2 is designed as a preparation for Mathematical Methods 3 & 4. Students will develop CAS technology skills and apply these to solve mathematical applications. There is a strong emphasis in the course on Graphing and Algebra.

Areas of Study:

- Functions, relations and graphs
- Algebra
- Calculus
- Probability and statistics

Units 1 & 2 Specialist Mathematics

Specialist Mathematics Units 1 & 2 provides for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4. These students must study Mathematical Methods 1/2 in Year 11 and it is highly recommended they concurrently study Specialist Maths 1/2.

Areas of Study:

- Proof and number
- Graph theory
- Logic and algorithms
- Combinatorics
- Simulation and sampling
- Vectors in the plane
- Complex numbers

Units 3 & 4 Foundation Mathematics

Foundation Mathematics Units 3 & 4 provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. This is the recommended pathway for students that have completed Units 1 & 2 Foundation Mathematics, but any other 1 & 2 mathematics subjects will have provided essential knowledge needed.

Areas of Study:

- Data Analysis, probability and statistics
- Financial and Consumer Mathematics
- Space and Measurement
- Number and structure

Units 3 & 4 General Mathematics

This is the main mathematical course studied for Year 12. General Mathematics Units 3 & 4 provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Areas of Study:

- Data Analysis (Univariate and Bivariate)
- Recursion and Financial Mathematics
- Matrices
- Networks and Decision Mathematics

Units 3 & 4 Mathematical Methods

Mathematical Methods Units 3 & 4 provides for the study of elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine. Students must have completed Mathematical Methods Units 1 & 2 as a prerequisite for entry into these units.

Areas of Study:

- Functions, relations and graphs
- Algebra
- Calculus
- Probability & Statistics

Units 3 & 4 Specialist Mathematics

Specialist Mathematics Units 3 & 4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Areas of Study:

- Logic and proof
- Calculus
- Differentiation
- Integration
- Differential Equations
- Kinematics
- Vectors
- Complex Numbers

Please note: Students intending to study Specialist Mathematics 3/4 in Year 12 must concurrently study Mathematical Methods 3/4. These students must study Mathematical Methods 1/2 in Year 11 and it is highly recommended they concurrently study Specialist Maths 1/2.

VCE PERFORMING ARTS

Music Performance (Solo Performance)

This subject is for instrumentalists / singers who would like to continue developing on their instrument as part of their school study. These students can pursue an enormous range of options from bagpipes, electric bass and violin to modern vocal. Students MUST have an instrumental teacher from within or outside the school. In the five periods, students work on performances (solo and group), developing their aural/listening skills, creative work and investigating music styles. Being able to read music is an advantage. Students should see Mr. Colgrave before selecting to do units 3 and 4.

UNITS 1 & 2

You will focus on improving your instrumental skills. The grade you receive will reflect this growth. You will perform in groups, develop listening skills (aural), engage in a range of creative activities (composing, arranging, improvising) and investigate musical styles. All assessments are carried out by the school.

UNITS 3 & 4

The school assesses 30% of the final mark, 50% is assessed on the solo performance externally, 20% aural and written test assessed externally. The solo performance is graded by an external examiner based on absolute standards.

CONTACT: Morgan Colgrave

Drama

The study of Drama both continues and introduces skills and activities associated with performance Drama, such as role play, solo performance, and ensemble work. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

UNIT 1– DRAMATIC STORYTELLING

You will develop characters from theatre history and modern situations and transform these into performance in both group and solo activities.

UNIT 2 – CREATING AUSTRALIAN DRAMA

Here you will use play scripts to create and present dramatic performances, as well as analyse the work of professional theatre companies.

UNIT 3 ENSEMBLE PERFORMANCE

You will work as an ensemble and perform to explore non–realistic drama.

UNIT 4 – SOLO PERFORMANCE

In this unit you will study theatre history and select from a list of topics, develop a solo performance.

CONTACT: Jess Quick

Theatre Studies

You will study the traditions, styles, conventions and crafts of theatre. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

Areas of Study

UNIT 1 – THEATRICAL STYLES OF THE PRE-MODERN ERA

Stagecraft in this unit forms the basis by which students learn to realise play scripts. Stagecraft includes equipment and materials, design, construction, artistic and business management. You will focus on works prior to the 1880s.

UNIT 2 – THEATRICAL STYLES OF THE MODERN ERA

You will focus on plays from the 1880s to the present. Here you will explore a range of performance styles and the theatrical conventions that are appropriate to these styles.

UNIT 3 – PRODUCTION DEVELOPMENT

Here you will produce a play or excerpts to explore the production process.

UNIT 4 – PERFORMANCE INTERPRETATION

You will select a monologue from a prescribed text and develop it to performance.

CONTACT: Jess Quick

VCE SCIENCE

Biology

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation. They explore how systems function and consider the role of homeostasis.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They examine chromosomes, alleles, epigenetic factors and environment influences on gene expression. Students analyse the advantages and disadvantages of sexual and asexual reproduction including cloning technologies. They also study adaptations that enhance an organism's survival. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in the Australian ecosystem.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit students explore the relationship between nucleic acids (that make up DNA and RNA) and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students also investigate the biochemical pathways of photosynthesis and cellular respiration.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and how application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students examine the evidence for relatedness between species and change in life forms over time including human evolution.

CONTACT: Ryan Ringin

Chemistry

Chemical processes have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students will also investigate the nature of metals and their properties, including metallic nanomaterials. Fundamental quantitative aspects of chemistry are introduced.

UNIT 2 – WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

This unit introduces the role of water in the environment and the principles of green chemistry. Acid–base and redox reactions are developed, and the use of chemical calculations is extended. Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

UNIT 3 – HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

In this unit students focus on the options for energy production and how can the yield of a chemical product can be optimised

UNIT 4 – HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

In this unit students investigate how the diversity of carbon compounds are explained and categorised, and the chemistry of food

CONTACT: Ryan Ringin

Environmental Science

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services. In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

UNIT 1 - HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change. A student-adapted or student-designed scientific investigation is undertaken in this unit.

UNIT 2 - WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water. A student-directed investigation is to be undertaken in this unit.

UNITS 3 & 4 ARE NOT ON OFFER IN 2023

CONTACT: **Ryan Ringin**

Physics

Physics aims to develop an understanding of the behaviour of the material world. It has been a challenge to the human mind. Great scientists like Einstein, Newton and Galileo have given us some of the answers as to how the Universe operates, from the smallest nucleus in an atom to the enormity of space. Their imagination and ingenuity have given us a fundamental understanding which applies to a wide range of rewarding careers in science and technology. Users of physics get excited by exploring all sorts of physical things like sound, movement, electricity, light, atoms, astronomy, health, materials, machines and electronics. They have fun experimenting to gain a better knowledge of these physical phenomena.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

- Thermodynamics
- Electricity
- Matter

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

- Motion
- Student/Teacher negotiated area of study
- Extended practical investigation (thermodynamics or electricity)

UNIT 3 - HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

- How do things move without contact
- How are fields used to move electrical energy
- How fast can things go

UNIT 4 - HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

- How can waves explain the behaviour of light
- How are light and matter similar
- Practical investigation

CONTACT: Ryan Ringin

Psychology

Psychology is the systematic study of behaviour and mental processes. In learning about their own and others' behaviour, students become aware of the complexities and variations involved in all kinds of behaviour. Students also develop knowledge and skills about scientific research methods, including an appreciation of ethics and controversial issues involved in psychology.

Psychology is relevant to most careers dealing with people, and is included as a component, in a broad range of tertiary studies including education, health, welfare, industry, business and administration. Psychology is also a career path for students interested in counselling and/or behavioural research. Fields include early childhood learning, industrial relations, criminal matters, sports motivation and personal development.

Unit 1 - HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development and the development of thoughts, feelings and behaviours.

Unit 2 - HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Unit 3 - HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Students investigate the nervous system and how it influences behaviour. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge.

Unit 4 - HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach.

CONTACT: Ryan Ringin

VCE/VET TECHNOLOGY

VCE Food Studies

VCE Food Studies allows students to develop their understanding of food while acquiring practical skills to cook and prepare meals. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, nutrition, food manufacturing, food science, and hospitality.

Unit 1

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world including the evolution of food/agriculture, Indigenous food and food from international cultures.

Unit 2

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high-quality food that meets the needs of consumers.

Unit 3

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food while Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop.

Unit 4

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, sustainability, technology, and the challenges of food security. Area of Study 2 focuses on individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make food choices.

CONTACT: Fiona Finnegan

VCE Product Design and Technology

VCE Product Design and Technology is open to all students studying in years 10, 11 and 12 at Ballarat High School. VCAL and VCE students and Year 10 students still deciding on an appropriate pathway are welcome to apply. Students participating in Units 3 and 4 will be required to purchase their own materials after class discussion about appropriate projects for individual students based on their personal budgets.

VCE Product Design and Technology offers students a range of career pathways in design fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

There are no prerequisites for entry to Units 1, 2 and 3 and students can apply for a single semester course participating in Units 1 to 3 though students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Non-scored VCE students and VCAL students do not need to participate in the external examination process to receive a satisfactory in the course outcomes.

Unit 1: Sustainable Product Redevelopment

Area of Study 1 - Sustainable redevelopment of a product

Area of Study 2 - Producing and evaluating a redeveloped product

Unit 2: Collaborative Design

Area of Study 1 - Designing within a team

Area of Study 2 - Producing and evaluating within a team

Unit 3: Applying the Product Design Process

Area of Study 1 - Designing for end-user/s

Area of Study 2 - Product development in industry

Area of Study 3 - Designing for others

Unit 4: Product Development and Evaluation

Area of Study 1 - Product analysis and comparison

Area of Study 2 - Product manufacture

Area of Study 3 - Product evaluation

Why study Product Design and Technology?

Product Design and Technology is a valuable subject for students considering employment in building surveying, cabinet making, landscape architecture, furniture design, fashion design, fabric design, fashion marketing, metal fabrication, fitting and machining and more. It is not usually a prerequisite for tertiary courses but it can be a useful tool for the demonstration of related skills when applying for places in courses.

CONTACT: Fran Deutscher (Textiles)

Information Technology - Applied Computing

Year 11 – Computing: Data Analytics Unit 1

In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Area of Study 3 students are encouraged to work in small groups and use web authoring software to create a website which presents an overview of an issue associated with the use of mobile devices.

Year 11 – Computing: Programming Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Year 12 - Software Development Unit 3

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Year 12 - Software Development - Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

CONTACT: Ben Hunt

Systems Engineering

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro technological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications

The study is made up of four units.

Unit 1: Mechanical systems

Unit 2: Electro Technological systems

Unit 3: Integrated and controlled systems

Unit 4: Systems control

Contact: Stephen Kuhn