

Ballarat High School



Year 10 - 12 Course
Descriptions



HIGHfacts 2024

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[Art Making and Exhibiting](#)
[Media](#)
[Visual Communication Design](#)

VCE ENGLISH

[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](#)
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VCE MATHS

[Foundation Mathematics](#)
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VCE PERFORMING ARTS

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VCE SCIENCE

[Biology](#)
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Welcome to HIGHfacts

Victoria has moved to a new integrated senior secondary certificate that offers two senior secondary certificates, the VCE and VCE Vocational Major. These new certificates 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 2025, Year 10 students will be able to enrol in either 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.

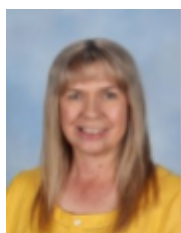
Year 9 students who are considering the VCE Vocational Major in 2025 should consider doing a VET subject in Year 10. We offer a range of VET subjects onsite at Ballarat High School including Automotive, Business, Community Services, Music and Sport & Recreation. These subjects are supplemented by offerings from the VET Cluster.

To support the subject selection process, there will be a Pathways Information Night on Thursday, July 20. 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 & Wellbeing Mentor, and their team leader. The process will culminate with Course Confirmation Interviews on Wednesday, August 16.

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
- 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
- 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.



Sharon Eppingstall
Assistant Principal 11-12



Tim Davey
Assistant Principal 9-10

Key Dates

Year 9 → 10

Thursday 20th July	Parent Information Night
Friday 21st July	Online course selections open
Monday 31st July	VET Cluster Online Applications open
Friday 4th August	VET Supported Application (Periods 1 & 2)
Monday 7th August	VET Cluster Online Close
Monday 14th August	VET Cluster - first round of offers
Wednesday 16th August	Year 9 Course Confirmation Parent Interviews

Year 10 → 11

Wednesday, 12th July	VCE VM Applied & VET Information Session - Year 10 Learning & Wellbeing (JNIC/ADOV)
Thursday 20th July	Parent Information Night
Friday 22nd July	Online course selections open
Monday, 24th July	VCE VM Applied Program Applications close
Wednesday, 2nd August	VCE VM Applied Supported VET Application
Thursday, 3rd August	VCE VM Flex Supported VET Application
Friday, 4th August	Year 10 Supported VET Application (Periods 5 & 6)
Monday, 31st July	VET Cluster Online Applications open
Monday 7th August	VET Cluster Online Applications close
Monday 14th August	VET Cluster - first round of offers

Subject Selection Contacts 9 - 12



Assistant Principal 9-10
Tim Davey



Sub-school Leader 9-10
Tom Arnold



Assistant Principal 11-12
Sharon Eppingstall



**Sub-school Leader 11 - 12
& VCE**
Will Leversha



Vocational Major
Jenni Nicholls



VET & MIPS
Ally Dovaston



MIPS
Andrew Wallace

Team Leaders



Year 11 Team Leader
Belinda Wehl



Year 10 Team Leader
Emily Marshall



Year 9 Team Leader
Eloise Alison



Year 11 Team Leader
Karen Lee



Year 10 Team Leader
Patrick Stewart



Year 9 Team Leader
Nathan Thomas

Curriculum Contacts



Curriculum
Fiona Lindsay



Arts
Jack Marshall



English
Polly Durey



HAPE
Faith Scholten



Humanities
Barb Walsgott



Languages
Simon Coles



Mathematics
Emily Hobbs



Performing Arts
Morgan Colgrave



Science
Steven Pompe



Technology
Fran Deutsher

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/>



Ally Dovaston



Andrew Wallace

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 or 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 2024. 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.

2024 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 & 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	Design and Technology: Textiles
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 Practical	Design & Technology: Wood
Art: 2D	Law	Music Performance	10 STEM
Art: Drawing/3D Sculpture	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 HIGH FACTS 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			

2024 VCE Subject List

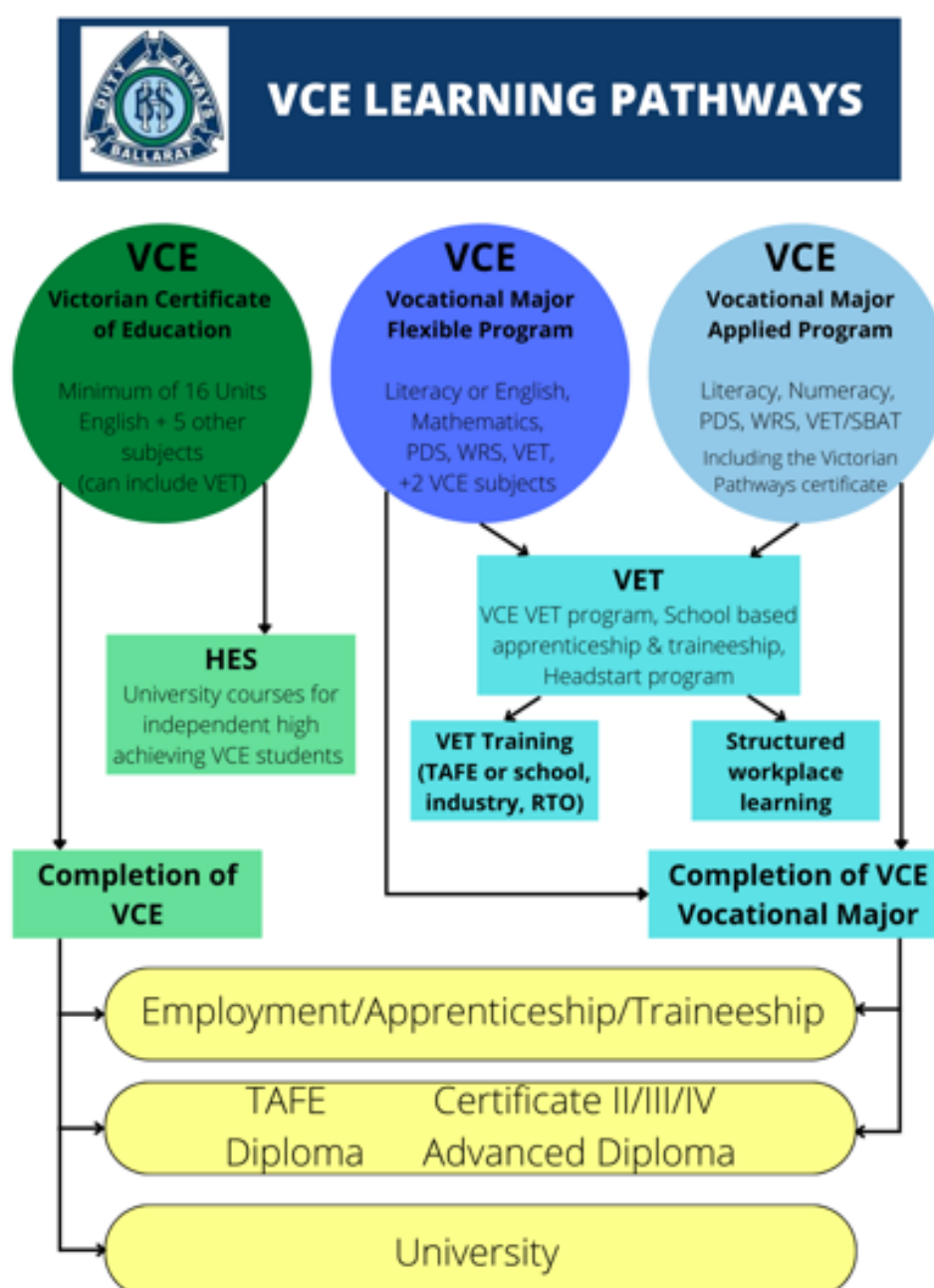
ARTS : VISUAL	HUMANITIES	PERFORMING ARTS	TECHNOLOGY- Home Economics/Textiles
Art Creative Practice	Accounting	Drama	Food Studies
Art Making and Exhibiting: <i>Painting, Drawing and 3D</i> OR <i>Photography</i>	Business Management	Theatre Studies	Product Design & Technology: Textiles
	Legal Studies	Music Performance: Solo	TECHNOLOGY - Metal, Systems & Wood
Media Studies	History Modern History (Unit 1 & 2)	SCIENCE	Systems Engineering (STEM)
Visual Communication Design	History Revolutions (Unit 3 & 4)	Biology	VOCATIONAL MAJOR
ENGLISH	Philosophy	Chemistry	VM Literacy
English	LANGUAGES	Physics	Personal Development Skills & Work Related Skills
Literature	German	Psychology	INTERNAL VET
English Language	Japanese	TECHNOLOGY- Digital Technologies	VET Certificate III & IV Music Performance
HEALTH & PHYSICAL EDUCATION	MATHS	Digital Technologies - Applied Computing (Unit 1 & 2)	VET Certificate II in Automotive (Light Vehicle Mechanics)
Health & Human Development	Foundation Mathematics	Digital Technologies - Software Development (Unit 3 & 4)	VCE/VET Certificate III in Sport and Recreation (Specialist Sport only)
Physical Education	General Mathematics		VET Certificate III 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 total unit 3/4 sequences (8 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: Will Leversha

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: the VCE Vocational Major Applied Program or the VCE Vocational Major Flexible Program.

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 2024](#)

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 Skills & Personal Development Skills (Combined class at Year 11 and separate classes at Year 12)

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

VCE subjects (Choose 2 at Year 11 and 1 at Year 12 if applicable)

Students can complete Structured Workplace Learning throughout the year at designated times.

Year 11 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 Skills & 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: _____

Year 12 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 Skills AND/OR <input type="checkbox"/> 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: _____ Students who have satisfactorily completed all Year 11 subjects may select two VCE subjects

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

UNIT 1

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

This unit provides 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.

UNIT 2

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

This unit provides 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.

UNIT 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

UNIT 4

Students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

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

VM PERSONAL DEVELOPMENT SKILLS

UNIT 1: HEALTH INDIVIDUALS

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. Areas of study include healthy individuals, community health and wellbeing and promoting a healthy life.

UNIT 2: CONNECTING WITH 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. Areas of study include what is community, community cohesion and engaging and supporting community.

UNIT 3: LEADERSHIP & 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. Areas of study include social awareness and interpersonal skills, effective leadership and effective teamwork.

UNIT 4: 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. Areas of study include planning a community project, implementing a community project and evaluating a community project.

VM WORK RELATED SKILLS

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, 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. Areas of study include future careers and presentation of career and education goals.

UNIT 2: WORKPLACE 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. Areas of study include skills and capabilities for employment and further education and transferable skills and capabilities.

UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

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. Areas of study include workplace wellbeing and personal accountability, workplace responsibilities and rights and communication and collaboration.

UNIT 4: PORTFOLIO PREPARATION 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. Areas of study include portfolio development and presentation.

VCE CONTACT



Will Leversha

VCE VOCATIONAL MAJOR
CONTACT



Jenni Nicholls

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.highlandsllen.org
- ☐ Select VET in Subject Selection Interview

VET Subjects

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

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

Certificate II in Automotive (Light Vehicle Mechanics)

Description

This course will suit students that 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, students 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: John Francis

Certificate III 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. First year VET contributes to Units 1 & 2, second year VET contributes to Units 3 & 4. At the end of the second year students can sit an exam which will give them a study score and can contribute to their ATAR.

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

The VCE VET Community Services program are drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the community services sector. This course enables students to gain knowledge, skills and nationally accredited qualification facilitating entry level work in community services. Entry level workers are those who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations. Specifically, a graduate of this course may have skills in communication, cultural awareness, organisational skills, community development and safe work practices, as well as knowledge of legal and ethical terms. This course contributes Units 1, 2, 3 and 4 to VCE.

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 support worker, recreational activities officer and neighbourhood centre worker

CONTACT: Kerrie Hammond

Certificate III in Music Performance

Description

The Certificate III in Music assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. The qualification is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events. Depending on the electives chosen, the Certificate III in Music allows for specialisations in performance, sound production and creation and composition.

Career Opportunities

Career and pathways opportunities may lead to roles such as studio assistant, performer or session musician, producer, arranger, stagehand, songwriter, broadcaster, and sound & lighting technician.

CONTACT: Morgan Colgrave



Please note: Students can still elect this subject even if they did not complete the Certificate II in year 9.

Certificate IV in Music Performance

Description

The Certificate IV in Music allows students wishing to advance their existing skills and enter the music industry to develop a wide range of competencies in varied work contexts, apply solutions to a defined range of unpredictable problems and analyse and evaluate information from a variety of sources. The qualification is designed to build upon well-developed skills and a broad knowledge base in music performance, music creation and composition, sound production or music business, giving students the opportunity to provide leadership and guidance to others and have limited responsibility for the output of others. Depending on the electives chosen, the Certificate IV in Music allows for specialisations in performance, sound production and creation and composition.

Career Opportunities

Career and pathways opportunities may lead to roles such as singer/songwriter, studio assistant and music producer.

CONTACT: Morgan Colgrave



Please note: Students who elect to do this subject without having first completed the Certificate III will complete units towards IV, however, they will not be able to complete the full certificate.

Certificate III in Sport & Recreation

(Specialist Sport students only)

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 offer 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, Jacob Borner

Highlands LLEN VET Subjects

BHS is also part of the [Highlands LLEN VET](http://www.highlandslLEN.org) 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
- Electrotechnology
Engineering
- Equine
- Furniture Making
- Hospitality
- 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

- 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.

Topics

- Drawing - Beyond the borders
- Printmaking - Abstract Collagraph
- Painting - Tone and Colour with Acrylics
- Visual analysis

Assessment

- A folio of work using various mediums drawing, printmaking and painting
- Folio annotations exploring art processes
- Art analysis of specific artists, essay
- End of semester exam

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.

Topics

- Ceramic shoe sculpture
- Surreal artwork
- Abstract sculpture
- Visual analysis

Assessment

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

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

- 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
- End of semester exam

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 product.

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'.

Topics

- Camera work and shot composition.
- One camera approach
- Editing

Assessment

- Two assignments
- Participation in practical work and theory
- End of semester exam

CONTACT: Jamie Greenwood

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.

Topics

- Technical drawing
- Rendering skills
- Design thinking and analysis
- Major design task

Assessment

- Folio of technical drawings
- Folio of rendering exercises
- Written analysis through annotation and structured question and answer
- End of semester exam

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

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. Students continue to develop their capacity to analyse film and visual storytelling. Critical thinking skills are developed through the identification and analysis of the ways in which authors make language and persuasive choices to present their argument towards a specific audience. Students look at how combinations of persuasive devices, images and tones are used to establish a contention and attempt to position the reader to think, feel or act in a certain manner. Students study various texts, such as a novel and play, and engage in a variety of analytical tasks examining themes, characters and how the author constructs meaning. Students also 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 texts.

Topics

- Film study
- Analysing argument
- Novel study
- Play study
- Crafting texts

Assessment

- Text response essay
- Analytical essay
- Creative writing
- Persuasive speech
- End of semester exam

CONTACT: Polly Durey

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. In year 10 Literature, students read a variety of poetry and explore poetic techniques and styles. Students also study texts based on a particular theme and produce a variety of creative texts. Students will study a range of media texts, persuasive language techniques and analyse how authors seek to persuade a specific audience. 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. Students will identify similarities and differences between different texts and examine how literary texts can be adapted to suit different audiences. Students will examine how writers write and use the writing process to produce their own writing in a variety of styles and genres.

Topics

- Poetry
- Thematic study
- Persuasion
- Novel study
- Shakespeare - Play & film
- The Craft of Writing

Assessment

- Poetry Analysis
- Creative Response to Text
- Language Analysis & Research Presentation
- Text Analysis Essay
- Comparative Essay
- Writing Folio
- End of semester exam

CONTACT: Olivia French

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 covers Unit 2 of Foundation English across the year.

Topics

- Written communication skills
- Oral communication in the workplace
- Film study

Assessment

- English skills coursework
- End of semester exam

CONTACT: Patrick Stewart

English Language

Course Outline

The 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. Students begin by studying 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. 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. 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. Finally, 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.

Topics

- History of the English Language
- Introductory linguistics
- Language features and language in use
- Analysis of written and spoken texts

Assessment

- History of the English Language: Essay
- Introductory linguistics: Test
- Language features: Folio
- Written and spoken texts: Analytical commentary
- End of semester exam

CONTACT: Simon Coles

Year 10 HAPE

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
HAPE	Health & the Community	Health and Human Development	Health and Human Development
	Health & 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 *1st Year completed in year 10	VCE/VET Certificate III in Sport & Recreation *2nd Year 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 Borner in the PE Office.</p>	



Please note: 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

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

Practical topics

- 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

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

Practical topics

- 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.

Theoretical 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 topics

- 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
- End of semester exam

CONTACT: Michael Sordello

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

- Body image
- Nutrition
- Homelessness
- Being physically active

Assessment

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

CONTACT: Claire Brown

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

- Mental health
- Relationships and sexuality
- Drugs

Assessment

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

CONTACT: Heather Kearle

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, cash management, 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 test
- Personal finance test
- Accounting test
- Coursework booklet
- End of semester exam

CONTACT: Barbara Walsgott & Rebekah Leoncini

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. 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

Assessment

- Human Rights research task
- Australian Government test
- Criminal and civil law test
- Coursework booklet
- End of semester exam

CONTACT: Barbara Walsgott & Matthew Richardson

World War II History

Course Outline

Australia's involvement in the Second World War not only influenced Australian society but also 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. After the Great War, veterans struggled to return to civilian life and Australian society endured the impacts of the Great Depression, changing many aspects of daily life. With the outbreak of WW2, direct conflict arrived on Australian shores for the first time – with the bombing of Darwin and submarines entering Sydney Harbour. Australians also served in campaigns in North Africa and the Pacific region, and the Homefront endured an era of austerity and rationing. The war came to an end with the dropping of atomic bombs on two Japanese cities, and this heralded the nuclear age.

Topics

- The Interwar period
- Conflict: North Africa & the Pacific
- Homefront
- End of the War

Assessment

- Coursework booklet
- Research Projects
- Source Analysis
- Coursework Booklet
- End of semester exam

CONTACT: Barbara Walsgott or Olivia French

Our World: Past & Present

Course Outline

In Our World Past & Present students study history post 1945. Students examine the topic of Rights and Freedoms through the Indigenous civil rights movements and research an area of interest on this topic. Students also explore how the Freedom Rides in the US influenced civil rights here in Australia, The Day of Mourning and current day constitutional changes. Students will also study 'Australian Popular Culture' and explore the transformation of social and cultural customs during the 50's and 60's. Students focus on how technology shaped life for people during this time with television, music and sport and how teenagers were able to reshape the world through protest.

Topics

- Rights and freedoms
- Pop Culture

Assessment

- Coursework booklet
- Research assignment (rights and freedoms)
- Short answer test with source analysis (pop culture)
- End of semester exam

CONTACT: Emily Marshall

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 reality 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 what knowledge is and how we actually 'know' something? Or wondered what it means to be an ethical person? If so, you have begun to think philosophically.

Topics

- Introduction to Philosophy
- Philosophical reasoning and Critical and Creative Thinking
- Metaphysics
- Epistemology
- Ethics and Ethical Decision Making

Assessment

- Coursework booklet
- Metaphysics short answer responses
- Epistemology extended essay
- Ethics assignment
- End of semester exam

CONTACT: Bonnie Zuidland and Daniel Kelly

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.

Course Outline

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.

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.

Topics

- Shopping
- Comparing school experiences
- Berlin
- Environment
- The world of work
- Holidays

Assessment

- Fashion show
- School rules
- Postcard
- Brochure
- Shark tank

Contact: Charlotte Ross-Harris

Japanese

Prerequisite

Satisfactory completion of year 9 Japanese.

Course Outline

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.

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.

Topics

- School trips
- Getting around town
- Part time work
- Careers
- Culture

Assessment

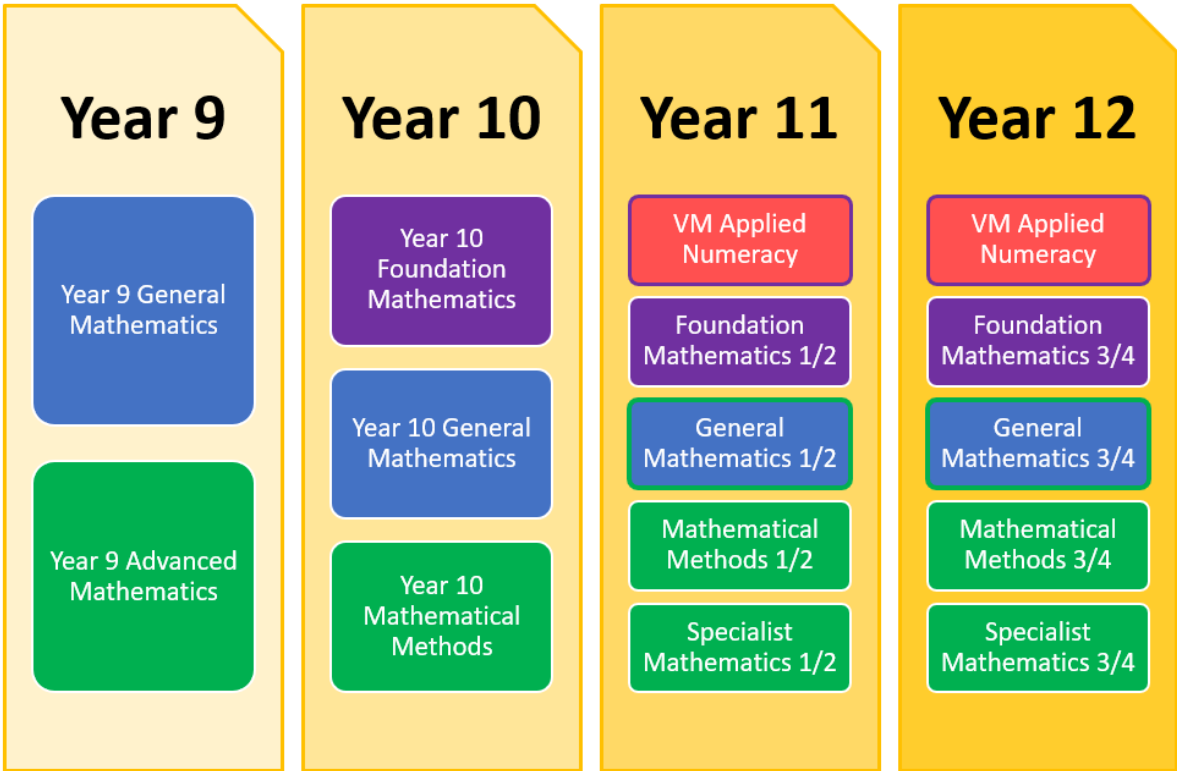
- Giving directions
- Diary entries
- Speaking about goals

Contact: Simon Coles

Year 10 Maths

Mathematics pathways at Ballarat High School:

BHS MATHEMATICS PATHWAYS



CONTACT: Emily Hobbs

Year 10 Foundation Mathematics

Course Outline

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.

Topics

- Number skills
- Money and financial mathematics
- Measurements
- Time and Distance

Assessment

- Assignments
- Course work
- End of semester exam

CONTACT: Emily Hobbs

Year 10 General Mathematics

Course Outline

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.

Topics

- Linear algebra and graphs
- Statistics
- Probability
- Trigonometry
- Networks
- Financial Mathematics
- Measurements

Assessment

- Topics tests (with and without calculators)
- Assignments
- End of semester exam

CONTACT: Emily Hobbs



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

Course Outline

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 Maths.

Topics

- Linear relations and graphs
- Surds
- Trigonometry
- Probability
- Quadratics
- Parabolas
- Polynomials
- Indices and logs

Assessment

- Topics tests (with and without calculators)
- Assignments
- End of semester exam

CONTACT: Emily Hobbs



Please note: This subject runs for the whole year. 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 Performing Arts

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

Music Practical

Course Outline

Students will develop their ability to practice, perform and compose music. Our practice space offers opportunities to learn guitar, bass guitar, drums, keyboard and vocals, but also supports other instruments. In the classroom, students learn about style, genre, lyric analysis and composition. Students learn about how songs are written and work in small groups to compose songs across a variety of genres. Students will also get to use technology to create music.

Topics

- Music practice
- Genre
- Lyric analysis
- Composition
- Performance

Assessment

- Rehearse and perform
- Knowledge and understanding
- Composition

CONTACT: Morgan Colgrave

Music Performance

Course Outline

In Music performance students spend the majority of time focusing on the development of performance skills. Full class prac sessions are held regularly to develop skills playing with others. Students also work on various small group and solo performance tasks. Regular self reflection and feedback is undertaken to help improve practice habits and direct efficient improvement in skill development.

Topics

- Instrument skill development
- Large and small group performance
- Solo performance
- Recording
- Artist/band analysis

Assessment

- Group Performance
- Solo Performance
- Analysing For Performance

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.

Topics

- Performance styles and conventions
- Application of expressive skills
- Devising Drama using playmaking techniques
- Performance Analysis

Assessment

- Participation in practical Workshops, rehearsals and performances
- Documentation of playmaking processes
- Performance to an audience
- Performance analysis (written) of live theatre
- End of semester exam

CONTACT: Jessica Quick, Eleanor Jones

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.

Topics

- Theatre styles and conventions
- Script interpretation
- Design within production roles
- Performance Analysis

Assessment

- Documentation of design concepts
- Presentation of design concepts
- Written analysis of script interpretation
- Performance analysis (written) of live theatre
- End of semester exam

CONTACT: Jessica Quick, Eleanor Jones

Year 10 Science

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



Please note: 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 another 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

- Structure of cells
- Genetics
- Inheritance
- Evolution

Assessment

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

CONTACT: Elizabeth Kent

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

- 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
- Research project
- Lab reports
- End of semester exam

CONTACT: Kate Wemyss

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

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

Assessment

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

CONTACT: Peter Taxiarchopoulos

Physics

Course Outline

This subject introduces students 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 us, in the school, home, farms and factories. It takes place deep inside the Earth and far out in space. Physics can be found everywhere.

Topics

- 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

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

CONTACT: Paul Natoli

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 are covered through theory and practical work, research and investigations.

Topics

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

Assessment

- Tests
- Poster
- Scientific Logbook
- Scientific Poster
- End of semester exam

CONTACT: Kara Smith



Please note: Psychology does NOT count towards the compulsory Science unit.

Year 10 Technology

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
TECHNOLOGY	Design & Technologies: Metal	VET Certificate II in Automotive (Light Vehicle Mechanics)	VET Certificate II in Automotive (Light Vehicle Mechanics)
	STEM	Systems Engineering	Systems Engineering
	Design & Technologies: Wood	Product Design & Technology: Wood (not offered in 2024)	Product Design & Technology: Wood (not offered in 2024)
	Home Economics: Advanced Foods	VCE Food Studies	VCE Food Studies
	Home Economics: Food by Design		
	Home Economics: Food for Life		
	Design & Technologies: Textiles	Product Design & Technology: Textiles	Product Design & Technology: Textiles
	Digital Technologies - Programming & Data Analysis	Applied Computing	Data Analytics

10 STEM

Course outline

Students learning focus on real world problem solving in the STEM disciplines. Students develop their creative and critical thinking skills through the application of computer modelling, 3D printing, laser cutting, coding and electronics. They develop both technical and non-technical skills with the aim to become self-directed learners.

Topics

- Digital design
- Microprocessors
- Sustainability
- Renewable energy

Assessment

- Report on renewable energy
- Prototyping a project
- Design a microprocessor system
- End of semester exam

CONTACT: Ben Hunt

Design and Technologies: Metal

Course Outline

Design and Technologies - Metal has a *high skills development focus* whilst integrating the product design process as part of creating design solutions. In an increasingly technological and complex world, it is important for students to develop knowledge and confidence to critically analyse and respond creatively to design challenges. Learning in Technologies involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success. It involves experimenting with technologies through drawing, modelling and the manipulation of materials.

Topics

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

Assessment

- Folio - Product design process
- Product
- End of semester exam

CONTACT: Peter Every

Design and Technologies: Wood

Course Outline

Design and Technologies - Wood has a *high skills development focus* whilst integrating the product design process as part of creating design solutions. Learning in Technologies involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success. It involves experimenting with technologies through drawing, modelling and the manipulation of materials.

Topics

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

Assessment

- Folio - Product design process
- Product
- End of semester 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.

Topics

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

Assessment

- Design Plan Assessment
- Practical Assessment
- End of semester 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).

Topics

- Design process and product development
- Meals of the day

Assessment

- Design Tasks
- Worksheets
- End of semester 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. 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).

Topics

- Nutrition
- Nutrition for adolescents
- Culinary terminology
- Factors influencing food choice
- Sustainability
- Meal planning

Assessment

- Design Tasks
- Worksheets
- End of semester exam

CONTACT: Fiona Finnegan

Design and Technologies: Textiles

Course Outline

This textiles (fibre based) specialisation explores a broad range of traditional, contemporary and emerging materials and design techniques, including an extensive use of new technologies, in the development of fabric based *fashion, interior design items and toys*. In Year 10 Textiles, students have access to a range of new and innovative technologies which support learning about designed solutions and processes whilst considering sustainability within the textiles industry. Students are encouraged to experiment with CAD, dye sublimation printing, digitised embroidery, laser cutting and 3D printing as part of their creating designed solutions. Creative and critical thinking are central to the design and technologies learning, all of which are documented through a folio process; theory and practical tasks.

Topics

- Product design factors
- Product design process
- Drawing techniques
- Production skills
- End-user feedback and evaluation

Assessment - Folio bases assessment

- Investigation - Design brief
- Generating designs - Visualisations and option drawings
- Planning and production
- Evaluating
- End of semester exam

CONTACT: Fran Deutsher

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. 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.

Topics

- Data and analytics
- Hardware and networking
- Programming

Assessment

- Google sites journal
- Networking, Hardware and Data Structure Test
- Folio of Application Tasks: Spreadsheets, Databases and other data repositories
- Folio of Programming Modules
- End of semester exam

CONTACT: Ben Hunt

VCE SUBJECTS

VCE Visual Arts



Please note: All Visual Arts subjects require a folio. Due to workload students wishing to undertake more than two 'folio based subjects' in Year 12 will need to gain approval.

Product Design and Technology and Systems Engineering are also considered 'folio based subjects'.

Where students wish to complete more than one VCE folio subject it can be advantageous to apply to undertake one as a VCE subject in Year 10 in order to spread the workload. It is best not to choose your most preferred subject to undertake early.

Example: Simone considers Visual Communication to be her most important folio subject for her career pathway. She also has an interest in photography. Simone could undertake Art Making and Exhibiting: Photography as a VCE subject in Year 10 where she would gain valuable skills before commencing Visual Communication in Year 11.

Art Quick Comparison

	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.

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.

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.

Area of Study 1 - Artists, artworks and audiences

Area of Study 2 - The Creative Practice

Area of Study 3 - Documenting and reflecting on the Creative Practice

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.

Area of Study 1 - The artist, society and culture

Area of Study 2 - The collaborative Creative Practice

Area of Study 3 - Documentation of collaboration using the Creative Practice

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.

Area of Study 1 - Investigation and presentation

Area of Study 2 - Personal investigation using the Creative Practice

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.

Area of Study 1 - Documentation and critique of the Creative Practice

Area of Study 2 - Resolution and presentation of a Body of Work

Area of Study 3 - Comparison of artists, their practice and their artworks

CONTACT: Kaitlyn Fry

Art Making and Exhibiting



Please note: Art Making and Exhibiting appears twice in the subject selection software because students specialise in photography or painting and drawing. Students can only choose one of these options.

Photography students study digital SLR photography, lighting, image processing, and analogue / darkroom processes. Painting and Drawing students study painting, drawing, ceramics and printmaking. 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.

UNIT 1: EXPLORE, EXPAND, AND INVESTIGATE

Students explore different techniques and processes to build their understanding of different materials. 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.

Area of Study 1 - Explore – materials, techniques and art forms

Area of Study 2 - Expand – make, present and reflect

Area of Study 3 - Investigate – research and present

UNIT 2: UNDERSTAND, DEVELOP, AND RESOLVE

Students continue to build their skills in materials and techniques relevant to their own interest. 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.

Area of Study 1 - Understand – ideas, artworks and exhibition

Area of Study 2 - Develop – theme, aesthetic qualities and style

Area of Study 3 - Resolve – ideas, subject matter and style

UNIT 3: COLLECT, EXTEND, AND CONNECT

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

Area of Study 1 - Collect – inspirations, influences and images

Area of Study 2 - Extend – make, critique and reflect

Area of Study 3 - Connect – curate, design and propose

UNIT 4: CONSOLIDATE, PRESENT, AND CONSERVE

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.

Area of Study 1 - Consolidate – refine and resolve

Area of Study 2 - Present – plan and critique

Area of Study 3 - Conserve – present and care

CONTACT: Scott Haskins

Media

Students take an analytical and creative approach to studying various forms of media including 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

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Area of Study 1 - Media representations

Area of Study 2 - Media forms in production

Area of Study 3 - Australian stories

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Students further develop an understanding of narrative and analyse the influence of developments in media technologies. Students undertake production activities to design and create narratives through media.

Area of Study 1 - Narrative, style and genre

Area of Study 2 - Narratives in production

Area of Study 3 - Media and change

UNIT 3: MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

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

Area of Study 1 - Narratives and their contexts

Area of Study 2 - Research, development and experimentation

Area of Study 3 - Pre-production planning

UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

Students will complete the production and post-production stages of the project they commenced in unit 3. They will examine how much control the media has over an audience and whether an audience can exert control over global media corporations.

Area of Study 1 - Media production

Area of Study 2 - Agency and control in the media

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 UX are some examples. Students work through practical projects to develop drawing, illustration and presentation skills, including the use of digital techniques and processes. Students learn how to define a design problem and develop human centred design solutions.

UNIT 1: FINDING AND REFRAMING DESIGN PROBLEMS

Students work through graphic and product design tasks. Students consider the impact of design on society including the ways in which design problems are researched and defined. They examine notions of 'good design' and how these have changed over time.

Area of Study 1 - Reframing design problems

Area of Study 2 - Solving communication design problems

Area of Study 3 - Design's influence and influences on design

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

Students undertake the design process through architecture and UX (interactive digital) design tasks. Students consider the integration of modern and historical architecture, they explore cultural ownership and intellectual property.

Area of Study 1 - Design, place and time

Area of Study 2 - Cultural ownership and design

Area of Study 3 - Designing interactive experiences

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

Students investigate how and where contemporary designers work and experiment with the processes they use. They analyse the practical and aesthetic decisions made by designers in developing design solutions. Finally they identify a design problem and develop a broad range of possible solutions.

Area of Study 1 - Professional design practice

Area of Study 2 - Design analysis

Area of Study 3 - Defining problems and developing ideas

UNIT 4: DELIVERING DESIGN SOLUTIONS

Continuing from Unit 3 students evaluate and develop their ideas into effective design solutions. They evaluate these designs and refine them to produce final presentations which they present to the class.

Area of Study 1 - Refining and resolving design concepts

Area of Study 2 - Presenting design solutions

CONTACT: Jack Marshall

VCE English



Please note: Year 10 students are unable to select VCE English subjects.

English

UNIT 1:

In Reading and Exploring texts, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Then, in Crafting Texts students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Area of Study 1 - Reading and exploring text

Area of Study 2 - Crafting texts

UNIT 2:

In Reading and Exploring texts, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. This is followed by Exploring Argument where students consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience in a particular context regarding a specific issue.

Area of Study 1 - Reading and exploring texts

Area of Study 2 - Exploring argument

UNIT 3:

In this unit, students read and respond to texts critically, analytically and creatively. Students apply reading and viewing strategies to consider the dynamics, complexities and motivations of characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

Area of Study 1 - Reading and responding to texts

Area of Study 2 - Creating texts

UNIT 4:

In this unit, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In the Analysing Argument area of study students analyse the use of argument and language, and visuals in texts that debate a contemporary issue.

Area of Study 1 - Reading and responding to texts

Area of Study 2 - Analysing argument

CONTACT: Polly Durey

English Language

UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Area of Study 1 - The nature and functions of language

Area of Study 2 - Language acquisition

UNIT 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Area of Study 1 - English across time

Area of Study 2 - Englishes in contact

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Area of Study 1 - Informal language

Area of Study 2 - Formal language

UNIT 4: LANGUAGE VARIATION AND IDENTITY

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Area of Study 1 - Language variation in Australian society

Area of Study 2 - Individual and group identities

CONTACT: Jenni Nicholls and Annaliese Attenborough

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:

In the first area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. In the second area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Area of study 1 - Reading Practices

Area of Study 2 - Exploration of literary movements and genres

UNIT 2:

In the first area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts. In the second area of study, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Area of Study 1 - Voices of Country

Area of Study 2 - The text in its context

UNIT 3:

In the first area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text, then reflecting on the extent to which adapting the text to a different form. In the second area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Area of Study 1 - Adaptations and transformations

Area of Study 2 - Developing interpretations

UNIT 4:

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. In this area of study (2) students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Area of Study 1 - Creative responses to texts

Area of Study 2 - Close analysis of texts

CONTACT: Sharon Eppingstall and Simon Marcollo

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, Phoebe Kerry

Outdoor Education and Environmental Studies



Please note: 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: CONNECTIONS WITH OUTDOOR ENVIRONMENTS

Students examine some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Camp: Anglesea \$350 (Approx)

Area of study 1 - Our place in outdoor environments

Area of study 2 - Exploring outdoor environments

Area of study 3 - Safe and sustainable participation in outdoor experiences

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Camp: Rubicon \$350 (Approx)

Area of study 1 - Understanding outdoor environments

Area of study 2 - Observing impacts on outdoor environments

Area of study 3 - Independent participation in outdoor environments

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Students focus on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Camp: Grampians rock climbing trip \$200(Approx)

Area of study 1 - Changing human relationships with outdoor environments

Area of study 2 - Relationships with Australian environments in the past decade

UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS

Students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

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

Area of study 1 - The importance of healthy outdoor environments

Area of study 2 - The future of outdoor environments

Area of study 3 - Investigating outdoor environments

CONTACT: Michael Sordello, Jane Douglass, Mikayla Meyer, Nathan Patrikeos

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

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Area of Study 1 - The role of Accounting

Area of Study 2 - Recording financial data and reporting accounting information for a service business

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR TRADING BUSINESSES

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Area of Study 1 - Accounting for inventory

Area of Study 2 - Accounting for and managing accounts receivable and accounts payable

Area of Study 3 - Accounting for and managing non-current assets

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Area of Study 1 - Recording and analysing financial data

Area of Study 2 - Preparing and interpreting accounting reports

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. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance

Area of Study 1 - Extension of recording and reporting

Area of Study 2 - Budgeting and decision making

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.

Area of Study 1- The business idea

Area of Study 2 - Internal business environment and planning

Area of Study 3- External Business environment and planning

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.

Area of Study 1 - Legal requirements and financial considerations

Area of Study 2 - Marketing a business

Area of Study 3 - Staffing a business

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.

Area of Study 1 - Business foundations

Area of Study 2 - Human resource management

Area of Study 3 - Operations management

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.

Area of Study 1 - Reviewing performance-the need for change

Area of Study 2- Implementing change

CONTACT: Traci Robins

History – Modern History

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. 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, students 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 the second area of study students explore the major social and cultural shifts of a particular context that occurred during the interwar period. Students explore the impact of political and economic changes that occurred and the impact that it had on people across the globe.

Area of Study 1 - Ideology and Conflict

Area of Study 2 - Social and Cultural Change

UNIT 2: THE CHANGING WORLD ORDER

In Unit 2 students study the changing world order that resulted from WWII. In this unit students examine the “Causes, Course and Consequences” of the Cold War with a focus on the rise of new superpowers USA and Soviet Union. Students develop their understanding of key political ideologies and how a clash between ideologies lead to the Cold War. The study includes exploring the nature of the Cold War including the nuclear arms race and proxy wars. Finally, students explore “Challenge and Change” which examines the many social and political issues that have impacted progress from 1945 to the present. Students are able to choose their own specific focus for this area of study.

Area of Study 1 - Causes, Cause and Consequences of the Cold War

Area of Study 2 - Challenges and Change

CONTACT: Fiona Lindsay

History – Revolutions

UNIT 3: RUSSIAN REVOLUTION

This unit looks at the events and conditions that contributed to the outbreak of revolution, such as institutional weaknesses and tensions in Tsarist Russia. The ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism. The role of individuals in challenging or maintaining the power of the existing order. The contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings. The challenges the new regime faced in attempting to consolidate its power. The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals. The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women.

Area of Study 1 - Causes of Revolution

Area of Study 2 -Consequences of Revolution

UNIT 4: CHINESE REVOLUTION

This unit looks at the events and conditions that contributed to the outbreak of revolution, such as challenges to the early Republican era, the Shanghai Massacre, and the Civil War. As well as the ideas that played a significant role in challenging the existing order. The role of individuals in challenging or maintaining the power of the existing order and changing society, such as Yuan Shikai (Yuan Shih-k'ai), and Mao Zedong (Mao Tse-tung). The contribution of popular movements in mobilising society and challenging the existing order, such as the New Culture and the Chinese Communist Party. The challenges the new regime faced in attempting to consolidate its power. The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals. The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life.

Area of Study 1- Causes of Revolution

Area of Study 2 -Consequences of Revolution

CONTACT: Jon Delacy or Barbara Walsgott

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. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. This Unit begins the journey to explore philosophical theories as well as what it means to do philosophy and reason philosophically.

Area of Study 1 - Metaphysics

Area of Study 2 - Epistemology

Area of Study 3 - Introduction to philosophical inquiry

UNIT 2: QUESTIONS OF VALUE

This unit enables students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses

Area of Study 1 - Ethics and moral philosophy

Area of Study 2 - Further problems in value theory

Area of Study 3 - Techniques of reasoning

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? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

Area of Study 1 - Minds and bodies

Area of Study 2 - Personal identity

UNIT 4: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

Area of Study 1 - Conceptions of the Good Life

Area of Study 2 - Living the Good Life in the twenty-first century

CONTACT: Bonnie Zuidland

Legal Studies

UNIT 1: PRESUMPTION OF INNOCENCE

This unit focuses on criminal law. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study 1 - Legal Foundations

Area of Study 2 - Proving Guilt

Area of Study 3 - Sanctions

UNIT 2: WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1 - Civil liability

Area of Study 2 - Remedies

Area of Study 3 - Human Rights

UNIT 3: RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1 - The Victorian criminal justice system

Area of Study 2 - The Victorian civil justice system

UNIT 4: THE PEOPLE THE LAW AND REFORM

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1 - The people and the law makers

Area of Study 2 - The people and reform

CONTACT: Rebekah Leoncini and Matthew Richardson

VCE Languages

German

UNIT 1: GERMAN SPEAKING COMMUNITIES

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of German culture and language to new contexts.

Area of Study 1 - Spoken interaction

Area of Study 2 - Listening and responding

Area of Study 3 - Presentation

UNIT 2: GERMAN CULTURE

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Area of Study 1 - Written response

Area of Study 2 - Reflective article

Area of Study 3 - Presentation

UNIT 3: MODERN LIFE

In this unit students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Area of Study 1 - Spoken exchange

Area of Study 2 - Writing

Area of Study 3 - Expressing ideas

UNIT 4: CULTURAL PERSPECTIVES

Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German. Students identify and reflect on cultural products or practices that provide insights into German-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Area of Study 1 - Sharing ideas

Area of Study 2 - Analysing information

Area of Study 3 - Presenting information

CONTACT: Dani Bjelanovic

Japanese

UNIT 1: IDENTITY AND LIFESTYLE

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding

Area of Study 1 - Travel and Leisure

Area of Study 2 - Festivals and Culture

Area of Study 3 - School life

UNIT 2: JAPANESE CULTURE

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Area of Study 1 - Part Time jobs and responsibilities

Area of Study 2 - Travel

Area of Study 3 - Culture

UNIT 3: GLOBAL SOCIETY

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Area of Study 1 - Spoken interaction

Area of Study 2 - Listening and responding

Area of Study 3 - Presentation

UNIT 4: COMMUNITIES

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Area of Study 1 - Spoken interaction

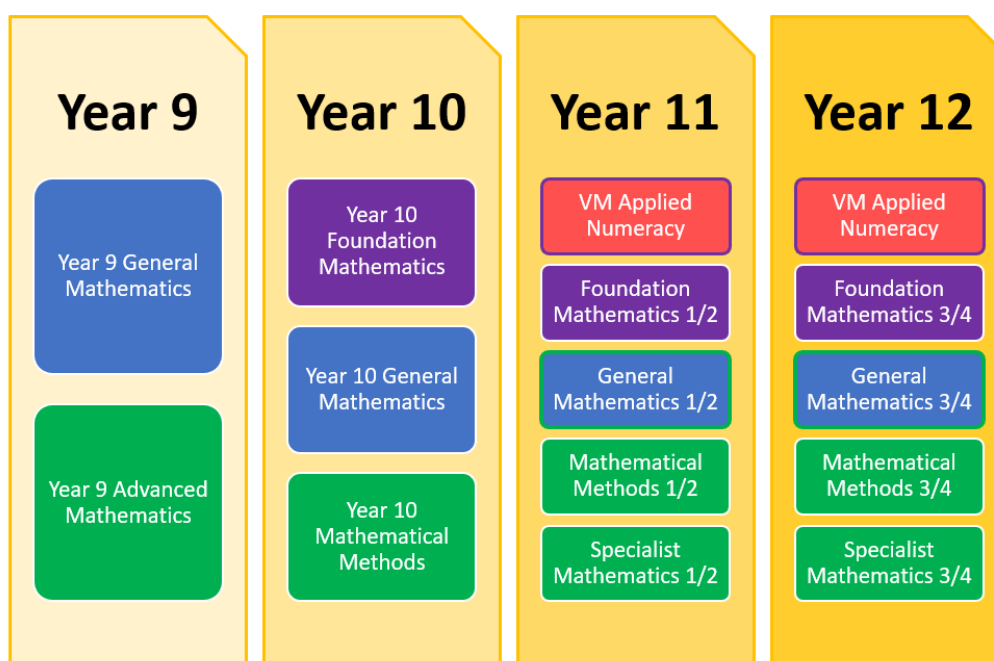
Area of Study 2 - Listening and responding

Area of Study 3 - Significant people

CONTACT: Simon Coles

VCE Maths

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



Please note: Numeracy is only available to students undertaking the Vocational Major Applied Program.

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.

Foundation Mathematics

UNIT 1:

In Unit 1 of Foundation Mathematics students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. It is recommended for students who may still require VCE maths, but have not coped with Year 10 General Mathematics.

Areas of study 1 - Data Analysis, probability and statistics

Areas of study 2 - Financial and Consumer Mathematics

Areas of study 3 - Space and Measurement

Areas of study 4 - Number and structure

UNIT 2:

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

Areas of study 1 - Data Analysis, probability and statistics

Areas of study 2 - Financial and Consumer Mathematics

Areas of study 3 - Space and Measurement

Areas of study 4 - Number and structure

UNIT 3:

Assumed knowledge and skills for Foundation Mathematics Units 3 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking Unit 3, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

Areas of study 1 - Data Analysis, probability and statistics

Areas of study 2 - Financial and Consumer Mathematics

Areas of study 3 - Space and Measurement

Areas of study 4 - Number and structure

UNIT 4:

Assumed knowledge and skills for Foundation Mathematics Units 4 are contained in Foundation Mathematics Units 1, 2 and 3, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking unit 4, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

Areas of study 1 - Data Analysis, probability and statistics

Areas of study 2 - Financial and Consumer Mathematics

Areas of study 3 - Space and Measurement

Areas of study 4 - Number and structure

CONTACT: Emily Hobbs, Brownyn Cambridge

General Mathematics

UNIT 1:

General Mathematics Unit 1 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, and matrices are important.

General Mathematics Unit 1 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains assumed knowledge and skills for these units.

Areas of study 1 - Data Analysis (Univariate), probability and statistics

Areas of study 2 - Recurrence relations and sequences (Financial Mathematics)

Areas of study 3 - Linear functions, graphs and models

Areas of study 4 - Matrices

UNIT 2:

General Mathematics Unit 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains assumed knowledge and skills for these. In undertaking Unit 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should be proficient with relevant mental and by-hand approaches to estimation and computation.

Areas of study 1 - Data Analysis (Bivariate), probability and statistics

Areas of study 2 - Networks

Areas of study 3 - Non-linear data modelling

Areas of study 4 - Space, measurement and trigonometry

UNIT 3:

This is the main mathematical course studied for Year 12. Assumed knowledge and skills for General Mathematics Units 3 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study. General Mathematics Units 3 focuses on real-life application of mathematics and consists of the areas of study 'Data analysis' and 'financial modelling'. 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 1 - Data Analysis (Univariate and Bivariate)

Areas of study 2 - Recursion and Financial Mathematics

UNIT 4:

General Mathematics Units 4 focuses on real-life application of mathematics and consists of the areas of study 'matrices' and 'Networks and decision mathematics'. 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 1 - Matrices

Areas of study 2 - Networks and Decision Mathematics

CONTACT: Emily Hobbs, Jas Plinius-Wiese

Mathematical Methods

UNIT 1:

Mathematical Methods Units 1 provides an introductory study of simple elementary functions of a single real variable, algebra, graphing, functions and polynomials and their applications in a variety of practical and theoretical contexts. 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. The unit is designed as preparation for Mathematical Methods Units 2, 3 and 4 and contain assumed knowledge and skills for these units.

Area of study 1 - Functions, relations and graphs

Area of study 2 - Algebra

UNIT 2:

Mathematical Methods Units 1 focuses on the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. Unit 2 has a clear progression of skills and knowledge from Unit 1. In undertaking this unit, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should be proficient with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Area of study 1 - Functions, relations and graphs

Area of study 2 - Algebra

Areas of study 3 - Calculus

Area of study 4 - Probability and statistics

UNIT 3:

Mathematical Methods Unit 3 includes the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study.

Area of study 1 - Functions, graphs and relations

Area of study 2 - Algebra, number and structure

Area of study 3 - Calculus

Area of study 4 - Data analysis, probability and statistics

UNIT 4:

Mathematical Methods Unit 4, has a selection of content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study.

Area of study 1: Functions, graphs and relations

Area of study 2: Algebra, number and structure

Area of study 3: Calculus

Area of study 4: Data analysis, probability and statistics

CONTACT: Kate Wemyss

Specialist Mathematics

UNIT 1:

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

Areas of study 1 - Algebra, number and structure

Area of study 2 - Discrete mathematics

UNIT 2:

Specialist Mathematics Units 2 provides for the study of 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should be proficient with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of study 1 - Data analysis, probability and statistics

Area of study 2 - Space and measurement

UNIT 3:

Specialist Mathematics Units 3 students will study mathematical structures, reasoning and proof. The areas of study in Units 3 extend content from Specialist Mathematics Unit 1 and 2 and Mathematical Methods Units 3 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. It also provides 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.

Area of study 1 - Discrete mathematics

Area of study 2 - Functions, relations and graphs

Area of study 3 - Algebra, number and structure

Area of study 4 - Calculus

Area of study 5 - Space and measurement

Area of study 6 - Data analysis, probability and statistics

UNIT 4:

Specialist Mathematics Units 4 students will continue to study content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study. The areas of study in Units 4 extend content from Specialist Mathematics unit 1 and 2 and 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. It also provides 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.

Area of study 1 - Discrete mathematics

Area of study 2 - Functions, relations and graphs

Area of study 3 - Algebra, number and structure

Area of study 4 - Calculus

Area of study 5 - Space and measurement

Area of study 6 - Data analysis, probability and statistics

CONTACT: Amanda Hook



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

VCE Music

This subject is for students who wish to develop their performance skills and further their knowledge and understanding of music language. We work on individual performance development, group performances and further investigation of music analysis and aural/theory language concepts. The VCE Music Study Design provides a sequential and purposeful curriculum framework which supports the continued growth and development of our modern emerging artists. VCE Music Subjects provide the opportunity for students to achieve a VCE and an ATAR score for entry into a tertiary institution.



Please note: it is highly recommended that students work with an instrumental teacher from within or outside the school.

UNIT 1: ORGANISATION OF MUSIC

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts and musicianship as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Area of study 1 - Performing

Area of study 2 - Creating

Area of study 3 - Analysing and Responding

UNIT 2: EFFECT IN MUSIC

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Area of study 1: Performing

Area of study 2: Creating

Area of study 3: Analysing and Responding

UNIT 3: MUSIC CONTEMPORARY PERFORMANCE OR REPERTOIRE PERFORMANCE

Students are to focus on Music Contemporary or Repertoire. In both options students begin developing the recital program they will present in Unit 4. In repertoire, this preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Contemporary students' programs will align with the student's Statement of Intent and include at least one performance that is a reimagined version of an existing work plus a work created by an Australian artist since 1990. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Area of study 1 - Performing

Area of study 2 - Analysing for performance

Area of study 3 - Responding

UNIT 4: MUSIC CONTEMPORARY PERFORMANCE OR REPERTOIRE PERFORMANCE

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students undertaking Repertoire will continue to consider the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital.

Area of study 1 - Performing

Area of study 2 - Analysing for performance

Area of study 3 - Responding

CONTACT: Morgan Colgrave

Drama

UNIT 1: INTRODUCING PERFORMANCE STYLES

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Area of Study 1 - Creating a devised performance

Area of Study 2 - Presenting a devised performance

Area of Study 3 - Analysing a devised performance

Area of Study 4 - Analysing a professional drama performance

UNIT 2: AUSTRALIAN IDENTITY

In this area of study students explore the use of a range of stimulus material to create a performance based on a contemporary or historical Australian context. Students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work.

Area of Study 1 - Using Australia as inspiration

Area of Study 2 - Presenting a devised performance

Area of Study 3 - Analysing a devised performance

Area of Study 4 - Analysing an Australian drama performance

UNIT 3: DEvised ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Area of Study 1 - Devising and presenting ensemble performance

Area of Study 2 - Analysing a devised ensemble performance

Area of Study 3 - Analysing and evaluating a professional drama performance

UNIT 4: DEvised SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts.

Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Area of Study 1 - Demonstrating techniques of solo performance

Area of Study 2 - Devising a solo performance

Area of Study 3 - Analysing and evaluating a devised solo performance

CONTACT: Jessica Quick, Eleanor Jones

Theatre Studies

UNIT 1: PRE-MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance

Area of Study 1 - Exploring pre-modern theatre styles and conventions

Area of Study 2 - Interpreting scripts

Area of Study 3 - Analysing a play in performance

UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Area of Study 1 - Exploring modern theatre styles and conventions

Area of Study 2 - Interpreting scripts

Area of Study 3 - Analysing and evaluating a theatre production

UNIT 3: PRODUCING THEATRE

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Area of Study 1 - Staging theatre

Area of Study 2 - Interpreting a script

Area of Study 3 - Analysing and evaluating theatre

UNIT 4: PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist.

Area of Study 1 - Researching and presenting theatrical possibilities

Area of Study 2 - Interpreting a monologue

Area of Study 3 - Analysing and evaluating a performance

CONTACT: Jessica Quick, Eleanor Jones

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

Area of Study 1 - How do cells function?

Area of Study 2 - How do plant and animal systems function?

Area of Study 3 - How do scientific investigations develop understanding of how organisms regulate their functions?

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.

Area of Study 1 - How is inheritance explained?

Area of Study 2 - How do inherited adaptations impact on diversity?

Area of Study 3 - How do humans use science to explore and communicate contemporary bioethical issues?

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.

Area of Study 1 - What is the role of nucleic acids and proteins in maintaining life?

Area of Study 2 - How are biochemical pathways regulated?

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.

Area of Study 1 - How do organisms respond to pathogens?

Area of Study 2 - How are species related over time?

Area of Study 3 - How is scientific inquiry used to investigate cellular processes and/or biological change?

CONTACT: Elizabeth Kent

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.

Area of Study 1 - How do the chemical structures of materials explain their properties and reactions?

Area of Study 2 - How are materials quantified and classified?

Area of Study 3 - How can chemical principles be applied to create a more sustainable future?

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.

Area of Study 1 - How do chemicals interact with water?

Area of Study 2 - How are chemicals measured and analysed?

Area of Study 3 - How do quantitative scientific investigations develop our understanding of chemical reactions?

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

This unit focuses on investigating chemical production of energy and materials with the application of innovation, design, and sustainability principles. Students analyse and compare different fuels as energy sources, evaluate different cell designs and principles, and investigate factors that influence reaction rates and extent. They use chemistry terminology to represent and explain their observations and data.

Area of Study 1 - What are the current and future options for supplying energy?

Area of Study 2 - How can the rate and yield of chemical reactions be optimised?

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

This unit focuses on investigating carbon-based organic compounds, including their structures, reactions, and applications in everyday life. Students study food metabolism and the action of medicines, explore laboratory analysis techniques, and conduct practical investigations related to the synthesis and analysis of organic compounds. Green chemistry principles are also considered in the production of synthetic organic compounds.

Area of Study 1 - How are organic compounds categorised and synthesised?

Area of Study 2 - How are organic compounds analysed and used?

Area of Study 3 - How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

CONTACT: Kate Wemyss

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: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit, students will learn about some of the key ideas and concepts used by physicists to understand and explain energy. They will explore models used to understand light, heat, radioactivity, nuclear processes, and electricity. They will also apply these concepts to real-world issues such as communication, climate change, medical treatments, electrical safety, and Australia's energy needs.

Area of Study 1 - How are light and heat explained?

Area of Study 2 - How is energy from the nucleus utilised?

Area of Study 3 - How can electricity be used to transfer energy?

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Area of Study 1 - How is motion understood?

Area of Study 2 - Options: How does physics inform contemporary issues and applications in society?

Area of Study 3 - How do physicists investigate questions?

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students study motion using Newton's laws, and explore the concept of fields to explain motion of objects. They compare gravitational, magnetic and electric fields and examine their importance in particle motion. The unit covers electricity production and delivery, as well as fields in particle accelerators.

Area of Study 1 - How do physicists explain motion in two dimensions?

Area of Study 2 - How do things move without contact?

Area of Study 3 - How are fields used in electricity generation?

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

This unit explores the relationship between theory and experiment in generating models to explain natural phenomena. It examines monumental changes in thinking that have changed the course of how physicists understand and investigate the Universe. Students explore the limitations of wave theory in describing light behaviour and the re-imagination of matter using a wave model. They are challenged to think beyond their everyday experiences and imagine the relativistic world of length contraction and time dilation.

Area of Study 1 - How has understanding about the physical world changed?

Area of Study 2 - How is scientific inquiry used to investigate fields, motion or light?

CONTACT: Steven Pompe

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.

Area of Study 1 - What influences psychological development?

Area of Study 2 - How are mental processes and behaviour influenced by the brain?

Area of Study 3 - How does contemporary psychology conduct and validate psychological research?

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.

Area of Study 1 - How are people influenced to behave in particular ways?

Area of Study 2 - What influences a person's perception of the world?

Area of Study 3 - How do scientific investigations develop understanding of influences on perception and behaviour?

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.

Area of Study 1 - How does the nervous system enable psychological functioning?

Area of Study 2 - How do people learn and remember?

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.

Area of Study 1 - How does sleep affect mental processes and behaviour?

Area of Study 2 - What influences mental wellbeing?

Area of Study 3 - How is scientific inquiry used to investigate mental processes and psychological functioning?

CONTACT: Sarah Mackenzie

VCE Technology

Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. During this course of study students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

UNIT 1: FOOD ORIGINS

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

Area of Study 1 - Food around the world

Area of Study 2 - Food in Australia

UNIT 2: FOOD MAKERS

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.

Area of Study 1 - Australia's food systems

Area of Study 2 - Food in the home

UNIT 3: FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. In addition, students focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness.

Area of Study 1 - The science of food

Area of Study 2 - Food choices, health and wellbeing

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about global and Australian food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating, and consider how food selections and food choices can optimise human and planetary health.

Area of Study 1 - Navigating food information

Area of Study 2 - Environment and ethics

CONTACT: Fiona Finnegan

Product Design and Technology: Textiles

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 contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

UNIT 1: DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design and produce products.

Area of Study 1 - Developing and conceptualising designs

Area of Study 2 - Generating, designing and producing

UNIT 2: POSITIVE IMPACTS FOR END USERS

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. Students specifically examine social and/or physical influences on design.

Area of Study 1 - Opportunities for positive impacts for end users

Area of Study 2 - Designing for positive impacts for end users

Area of Study 3 - Cultural influences on design

UNIT 3: ETHICAL PRODUCT DESIGN AND DEVELOPMENTS

Students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. Students will focus on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or worldview perspectives.

Area of Study 1 - Influences on design, development and production of products

Area of Study 2 - Investigating opportunities for ethical design and production

Area of Study 3 - Developing a final proof of concept for ethical production

UNIT 4: PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

Students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Area of Study 1 - Managing production for ethical designs

Area of Study 2 - Evaluative and speculative design

Area of Study 3 - Product evaluation

CONTACT: Fran Deutscher



Please note: 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.

Digital Technologies - Applied Computing

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

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact. This course of study provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions.

UNIT 1: APPLIED COMPUTING

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

Area of Study 1 - Data analysis

Area of Study 2 - Programming

UNIT 2: APPLIED COMPUTING

Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Area of Study 1 - Innovative solutions

Area of Study 2 - Network security

UNIT 3: DATA ANALYTICS

Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Area of Study 1 - Data analytics

Area of Study 2 - Data analytics: analysis and design

UNIT 4: DATA ANALYTICS

Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Area of Study 1 - Data analytics: development and evaluation

Area of Study 2 - Cybersecurity: data and information security

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.

UNIT 1: MECHANICAL SYSTEMS

Students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically are of focus.

Area of Study 1 - Mechanical system design

Area of Study 2 - Producing and evaluating mechanical systems

UNIT 2: ELECTROTECHNOLOGICAL SYSTEMS

Students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation.

Area of Study 1 - Electrotechnological systems design

Area of Study 2 - Producing and evaluating electrotechnological systems

UNIT 3: INTEGRATED AND CONTROLLED SYSTEMS DESIGN

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Area of Study 1 - Integrated and controlled systems design

Area of Study 2 - Clean energy technologies

UNIT 4: SYSTEMS CONTROL

Students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Area of Study 1 - Producing and evaluating integrated and controlled systems

Area of Study 2 - New and emerging technologies

CONTACT: Stephen Kuhn