BELLARINE SECONDARY COLLEGE
LATER YEARS PROSPECTUS
2026

CONTENTS

GLOSSARY

S.B.A.T	School Based Apprenticeship or Traineeship
V.C.A.A	Victorian Curriculum and Assessment Authority - the body that runs the VCE/VCE VM/VET/SBA
V.C.E. V.M	Victorian Certificate of Education – Vocational Major
V.C.E	Victorian Certificate of Education
V.E.T	Vocational Education and Training

LATER YEARS COURSE SELECTION

Bellarine Secondary College offers two VCE Certificates for Later Years students; the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education – Vocational Major (VCE VM).

The VCE program at the College offers a broad range of subjects while the VCE VM program provides a vocational, hands-on alternative qualification for senior students. Students completing the VCE VM program must also complete a VET or SBAT to enable success in the program. You may also choose to do a VCE and/or VET subject as part of your VCE course.

Importantly, if you are unsure of your pathway beyond the College and intending to complete a VCE program it is important to choose a broad range of subjects so that you maintain your options.

This prospectus contains details of those courses and subjects available in the Later Years as well as providing information about the selection process in which you are about to participate.

Later Years staff and the Careers-trained teachers are available to advise you before you make subject selections. We encourage you to take advantage of staff experience and expertise when selecting your program. It is also very powerful to discuss your pathway options and subject selections with family, friends, class teachers and, of course, our college specialist Careers Team so that you fully consider all your options.

The Course Counselling process this year will again involve formal interviews with all 2024 Year 10 and Year 11 students and their parents/guardians about subject choices and the pathways into careers and further study/training. You will receive information on the Parent/Guardian Portal of Compass from the College about the arrangements for these counselling sessions.

The student and parent information sessions and the interview are important steps in the selection process. We now ask that you carefully read the information contained in this publication and do your best to be fully informed about the options open to you and the timeline for completing your selections. All course selections must be completed online and need to be done on the scheduled course counselling day. Students will receive assistance with the online process.

As previously mentioned, you will be required to study VET within your VCE VM certificate and will have the opportunity to study VET subjects, as part of your VCE.

We wish all students well in the selection process as a first step towards the successful completion of either VCE certificates.

Vanessa Wedding	**Suzanne Mack**	**Scott McDonald**
Later Years Leader	VCE VM Leader	Student Aspirations Leader/ VET, SBAT & Careers

SENIOR PATHWAYS

Before making decisions about VCE VM, VCE and VET programs, it is important for students to reflect on the experiences offered by the College throughout years 9 and 10. Programs such as Geelong Tertiary Futures Program, Morrisby Career Assessments, Year 10 Careers Week excursions, Work Experience, The Careers Department website and Career Action Plans completed during each year of schooling, may give students an idea of their pathway goals.

SELECTING VCE VM OR VCE

Before you choose your pathway and subjects, you should be thinking about your future and the types of careers/occupations you can realistically see yourself enjoying and committing to.

You should consider the following questions:

1. Who am I? (Self-Awareness)

   What subjects do I enjoy? What subjects am I good at? Do I have the aptitude for the particular job I am interested in? Do I have the skills that would suit a particular industry? What type of job suits my personality? What type of responsibility do I want in a job? What are my interests? What are my needs?

2. What do I want to be? (Occupational Awareness)

   What type of job do I want? What educational qualifications do I need for this job?

3. What course can I take? (Course Awareness)

   Where can I study for these occupations? What subjects do I need to get into these courses?

If you do not know the answers, that is OK, but please give it some serious thought and use your Career Action Plan (CAP) using the website www.thecareersdepartment.com and log into your account to try out some planning and testing for careers ideas.

From your research on various occupations, you should be aware by now that there are various types of post school options available to you:

- University Degrees
- Vocational Education and Training
- Apprenticeships, Traineeships
- Short Courses and external studies
- Employment – Part time, full time or casual

LATER YEARS CERTIFICATE 2026

(VCE)

Award of a VCE:
- Satisfactory completion of 16 Units.
- 3 Units from the English Group, with at least one at Unit 3 or 4 level.
- 3 Sequences of Units 3 & 4 studies other than English.
- The 16 Units may include an unlimited number of Vocational Education and Training.

VTAC advises that for the calculation of the ATAR; **satisfactory completion of both Units 3 & 4 of an English study is also required.**

Primary Pathways from VCE
- To receive an ATAR for a:
University Course
TAFE Certificate or Diploma
-Apprenticeships or Traineeships

VCE can be made up of:
- VCE Units
- VCE VET Units
- Other accredited VET Programs

VCE VM

Award of a VCE VM:
- Satisfactory completion of 16 units.
- 3 Literacy units or VCE English units(including a Unit 3 & 4 sequence).
- 3 other Unit 3 & 4 sequence.
- 2 Numeracy or VCE Mathematics units.
- 2 Work Related Skills Units
- 2 Personal Development Skills Units
- 180 hours of VET at Certificate II level or above

Primary Pathways from VCE VM
- TAFE Certificate or Diploma.
- Apprenticeships or Traineeships.
- Employment.
- Further School Study: VCE, Associate Degrees

VCE VM Can be made up of:
VCE VM Units: Literacy, Numeracy, Work related Skills, Personal Development Skills.
- VCE VET Units
- Other accredited VET Programs
- Block credit for VCE
- School Based Apprenticeship & Traineeships (SBA)

OPTIONS	VCE PROGRAM	VCE VM PROGRAM	VET STUDIES
Homework demands	3 hours homework per night Generally, up to 3 hours per subject per week	Moderately demanding up to 1 hour per night	Ranges from moderate to very demanding depending on units
Teaching and learning styles	Based predominately on theoretical and analytical key knowledge	Applied and active learning applicable to workplace	Combination of theoretical and applied learning based on a level of competency
Pathways	University / TAFE / traineeship or apprenticeship or employment	TAFE / traineeship or apprenticeship or employment	University / TAFE / traineeship or apprenticeship or employment
Student Attributes	Highly motivated towards chosen tertiary studies. Students that are interested in a range of subjects.	Students who are self-motivated and have a known vocation	Students enjoy combining active and theoretical learning styles
Enrolment and Student Material Fees	Students material fees are applicable	Students material fees are applicable plus excursion fees	Enrolment and material fees apply for each unit for each year of study.

VICTORIAN CERTIFICATE OF EDUCATION

STUDIES AND UNITS

- Most studies have four units, each unit lasts 1 semester or half of a school year
- Units 1 & 2 are usually taken in Year 11
- Units 3 & 4 are usually taken in Year 12
- Students enrol in 12 units (or 6 subjects) in their first full year of VCE, Year 11
- Students enrol in 10 units (or 5 subjects) in their second full year of VCE, Year 12
- Students undertaking VET subjects should note that the VCAA requires completion of the total number of hours of course work before a student can access a 3 - 4 sequence, a second year, where one exists

YEAR 11 (UNIT 1/2) STUDENTS

Select English: Units 1 and 2

Select 10 other units (5 subjects)

YEAR 12 (UNIT 3/4) STUDENTS

Select English or English Literature Units 3 and 4

Select 8 other units (4 subjects)

THE MINIMUM TO SATISFY SUCCESSFUL COMPLETION OF VCE IS 16 UNITS ACROSS BOTH YEAR 11 AND 12

At Least 3 Units of English, that includes the Units 3 & 4, plus a sequence of Units 3 & 4 in three studies apart from English.

ASSESSMENT AND REPORTING

Judgements about satisfactory completion are based on learning outcomes

Each VCE unit of study has between two and four outcomes

For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcome

SCHOOL ASSESSMENT

There are two kinds of school assessment. The first is called, School Assessed Course work (SAC's). This assesses how you have performed the learning outcomes specified in the study design. The second is called a School Assessed Task (SAT's). This kind of task will follow the specifications set by the Victorian Curriculum Assessment Authority. (Generally in subjects requiring a practical component. e.g The Arts & Technology studies)

For further information refer to the VCAA website: www.vcaa.vic.edu.au

VCE VM PROGRAM

WHAT MUST A STUDENT DO TO RECEIVE A VCE VM QUALIFICATION?

A student is awarded a Certificate when they gain credits for 16 units. A credit is gained for successful completion of a unit of study. A unit of study can be:

- a VCE VM unit (Nominal 180 hours)
- a VCE unit
- a VET course (Nominal 90 hours of Competency units / modules from a VET course)
- Structured Workplace Learning (SWL) credit

WHAT IS THE MINIMUM REQUIREMENT FOR A STUDENT'S LEARNING PROGRAM?

A student's VCE VM learning program must include all of the following:

- Three literacy or VCE English units (including a Unit 3 and 4 sequence)
- Three other Unit 3 and 4 sequences
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Units
- 180 hours of VET at Certificate II level or above
- A total of at least 16 units

VCE VM SUBJECTS BEING OFFERED

VCE VM INTEGRATED -Literacy

VCE VM INTEGRATED -Personal Development Skills

VCE VM INTEGRATED - Work Related Skills

VET

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES:

We will again be offering a number of VET courses. These include:

- Agriculture
- Animal Studies
- Automotive Technology
- Allied Health
- Beauty Therapy/Salon Assistance
- Building and Construction
- Business
- Community Services
- Dance
- Design Fundamentals
- Digital Media and Technology
- 22632VIC Certificate II in Engineering Studies (AIET 121314)
- Equine Industry
- AHC20422 Certificate II in Horticulture (AIET 121314)
- Kitchen Operations
- Music – Production or Sound Engineering
- Sport and Recreation
- Patisserie
- Visual Arts

THESE COURSES ARE SUBJECT TO DEMAND AND SO ARE NOT ALWAYS AVAILABLE

A VET course is a combination of VCE/VCE VM studies and vocational training. The vocational component may be delivered at school or at an external training provider. If satisfactorily completed such a course offers the student a contribution to VCE/VCE VM plus a TAFE certificate, which is nationally recognised. All programs listed include possible work placement during the course. *For some programs this is compulsory*. Work placement is generally completed during term holidays or for VCE VM students during their Structured Workplace learning days.

Individual VET courses are delivered at a number of sites including Bellarine Secondary College, Geelong High, Matthew Flinders, Belmont High, North Geelong SC, Covenant College, Geelong Industry Trade Training Centre at Northern Bay. The Gordon also run numerous options for VET.

ADVANTAGES TO STUDENTS:

They can study a vocationally oriented subject not necessarily available at school.

- They have access to a broader range of learning contexts and experts than they would if their study was confined to school.
- They gain a greater awareness of the links between school and work.
- Their self-esteem and communication skills will be enhanced.
- They gain skills which may give them an edge when entering the work force.

VET subjects such as Equine Industry and Music Industry in Year 12 have scored assessments which contribute towards ATAR scores for further study.

DISADVANTAGES:

- Students may have to travel to Geelong or Greater Geelong for tuition.
- Some courses have training over school holidays.
- Work placement is usually in the term holidays.

NOTE:

- Course levies may apply to contribute towards textbooks, materials and equipment

*** STUDENTS WISHING TO APPLY FOR VET COURSES MUST SEE Scott McDonald AFTER YOUR COURSE COUNSELLING INTERVIEW AND FILL OUT THE EXPRESSION OF INTEREST FORM.**

********** PLEASE BRING YOUR CHILD'S USI NUMBER TO COURSE COUNSELLING. STUDENTS ENROLLING IN A VET COURSE AT THE GORDON WILL BE REQUIRED TO UNDERTAKE AN ADDITIONAL ONLINE ENROLLMENT PROCESS ON THE SAME NIGHT AS COURSE COUNSELLING. THIS PROCESS MUST BE COMPLETED AT COURSE COUNSELLING FOR YOUR CHILD TO OBTAIN A PLACE IN THIS VET COURSE. PLEASE ENSURE THAT YOU HAVE A WORKING, CURRENT PERSONAL EMAIL WHICH YOU WILL BE REQUIRED TO ACCESS DURING COURSE COUNSELLING. THIS PROCESS WILL TAKE SOME ADDITIONAL TIME TO COMPLETE ON THE DAY/NIGHT***********

School Based Apprenticeships and Traineeships are available in a number of areas. Please fill out the expression of interest form, which can be collected from Mr Scott McDonald in the Pathways office. Mr Glenn Robertson (Headstart) is at the school on Thursdays to collaborate with Mr McDonald in setting up SBAT's and Traineeships.

VCE UNITS OFFERED

DISCIPLINE BASED AREA	SUBJECT	UNITS OFFERED IN 2026
Arts	Drama	1,2,3,4
	Media*	1,2,3,4
	Art Making and Exhibiting*	1,2,3,4
	Visual Communication Design	1,2,3,4
	VET Visual Arts	
	VET Music Performance*	1,2,3,4
English	English	1,2,3,4
	English Literature	1,2,3,4
Health and Physical Education	Health and Human Development	1,2,3,4
	Outdoor & Environmental Studies*	1,2,3,4
	Physical Education*	1,2,3,4
Humanities	Business Management	1,2,3,4
	History Revolutions	3,4
	Legal Studies	1,2,3,4
	History: Global Empires	1,2
	Sociology	1,2
Languages	Indonesian*	1,2,3,4
Mathematics	Foundation Mathematics	1,2,3,4
	General Mathematics	1,2,3,4
	Mathematical Methods	1,2,3,4
	Specialist Mathematics	1,2,3,4

Science	Biology*	1,2,3,4
	Chemistry*	1,2,3,4
	Environmental Science	1,2,3,4
	Physics	1,2,3,4
	Psychology*	1,2,3,4
Technology	Agriculture & Horticulture*	1,2,3,4
	Product Design and Technology -	
	(a) Textiles*	1,2,3,4
	(b) Woodwork*	1,2,3,4
	Computing	1,2
	Food Studies*	1,2,3,4
	Informatics	3,4
	Software Development	3,4
	Systems Engineering*	1,2,3,4
VET SUBJECTS OFFERED AT BELLARINE S.C	VET Visual Arts	1,2,3,4
	VET Equine*	1,2,3,4
	VET Engineering	1,2,3,4
	VET Music Performance*	1,2,3,4
	VET Sport and Rec	1,2,3,4
	VET Horticulture	1,2,3,4

*These Units attracted a cost in 2025.

*Please note that there may also be levies applied to additional subjects that have not attracted a levy in the past.

LATER YEARS UNIT DESCRIPTIONS:

ARTS

DRAMA

UNIT 1: INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

UNIT 2: CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

UNIT 4: DEVISED SOLO PERFORMANCE

Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination. They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Career Pathways include: Actor, Actress, Film Making, Production, Theatre and Events, Media and Communications, Literary Studies, Live Production, Script Writer, Drama Teacher.

MEDIA

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations; narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, 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: NARRATIVES ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

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 AND PRE-PRODUCTION

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Area of Study 1: Narrative and Ideology

Area of Study 2: Media Production development

Area of study 3: Media production design

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Area of Study 1: Media Production

Area of Study 2: Agency and Control in and of the Media

Career pathways include: Photographer, Publisher, Set designer, stage manager, graphic designer, film critic/reviewer, Film and TV production- director, editor, camera operator, lighting operator, sound technician, producer, writer, general production crew member, games developer, radio production, make-up artist, media presenter, actor, animator, Illustrator, Multimedia developer, Copywriter, advertising, communication, social media manager, social media influencer, app development, social media content generator

MAKING AND EXHIBITING

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

In this unit students explore materials, techniques and processes in a range of art forms to learn about the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes.

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

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others 'artworks. They also explore how art elements and art principles create visual language in artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces

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

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. They document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students 'own ideas and their developing style.

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

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Area of Study 1: Consolidate- refine and resolve
Area of Study 2: Present- plan and critique
Area of Study 3: Conserve- present and care

Career Pathways include: Artist, Curator, Exhibitions Manager, Arts Educator, Conservator, Illustrator, Set Designer, Gallery owner, Collections Manager, Art Director, Animation, Art Therapist

VET ART- CERT III IN VISUAL ARTS

Certificate III in Visual Arts: provides students with the opportunity to produce drawings to communicate ideas, apply knowledge of history and theory to own arts practice and produce creative work over a two year period. Employment opportunities reflect roles such as ceramics studio assistant, community theatre assistant and arts, craft or design practitioner. Certificate III in Visual Arts is a pathway to Certificate IV in Visual Arts.
In the class, you will build a folio of work based on projects and class exercises and be assessed on completed projects and final folio submissions. You will have opportunities to build skills in drawing, print making, painting and sculpture.

Students who receive a VCE VET Unit 3–4 sequence for the VCE VET Visual Arts qualification will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

VISUAL COMMUNICATION DESIGN

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit focuses on using visual language to communicate messages, ideas and concepts. Students will acquire and apply design skills and drawing techniques to explore their own ideas and concepts as a means of communication. The importance of design elements and principles in relation to the production of visual message will be explored. Students will complete an investigation of design styles. Students will be introduced to three stages of the design process.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students will use technical drawing systems to communicate information associated with the

environmental and industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students will apply the design process in response to a set design brief.

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

In this unit students will gain an understanding of the process designers use to communicate ideas with clients, target audiences, other designers and specialists. Students will investigate and analyse existing visual communications. Students will experiment with use of manual and digital methods, media and materials in developing their own design ideas and concepts. Students will establish a design brief and begin generating ideas and research for a folio to be completed in Unit 4.

UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each stated need. Students must show evidence of the design process in their visual diaries. Students will evaluate their final presentations and devise a pitch to communicate their design thinking and decision making to the client.

Career Pathways include: Graphic designer, Advertising, Architect, Landscape designer, Furniture designer, Fashion designer, Interior designer, Illustrator, Industrial/product designer, Set/exhibition designer, CGI - Computer graphics/animation, Engineering design, Digital/Web designer, Print publication.

ENGLISH

ENGLISH

UNITS 1, 2, 3 & 4

Units 1 to 4 focus on how the English language is used to create meaning in print and digital texts of varying complexity. Students continue to develop their language skills in a range of written and spoken responses, as well as their capacity for critical and creative thinking.

Students will:

- Develop a detailed interpretation of selected texts, producing both personal and analytical responses
- Craft and produce written texts for a specific context, audience and purpose
- Present complex ideas and information to an audience through prepared oral presentations
- Discuss and respond in detail to current media texts about a contemporary issue

Entry

There are no prerequisites for Unit 1. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Unit 3 & 4
School assessed coursework and examinations

- Unit 3 school assessed coursework: 25%
- Unit 4 school assessed coursework: 25%
- End of year examination: 50%

LITERATURE

UNIT 1 & 2

Units 1 and 2 foster students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling. Students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students are provided with opportunities to read deeply, widely and critically and to write creatively and analytically.

Students are required to:

- Respond to a range of texts through close analysis
- Explore concerns, ideas, styles and conventions common to literary movements or genres
- Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators
- Explore and analyse how a text represents its historical, social and cultural context

UNIT 3 & 4

Units 3 and 4 explore the use of language in various kinds of texts and the ways in which readers respond to and interpret them. It focuses on the meanings derived from texts, the contexts in which texts are produced and how readers' experiences shape their responses to texts. It also examines how literature may reflect or comment on social, historical and cultural contexts.

Students are required to:

- Explore the demands of producing a text for performance
- Present interpretations of texts, supported by close textual analysis
- Prepare a creative response to a text
- Present a close analysis of a text, based on a selection of passages

Assessment
Unit 3 & 4
School assessed coursework and examinations

- Unit 3 school assessed coursework: 25%
- Unit 4 school assessed coursework: 25%
- End of year examination: 50%

Careers Pathways include: writer, publisher, law clerk, editor, copywriter, journalist, actor, media presenter, marketing officer, library assistant, teacher, theatre critic, court recorder, administrative assistant

HEATH & PHYSICAL EDUCATION

HEALTH AND 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 investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

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

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. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses 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. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

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 consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Career Pathways include: Nursing, Teaching, Nutrition, Speech Pathology, Health Promotion

OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1 EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

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

UNIT 2 DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit 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.

UNIT 3 RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is 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. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

UNIT 4 SUSTAINABLE OUTDOOR RELATIONSHIPS

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. 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 are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Career Pathways include: Sport and Recreation, Horticulture, Teaching, Parks Officer, Tour Guide

PHYSICAL EDUCATION

UNIT 1: THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

UNIT 2: PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

UNIT 3 PHYSICAL EDUCATION – MOVEMENT & SKILLS & ENERGY FOR PHYSICAL ACTIVITY, SPORT & EXERCISE

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4 PHYSICAL EDUCATION – TRAINING TO IMPROVE PERFORMANCE

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

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 assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Career Pathways include: Teaching, Sports Science, Exercise Science, Personal Trainer, Physiotherapy, Osteotherapy, Paramedic

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VCE VET SPORT AND RECREATION

PROGRAM STRUCTURE

The **Certificate III in Sport & Recreation** is offered through a partnership with SAVILE Training (RTO Number: 45452) via an auspicing agreement. This two-year program equips students with the practical skills, theoretical knowledge, and confidence necessary to work in community and outdoor recreation settings, including aquatic environments.

Students will engage in both practical and theoretical learning experiences designed to develop leadership, organizational, and specialist activity skills. The program is structured to provide a strong foundation for employment or further study in the sport, fitness, and recreation sectors. In the second year, students will complete a scored Unit 3 & 4 subject that contributes to their Victorian Certificate of Education (VCE).

Program Length

- Duration: 2 years

Course Aims

- To provide participants with the knowledge and skills to achieve units of competency that enhance employment opportunities in sport, recreation, and related industries.
- To enable students to gain a nationally recognized qualification that supports informed decisions about vocational and career pathways in sport and aquatic recreation.

Program Highlights

- Develop practical skills in sport and aquatic recreation activities.
- Build leadership and organisational skills applicable to community and outdoor recreation.
- Access hands-on learning through practical sessions and real-world experiences.

- Gain a nationally accredited Certificate III qualification.
- Opportunity to complete a scored VCE Unit 3 & 4 subject in the second year.

Pathways

Successful completion of the Certificate III in Sport & Recreation opens pathways to further education and career opportunities, including:

Further Education:

- TAFE Certificate IV in Sport and Recreation
- Certificate III & IV in Fitness
- Certificate IV in Sport Development/Coaching
- Diploma of Sport & Recreation

HUMANITIES

BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed 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, and the effect of these on planning a business.

UNIT 2: ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making 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 satisfied to establish a business. Students will 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. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNIT 3: MANAGING A BUSINESS

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students will develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

LEGAL STUDIES

UNIT 1: GUILT AND LIABILITY

Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused and the liability of a party in a civil dispute.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

UNIT 3: RIGHTS AND JUSTICE

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: THE PEOPLE AND THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and 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 law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

HISTORY

UNIT 1 & 2: EMPIRES

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental, and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states. Students will explore two Empires throughout the year and analyse the rise, change, and possible fall of these Empires.

UNIT 3 & 4: REVOLUTIONS

In this area of study students analyse the long-term causes and short-term triggers of revolution. Evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. They will also analyse the consequences of the revolution and evaluate the extent of change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. This Unit will focus on the American and Russian revolutions.

SOCIOLOGY

UNIT 1: YOUTH AND FAMILY

This unit uses a sociological methodology to explore the social category of youth and the social institution of the family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

UNIT 2: SOCIAL NORMS: BREAKING THE CODE

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

UNIT 3: CULTURE AND ETHNICITY

In this unit students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. They critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students also investigate ethnicity as a key sociological category that plays an important role in social life.

UNIT 4: COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They investigate changes to the concept of community over time by exploring the theories of Ferdinand Tonnies and Michel Maffesoli as well as through a detailed case study of a specific community. Students also examine the relationship between social movements and social change. They investigate one specific social movement to develop an understanding of the purpose, evolution, power and outcomes associated with social change.

Careers Pathways include Sociologist, Law, Statistics, Politics, Journalism

LANGUAGES

INDONESIAN

UNITS 1 & 2:

These units are designed to further develop students' language skills by developing their proficiency in reading and listening comprehension, speaking and writing. Students will be required to: informally speak or write about personal experience; demonstrate comprehension of spoken and written texts; role-play; write in a variety of text types.

UNITS 3 & 4:

These units are designed to extend students' language skills by developing their proficiency in reading and listening comprehension, speaking and writing effectively for a range of purposes and audiences in a variety of ways. Students will be required to: express ideas through writing original text; analyse and use information from spoken and written text; exchange information, opinions and experiences; respond critically to spoken and written text; undertake a detailed study.

INDONESIAN:

The Individual	The Indonesian-speaking communities	The changing world
• Personal world	• Lifestyles	• Social issues
• Education and aspirations	• Visiting Indonesia	• The world of work
• Personal opinions and values	• Customs and traditions	• Australian and Indonesian relations
	• Stories from the past	

MATHEMATICS

It is best to plan a Mathematics course for 2 years of VCE. In VCE students may study up to eight mathematics units over the two years depending on their future needs. Mathematics is not compulsory in VCE.

Units offered cover a wide range of difficulty, and students are strongly advised to seek advice from their Mathematics teacher or the Mathematics DBA Leader.

UNITS 1 - 4: FOUNDATION MATHEMATICS

This unit provides the continuation of mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

In Foundation Mathematics there is a strong emphasis on using mathematics in situations relating to everyday life.

UNITS 1 - 4: GENERAL MATHEMATICS

These units provide the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study. A TI-Nspire CAS calculator is required.

UNITS 1 - 4: SPECIALIST MATHEMATICS

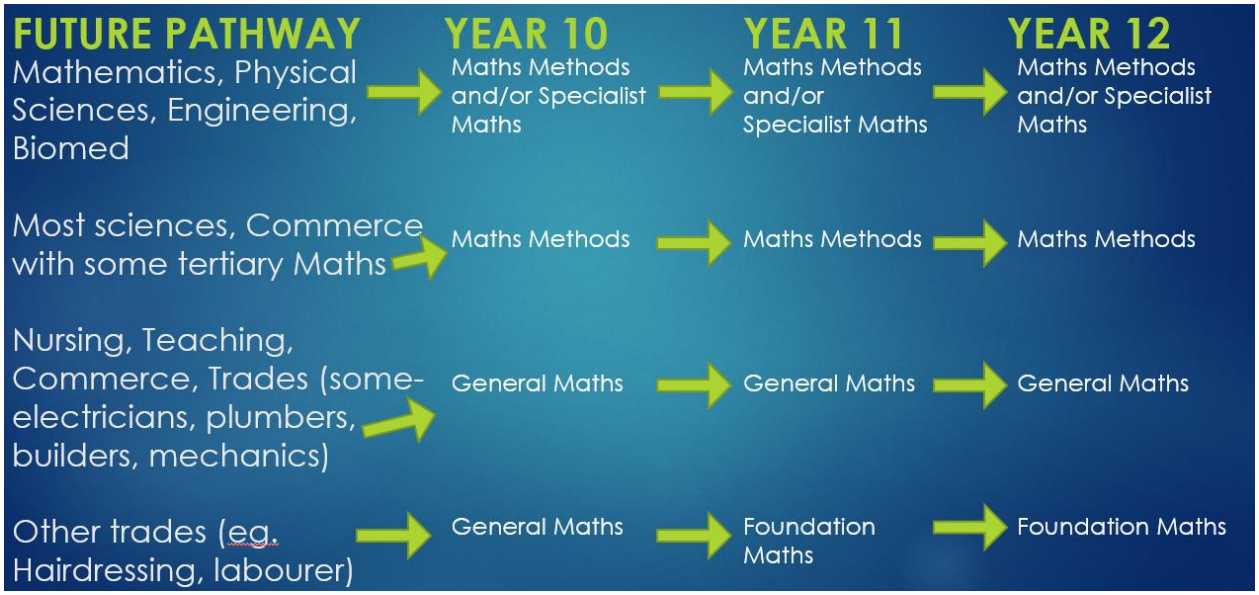
These units provide the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex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

UNIT 1 - 4: MATHEMATICAL METHODS

These units provide the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.
A TI-nspire CAS calculator is required.

With the exception of Foundation Mathematics students, all students are compulsorily required to purchase a TI-nspire CAS calculator (cost, approx. $250). No other brand or type is permitted. Check with a Mathematics staff member if you have any queries. Families experiencing financial difficulties can contact the business manager for possible assistance.

Note: Students intending to study Mathematics beyond Year 12 are strongly advised to take General Mathematics and Mathematical Methods CAS 1 & 2 in Year 11, then, depending on their results, choose to complete Mathematics Methods and Specialist in Year 12.



N.B Different tertiary institutions have different Maths Requirements

N.B this is a recommended pathway only. Options can be negotiated with students in relation to studying a lower level of Maths in different semesters.

SCIENCE

BIOLOGY

UNIT 1: HOW DO CELLS FUNCTION?

This unit examines:

- Structure and functioning of cells and cell types and the role of organelles in survival of the cell and reactions that support life. Cell growth and differentiation, controlled cell death and cancers
- Functioning systems of plants and animals in terms of homeostasis
- Practical investigations

UNIT 2: HOW DO INHERITED ADAPTATIONS IMPACT ON DIVERSITY?

This unit examines:

- Sexual reproduction as a source of variation in populations and the relationship between DNA, genes, chromosomes in predicting inheritance patterns. Reproductive strategies are examined
- Adaptations for survival and the contribution of Indigenous peoples towards ecosystem understanding and management
- Investigation of a genetic issue

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

This unit examines:

- The role of nucleic acids in the production of proteins
- DNA manipulation techniques and applications
- Biochemical pathways such as photosynthesis and cellular respiration under the control of proteins such as enzymes

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

This unit examines:

- Responding to antigens to develop immunity and strategies to combat disease
- Changes in populations overtime as a result of disease, mutations, genetic drift, selective breeding
- Evidence for change overtime (evolution) such as fossil record, molecular evidence, homologous structures including the human fossil record
- Student driven scientific investigation from unit 3 or 4

Career Pathways include: scientist for example biological, forensic, sports or medical scientist, medical practitioner, medical laboratory technician, vet nurse, nurse, zoo keeper, fisheries officer, dental technician, natural therapist, wine maker, nursery person

CHEMISTRY

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

This unit examines:

- Elements and the periodic table, covalent substances
- Reactions of metals/ionic compounds, separation of the components of mixtures
- Quantifying atoms and compounds, families of organic compounds, polymers and society
- Extended practical investigation on chemistry and sustainable futures

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD

This unit examines:

- Water, acid-base reactions, redox reactions
- Measuring solubility, analysis of acids and bases, measuring gasses, analysis of salts
- Extended practical investigation of how scientific investigations develop our understanding of chemical reactions

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

This unit examines:

- Carbon based fuels, measuring changes in chemical reactions, galvanic cells
- Rates of chemical reactions, extent of chemical reactions, electrolysis
- Galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions

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

This unit examines:

- Structural features, nomenclature of organic compounds
- Reactions of organic compounds
- Lab analysis of organic compounds
- Instrumental analysis of organic compounds
- Medical chemistry
- Extended practical investigation into sustainable production of energy and or materials

Career Pathways include: scientist for example chemist, forensic, sports or medical scientist, medical practitioner, chemical engineer, water and waste water plant operator medical laboratory technician, vet nurse, nurse, aquaculture technician, wine maker, food processing technician

ENVIRONMENTAL SCIENCE

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

This unit examines:

- Investigation of local ecosystems
- Earth and its major systems
- Processes for creating the essential conditions to sustain life on Earth
- Managing environmental challenges
- Practical investigations and student designed investigation

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

This unit examines:

- Pollution effects on the Earth's systems
- Measurement, monitoring and management of pollutants
- Sustainable management of food and water systems including security of these systems
- Practical investigations and student designed investigation

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

This unit examines:

- Importance of biodiversity and its change overtime
- Assessing changes in species diversity using a variety of practical and theoretical techniques
- Assessing threats to biodiversity and strategies to protect and restore biodiversity
- Principals of sustainability and environmental decision making and management
- Case study overview and evaluation

UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

This unit examines:

- Major factors that affect the Earth's climate
- Understanding mechanisms for climate change and strategies for management
- Social and environmental impacts of energy production and use on society and the environment
- Human energy use, sources and alternatives
- Managing energy use and impacts
- Practical investigations and student designed investigation

Career Pathways include: scientist for example biological, forensic or animal scientist, park ranger, natural resource manager, environmental field officer, zoo keeper, fisheries officer, landscape architect, nursery person, Landcare worker, urban and regional planner, environmental health officer

PHYSICS

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit, students study:

- Electromagnetic radiation
- Thermal energy, interaction of thermal energy electromagnetic radiation
- Radiation from the nucleus and nuclear energy
- What is matter and how is it formed
- Practical investigations and student designed investigation

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

In this unit, students study:

- How can motion be described and explained
- Forces and motion, energy and motion, equilibrium and application of motion
- Students select from 18 different options and investigate an observation of the physical world
- Practical investigations and student designed investigation

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit, students study:

- Newton's laws
- Relationship between force, energy and mass
- Fields and interactions
- Application of field concepts
- A student-designed practical investigation related generation or transmission of electricity

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

In this unit, students study:

- Light as a wave and particle
- Matter as particles and waves
- Similarities between light and matter
- Theory of relativity and the relationship between energy and mass
- Practical investigations and student designed investigation on fields, motion or light

Career Pathways include: Engineers including aerospace, biomedical, environmental, civil and computer, technicians including air force, sound, or medical laboratory technician, surveyors, pilots, radiation therapist, electrician, cartographer, toolmaker

PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit, students study:

- Complexity of psychological development and defining and supporting development
- Role of the brain in processes and behaviour
- Brain plasticity and brain injury
- Conduct a student-directed research investigation into contemporary psychology and validation of psychological research

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit, students study:

- Social cognition
- Factors that influence individual and group behaviour
- Perception and distortions of perception
- Conduct a student-directed practical investigation on perception and or behaviour

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND METAL PROCESSES?

This unit examines:

- The nervous system to explain how a person can interact with the world around them
- How stress may affect a person's psychological functioning and consider the causes and management of stress
- How mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours
- Limitations and fallibility of memory and how memory can be improved

UNIT 4: HOW IS WELLBEING SUPPORTED AND MAINTAINED?

This unit examines:

- Demand for sleep
- Importance of sleep in mental wellbeing
- Defining mental wellbeing
- Application of biopsychosocial approach to explain specific phobia
- Maintenance of mental wellbeing
- Practical investigations and student designed investigation that covers mental processes or psychological functioning

Career Pathways include: Psychologist, social work, welfare work, child protection, juvenile justice, community corrections, disability work, drug and alcohol, youth work, other roles such as administration, management, policy and research.

TECHNOLOGY

VCE VET HORTICULTURE

PROGRAM STRUCTURE

In this unit, students study:

The VCE VET Horticulture program comprises VCE VET credit at Units 1 to 4 level. Certificates II are typically completed over two years.

Horticulture is a very diverse industry which involves growing and harvesting fruit or vegetables. Horticulture businesses produce fresh and dried fruit and vegetables for local markets, processing and exporting. The range of produce is vast and could include many varieties of different fruits, nuts and vegetables. Many operate as farms growing vegetables, while others are based on extensive orchards. Some businesses are intensive and grow fruit, vegetables and mushrooms in controlled environments. The identified units of competency in the VCE VET Horticulture have been selected for recognition purposes.

SEQUENCE

The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected. The sequencing of units of competency is determined by the registered training organisation, teacher or trainer; however, it is anticipated that a number of the core units of competency will be undertaken in the first year of the program.

STRUCTURED WORKPLACE LEARNING

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency, as determined by the RTO
- increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of **90** hours of SWL for the VCE VET Horticulture. SWL should be spread across the duration of the training program.

ATAR CONTRIBUTION

The VCE VET Horticulture program does not offer scored assessment. A student who achieves a Units 3 and 4 sequence may be eligible for an increment towards their ATAR. Increments for VCE VET programs will be calculated using 10% of the lowest study score of the primary four.

Career Pathways include: Agriculture- Agronomist, soil scientist, Vet, Vet nurse, Animal nutritionist, Farm hand, Farm manager, Gardener, Shearer, Viticulturist, Horse manager, Farmer, Technician, Stock agent.

PRODUCT DESIGN AND TECHNOLOGY

The college is currently offering students the opportunity to choose one of two subjects in this area

- Textiles or Wood Furniture Units 1, 2, 3, & 4

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

Product Design and Technology Textiles

UNIT 1: PRODUCT REDESIGN AND SUSTAINABILITY

- Manufacture your own designed product using state of the art equipment and machines. Students use good quality fibres, threads and fabrics and are expected to produce fashion garments or manchester pieces that meet the highest standards of quality.
- Creatively bring your ideas to life through the development of your own design portfolio. An important part of the design process is documenting and developing the influences and methods encountered in your journey to make a great product.
- Map out the image of your design with technical drawing. Using different methods of drawing students are able to make early assessments of the success of the visual aspects of their final creation.
- Investigate other products, designers and materials along the way. Learn about intellectual property, its implication and importance when designing.
- Students use a range of machines typical of the fashion industry, so safety is an important part of the course.

UNIT 2: COLLABORATIVE DESIGN

- Work with your friends in your own design team. Students utilize individual strengths to cooperatively design, develop and manufacture a high-quality range of products.
- Collaboratively bring your ideas to life through the development of a group design portfolio. Students combine their creative minds to come up with and develop a design pathway.
- Develop your existing drawing skills in fashion drawing. Using different methods of drawing students are able to promote visual aspects of their final creation.
- Continue to investigate other products, designers and materials.
- Students use machines and equipment typical of the fashion industry, so safety is an important part of the course.

UNIT 3 & 4: APPLYING THE PRODUCT DESIGN PROCESS AND UNIT 4 PRODUCT DEVELOPMENT & EVALUATION

- Students take on the role of a designer, independently developing a product for a client or end user. Time management and productivity are key elements in student success.
- You choose your avenue of interest. Students have unique products and therefore must research and prepare for individual needs e.g. style, function, ergonomics, pricing etc.
- Thumbnail to full visualization sketches develop your product into a fully realized design. Students are required to create comprehensive technical drawings that identify in all detail the product to be constructed.
- Delve into every avenue of your project. Students construct an in-depth portfolio which covers all areas of documentation and research in this yearlong design project.
- Experiment with materials and processes. Students will need to determine the suitability of fabrics notions and construction methods in the process of design development.
- Students use machines and equipment typical of the fashion industry, therefore safety is an important part of the course.
- Manufacture an exceptionally high-quality product, using the best quality material and the most effective and enduring methods of construction.

Product Design and Technology – Wood Furniture

UNIT 1: PRODUCT REDESIGN AND SUSTAINABILITY

- Manufacture your own designed product using state of the art tools and machines. Students use good quality materials and are expected to produce pieces of furniture that meet the highest standards of quality.
- Creatively bring your ideas to life through the development of your own design portfolio. An important part of the design process is documenting and developing the influences and methods encountered in your journey to make a great product.
- Map out the image of your design with technical drawing. Using different methods of drawing students are able to make early assessments of the success of the visual aspects of their final creation.
- Investigate other products, designers and materials along the way.
- Students use machines typical of the furniture industry, so safety is an important part of the course.

UNIT 2: COLLABORATIVE DESIGN

- Work with your friends in your own design team. Students utilize individual strengths to cooperatively design, develop and manufacture a high-quality series of products.
- Collaboratively bring your ideas to life through the development of a group design portfolio. Students combine their creative minds to come up with and develop a design pathway.
- Develop your existing drawing skills in technical drawing. Using different methods of drawing students are able to promote visual aspects of their final creation.
- Continue to investigate other products, designers and materials.
- Students use machines typical of the furniture industry, so safety is an important part of the course. Comprehensive training and instruction in tool and machine use is mandatory.

UNIT 3 & 4: APPLYING THE PRODUCT DESIGN PROCESS AND UNIT 4 PRODUCT DEVELOPMENT & EVALUATION

- Students take on the role of a designer, independently developing a product for a client or end user. Time management and productivity are key elements in student success.
- You choose your avenue of interest. Students have unique products and therefore must research and prepare for individual needs e.g. style, function, ergonomics, pricing etc.
- Sketch, sketch, sketch develop your product into a fully realized design. Students are required to create comprehensive technical drawings that identify in all detail the product to be constructed.
- Delve into every avenue of your project. Students construct an in-depth portfolio which covers all areas of documentation and research in this yearlong design project.
- Experiment with material and process. Students will need to determine the suitability of materials and joinery methods in the process of design development.
- Students use machines typical of the furniture industry, therefore safety is an important part of the course. Comprehensive training and instruction in tool and machine use is mandatory.
- Manufacture an exceptionally high quality object, using the best quality material and the most affective and enduring methods of construction.

FOOD STUDIES

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.

In **Area of Study 1** students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing regions of the world.

In **Area of Study 2** students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others

UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia.

Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3: FOOD IN DAILY LIFE

In this unit students investigate the many roles and everyday influences of food.

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses 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, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In **Area of Study 1** students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In **Area of Study 2** students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

COMPUTING

UNIT 1- COMPUTING

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

In **Area of Study 1** students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.

In **Area of Study 2** students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.

In **Area of Study 3** students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

UNIT 2- COMPUTING

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In **Area of Study 1** students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology.

In **Area of Study 2** students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data.

In **Area of Study 3** students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

SOFTWARE DEVELOPMENT

UNIT 3 – SOFTWARE DEVELOPMENT

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In **Area of Study 1** students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules.

In **Area of Study** 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

UNIT 4 – SOFTWARE DEVELOPMENT

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In **Area of Study 1** students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress.

In **Area of Study 2** students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Career Pathways include: Programmer, Network Administrator, IT Security Analyst, Web Developer, Games Developer, App Developer, Database Administrator, Business Systems Analyst

SYSTEMS ENGINEERING

SYSTEMS ENGINEERING

Units 1, 2, 3 & 4 This study investigates the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems applicable to a diverse range of fields such as engineering, manufacturing, automation, electro-technology, robotics and energy management. The study includes both theoretical and practical components and design folio development, The study promotes innovative thinking and problem solving skill through project based learning approach. Units 1&2 focus on mechanical and electro-technology engineering fundamentals, while Units 3&4 focus on energy and integrated, controlled system engineering. The study can provide for students seeking entry into tertiary technology courses, e.g. engineering and applied sciences, or skilled trades and vocational training in the electro-technology and automotive sectors. A sound knowledge of general mathematical principals is needed in order for students to be able to understand the engineering fundamentals involved in the study. Students need to be willing to spend the necessary time required to grasp the theoretical component of the study.

Unit 1- MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages

UNIT 2 – ELECTROTECHNOLOGICAL SYSTEMS

In this unit 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

UNIT 3 – INTEGRATED AND CONTROLLED SYSTEMS

In this unit 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

UNIT 4 – SYSTEMS CONTROL

In this unit 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 impact.

VCE VET BUILDING AND CONSTRUCTION

PROGRAM STRUCTURE

In this unit, students study:

The VCE VET Building and Construction program comprises VCE VET credit at Units 1 to 4 level. Certificates II are typically completed over two years. The unit of competencies are designed to provide learners with skills and knowledge to undertake an apprenticeship within building and construction industry sectors. The combined skills and knowledge of the pre-apprenticeship course is intended to prepare individuals for further training.

The course includes units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors, that underpin Certificate III qualifications The identified units of competency in the VCE VET Building and Construction have been selected for recognition purposes.

SEQUENCE

The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected. The sequencing of units of competency is determined by the registered training organisation, teacher or trainer; however, it is anticipated that a number of the core units of competency will be undertaken in the first year of the program.

STRUCTURED WORKPLACE LEARNING

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency, as determined by the RTO
- increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of **90** hours of SWL for the VCE VET Building and Construction. SWL should be spread across the duration of the training program.

ATAR CONTRIBUTION

The VCE VET Building and Construction program does not offer scored assessment. A student who achieves Units 3 and 4 sequence may be eligible for an increment towards their ATAR. Increments for VCE VET programs will be calculated using 10% of the lowest study score of the primary four.

Career Pathways include: Bricklaying, Carpentry, Painting and decorating, Wall and ceiling lining, Wall and floor tiling, Solid plastering, Stonemasonry and Joinery/shopfitting/stair building.

22614VIC Certificate II in Building and Construction Pre-apprenticeship (Version 1.0):

in the following trade sectors: Bricklaying, Carpentry, Painting and decorating, Wall and ceiling lining, Wall and floor tiling, Solid plastering, Stonemasonry and Joinery/shopfitting/stair building.

Credit in the VCE (including VCE VM and VPC): recognition of up to four VCE VET units at Units 1 and 2 level, and a VCE VET Unit 3–4 sequence.

VCE VM 2026

WHAT IS VCE VM?

The Victorian Certificate of Applied Learning (VCE VM) is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCE VM is based on work-related, hands-on learning.

Students who complete a VCE VM certificate are more likely to be interested in going onto training at TAFE, completing an apprenticeship or going straight into the workforce. Deakin University also accepts VCE VM students in some programs.

The VCE VM program gives students practical work related skills and experience, industry specific skills, as well as literacy and numeracy and personal skills that are important for life and work.

Fully accredited subjects are selected. These include:

1. VCE VM Integrated (this includes Literacy, Work Related Skills and Personal Development Skills),

2. Industry Specific Skills – this is completed through a VET course

3. VCE Mathematics – Foundation or General VCE Maths

4. VCE Business Management - Applied

EXAMPLE OF A YEAR 11 VCE VM STUDENT'S PROGRAM

PATHWAYS	LITERACY SKILLS	NUMERACY SKILLS	INDUSTRY SPECIFIC SKILLS (3 SUBJECTS REQUIRED)	PERSONAL DEVELOPMENT SKILLS
Student wanting a pathway in hospitality	VCE VM Integrated which includes: Literacy Units 1 and 2	VCE Mathematics Foundation or General	VET Hospitality VET Kitchen Operations VCE Food Studies School Based Apprenticeship or Traineeship	VCE VM Integrated which includes: Personal Development Skills Units 1 and 2
Student wanting a pathway in automotive	VCE VM Integrated which includes: Literacy Units 1 and 2	VCE Mathematics Foundation or General	VET Automotive VCE VM Metal Fabrication School Based Apprenticeship	VCE VM Integrated which includes: Personal Development Skills Units 1 and 2
Student wanting a pathway in business/retail	VCE VM Integrated which includes: Literacy Units 1 and 2	VCE Mathematics Foundation or General	VET Retail VCE VM Business Management School Based Apprenticeship	VCE VM Integrated which includes: Personal Development Skills Units 1 and 2

EXPLANATION OF VCE VM UNITS

VCE VM INTEGRATED - LITERACY

UNIT 1:

AREA OF STUDY 1: LITERACY FOR PERSONAL USE

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3). Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

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

AREA OF STUDY 2: UNDERSTANDING AND CREATING DIGITAL TEXTS

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

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

UNIT 2:

AREA OF STUDY 1: UNDERSTANDING ISSUES AND VOICES

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

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

AREA OF STUDY 2: RESPONDING TO OPINIONS

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

VCE VM INTEGRATED_ PERSONAL DEVELOPMET SKILLS (PDS)

UNIT 1: HEALTHY INDIVIDUALS

AREA OF STUDY 1: PERSONAL IDENTITY AND EMOTIONAL INTELLIGENCE

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

AREA OF STUDY 2: COMMUNITY HEALTH AND WELLBEING

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

AREA OF STUDY 3: PROMOTING A HEALTHY LIFE

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

UNIT 2: CONNECTING WITH COMMUNITY

AREA OF STUDY 1: WHAT IS COMMUNITY?

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

AREA OF STUDY 2: COMMUNITY COHESION

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

AREA OF STUDY 3: ENGAGING AND SUPPORTING COMMUNITY

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

VCE VM INTEGRATED – WORK RELATED SKILLS (WRS)

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

AREA OF STUDY 1: FUTURE CAREERS

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

AREA OF STUDY 2: PRESENTATION OF CAREER AND EDUCATION GOALS

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

UNIT 2: WORKPLACE SKILLS AND CAPABILITIES

AREA OF STUDY 1: SKILLS AND CAPABILITIES FOR EMPLOYMENT AND FURTHER EDUCATION

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

AREA OF STUDY 2: TRANSFERABLE SKILLS AND CAPABILITIES

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

INDUSTRY SPECIFIC SKILLS

Study in this strand is designed to:

- Develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment.
- Provide vocational experiences relevant to student's interests and abilities.
- Provide pathways to further study through credit in VET courses.

In this strand students must complete a VET subject. All students who select VCE VM must undertake a full VET program through Bellarine Secondary College or through one of our education partnerships. (Please note these partnerships are currently being reviewed.

The curriculum for the Industry Specific Skills units may be in authentic work contexts through work placement programs or programs that provide work related contexts, e.g. careers education programs, VET courses, School Based Apprenticeships.

MATHEMATICS – see the relevant information on page 30

BUSINESS MANAGEMENT – see the relevant information on page 28

IMPORTANT VCE VM DETAILS

ATTENDANCE OF VCE VM STUDENTS.

Bellarine Secondary College requires that VCE VM students will have an attendance record in line with that which is required of VCE students. All absences must be authenticated with a note from parents or a medical certificate.

PERFORMANCE OF VCE VM STUDENTS.

Whilst VCE VM offers students a great deal of flexibility, there is an expectation that students are responsible for their own progress through VCE VM. Student performance is reviewed continuously throughout the year.

We make every effort to ensure that subjects published in this handbook will be offered, however the running of classes will be reliant on numbers resulting from student selections. We therefore reserve the right to make alterations to courses that are subject to VCAA approval, timetable issues, staffing issues and external auspicing issues.

EXTRA-CURRICULAR ITEMS AND ACTIVITIES

Bellarine Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. We aim to provide all extra-curricular items and activities prior to the school year to provide our families with an opportunity to plan and/or request financial support.

SELECTION OF VCE VM UNITS

Students need to complete the set VCE VM Integrated course and VCE Business Management (Applied). They will also need to choose either Foundation or General Mathematics. These are set core curriculum. Students will need to select a VET subject that is offered at school or an external provider. Alternatively, they can apply for a school-based apprenticeship. Students may be able to study an alternative to VCE Business Management Applied – if they are interested in another VCE subject they must submit a request to complete a VCE subject. All VCE VM students are expected to participate in Structured Workplace Learning, which will occur one day a week from Semester 2 in Year 11 and all year in Year 12.