



# Senior Programs Curriculum Handbook

## 2024 - 2025



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# KEY CONTACTS

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YEAR 10 COORDINATOR



Mr Cameron Ritchie  
YEAR 10 ASSISTANT  
COORDINATOR



Mr Anthony Fincher  
YEAR 11 COORDINATOR



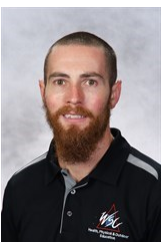
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SENIOR PATHWAYS  
COORDINATOR



Mr Phil Hughes  
VCE/VET COORDINATOR  
ASSISTANT CAMPUS PRINCIPAL



Mr Ross Bramley  
CAMPUS PRINCIPAL

# KEY CONTACTS

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## 2023 FACULTY HEADS

ENGLISH	Mr Nick Wilson
HEALTH/PE	Mr Aaron Coyle
HUMANITIES	Mr Damien Osborne
LANGUAGES	Mr Kenji Misawa - Japanese
MATHEMATICS	Mr Alan McMahan
SCIENCE	Ms Megan Toler
TECHNOLOGY	Mr Neil Austin
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## FINANCE

BUSINESS MANAGER	Ms Ange Williams
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## SCHOOL CONTACT DETAILS

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# INTRODUCTION

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Welcome to Senior Students and their Parents/Carers.

This handbook is designed to ensure senior students and their parents/carers gain a full understanding of the requirements, expectations and operations of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education Vocational Major (VCE VM).

Education in the post compulsory years of schooling is continually evolving. The VCE will continue to be the credential which further education, higher education, industry and the business sector will regard as the measure of your success at school. With greater emphasis being placed on vocational training, we also offer a selection of Vocational Education and Training (VET) subjects. We continue to work closely with local employers and other training providers in order to ensure that an even broader range of post-secondary courses is available to our students.

The VCE VM sees students combining traditional school subjects with work placement and other community-based and personal development training opportunities.

Please do not be daunted by the length of this document. Remember, it is a two year handbook and should be used as a reference rather than read from front to back. We urge students to take a great deal of care when selecting courses. You must keep in mind and regularly review, future study and career requirements. You should gather and consider all the relevant information you can from teachers, career advisers and parents before making any final decision. When decisions are made it is expected that students will display a high level of commitment to their studies and that all requirements will be met.

Whilst the College is able to offer an extensive array of subjects, unfortunately not all of these subjects will actually run. The subject selection process is one of refinement and reduction and some subjects may have insufficient enrolments for them to operate.

We remind students and parents that we are only too pleased to meet with them and discuss any particular problems that they might have. If parents are well informed they are in a good position to support students through, what can be, challenging, but particularly important years.

Please do not hesitate to contact us regarding any necessary advice and assistance.

Mr Darren Parker  
Bass Coast College Principal

# SENIOR PROGRAMS

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## Choosing a course at a glance...

<p><b>VCE PROGRAM</b></p> <p>(pages 14 - 84)</p>	<p><b>Year 11 Units 1 &amp; 2</b> 12 units (6 units per semester)</p> <p><b>Year 12 Units 3 &amp; 4</b> 10 units (5 units per semester)</p>
<p><b>VCE VM PROGRAM</b></p> <p>(page 85)</p>	<p><b>Years 11 and 12 - 2 year certificate</b></p> <p>4 units of Literacy or English 4 units of Numeracy or Maths 4 units or Work Related Skills (WRS) - including work placement 4 units of Personal Development Skills (PDS) 2 VET credits</p>
<p><b>VCE VET PROGRAM</b></p> <p>On Campus Or External Programs</p> <p>(pages 91 - 94)</p>	<p>Options may be included in a VCE or VCE VM program</p>

# VICTORIAN CERTIFICATE OF EDUCATION INTRODUCTION

## COURSE STRUCTURE

Generally, the Victorian Certificate of Education (VCE) is a two-year course for most students. Most students select their entire program at the end of Year 10. It is reasonable to expect that not all students will go through VCE with the program that they originally selected. For many, changes will need to be made. It is important to note however, that the College needs to be able to timetable the VCE in two-year cycles and that every attempt will be made to honour pledges made to students as to what they can expect to do in their second year.

Students are required to undertake a program of 22 units over a period of two years. Students have to do a minimum of four Units 3 and 4 sequences at Year 12, which involve compulsory School Assessed Tasks (SATs), School Assessed Coursework (SACs) and exams. Students who are contemplating tertiary studies are advised to do no fewer than five Units 3 and 4 sequences. The College strongly recommends that students do 12 units in Year 11 and 10 units in Year 12. We believe that this will prove the best arrangement for the majority of students but particularly for those who intend to apply for tertiary entrance.

The course selection process is to be conducted in a careful and comprehensive manner. It involves students having close contact with their Industry and Enterprise teacher as well as other members of staff, the VCE Coordinator, the VET Coordinator, the Pathways Coordinators and relevant Year Level Coordinators. The process involves lessons, interviews and the Senior Programs Information Evening.

Students and parents should also pay careful attention to the course work requirements for each unit so that there is no confusion as to what has to be done.

The VCE demands that students are committed and well organised. Deadlines must be met because the prospect of students falling behind irretrievably is very real. This point cannot be emphasised enough.

## VCE GRADUATION

To meet the graduation requirements of the VCE each student must complete satisfactorily a minimum of 16 units.

These must include:

- at least three units from the English Group, two of which must be a Unit 3-4 sequence
- and an additional three Unit 3-4 sequences of studies

*NOTE:* Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English study is required.

## UNIVERSITY EXTENSION STUDIES

For high-achieving Year 11 students (A to A+ in all subjects) who have completed a Unit 3/4 sequence in a relevant study, there may be the opportunity to undertake a first year university subject. Successful completion leads to an increment in the ATAR score.

For further information, see the VCE Coordinator or Year Level Coordinators.



# VICTORIAN CERTIFICATE OF EDUCATION

## VCE ASSESSMENT POLICY

There is a common policy across all Key Learning Areas.

### INTENTION

Students who miss a scheduled assessment for a **valid** reason will be given another opportunity to meet the relevant outcome.

### PROCEDURE

- Class teachers will give students the due dates of all coursework. Students are expected to meet all due dates.
- Teachers will either send out letters or email via Compass advising parents that students have failed to meet the due date for assessed coursework.
- Work which meets the due date will be able to access full extent of grading.
- Work which is submitted late after the due date may receive a reduced grade.
- VCAA VCE authentication procedures apply.
- This process is overseen by the classroom teacher.

### EXTENSION OF TIME FOR SCORED ASSESSMENT

An application for an extension of time should be made by all students who have a legitimate reason that prevents them from completing a scheduled task (eg. illness, family crisis, etc).

Applications for an extension for School Assessed Coursework and School Assessed Tasks must be made in writing to the VCE Coordinator on the SAC/SAT Extension of Time Application Form.

Such applications must be made prior to the originally advertised due date or, in the case of an emergency, immediately after the due date on the student's return to school. **It is the responsibility of the student to request the extension form from the relevant class teacher or from the VCE Coordinator.**

The application must contain:

- the reason for application, including any relevant material that supports the application (eg. medical certificate).
- revised assessment and time.
- the signature of both the student and teacher.

On receipt of the application the VCE Coordinator will, in conjunction with the relevant teacher and Year Level Coordinator, consider the application and make a decision. This will be done within two working days of receipt of the application.

If an extension of time is **granted** the student will be notified and a new due date will be set. If an extension of time is **refused** the student may appeal the decision to the Campus Principal. An equivalent alternative task may be given to a student who is granted an Extension of Time.

**Full value for grades is available to students who work with purpose and submit all tasks by the designated due dates. Students who do not work with purpose and fail to follow the process described above will not satisfy the required outcomes and may receive an "N" for the Unit.**

# VICTORIAN CERTIFICATE OF EDUCATION

## VCE ATTENDANCE POLICY

Students at Bass Coast College are required to attend all timetabled classes so that learning and teaching opportunities can be maximised.

All students undertaking Units 1 & 2 and Units 3 & 4 studies must demonstrate a minimum of 90% attendance in each of their subjects in order to receive 'Satisfactory' for their outcomes, unless they have medical certification or Special Provision.

Should a student's attendance fall below 90% the College may assign N for one or more outcomes and thus the unit. Students who have approved reasons for not meeting the 90% attendance requirement may have it varied.

Approved reasons do not include family holidays, driving lessons, social occasions or other events that are of the student or family's choosing. Parent permission for an absence may explain an absence but does not necessarily make it an 'approved' absence.

Absences due to school activities such as participation in sporting teams or excursions are considered to be approved. However, students are required to indicate to their teachers any upcoming known absences. Students are expected to make up work that has been missed due to these events.

Students who are falling behind and at risk of receiving an 'N' in any subject may be refused permission to participate in some extra-curricular activities in order to maximise their class time and their chance of successfully passing the unit.

The necessity for regular attendance is in line with VCAA VCE Unit duration guidelines, for legal requirements, as well as being essential for authentication purposes and maintaining regular progress in all units.

Teachers should notify the Yr12 Coordination Team if they are concerned about a student's attendance.

On resumption of study following an absence, explanation should be provided by the student's family or guardian, together with other relevant documents (medical certificates etc). If a SAC has been missed, the application for special consideration (Rescheduled SAC) should be done.

### Late Arrival/Early Leaving

- All students are required to be in class or in their study space by 9am for the commencement of the day.
- Year 11 students are required to stay at school for the whole day.
- Year 12 students are able to leave the school grounds during lunch only.
- Students will not be able to leave school during study units. Library or other break-out spaces should be used for private or group study.

## PLANNING A VCE PROGRAM

To be eligible for selection into a tertiary course, applicants must have completed VCE and satisfied various course requirements and prerequisites.

As a general rule, when selecting your VCE program, undertake studies that you like and are good at, and studies that help keep your options open.

Students should investigate potential tertiary pathways to ensure they have included [prerequisite subjects](#) in their VCE course. See page 11 of this handbook for the General Guidelines for Tertiary Prerequisites. Students can access a comprehensive list of prerequisites for tertiary courses on the VTAC (Victorian Tertiary Admissions Centre) website, [www.vtac.edu.au](http://www.vtac.edu.au). Teachers and Pathways Coordinators can assist students in accessing these guidelines,

# VICTORIAN CERTIFICATE OF EDUCATION

## GENERAL GUIDELINES FOR TERTIARY PREREQUISITES

*This is a guide only; for specific course information please seek additional careers advice. Unless specified, all of the VCE units below refer to Units 3 & 4.*

**Many courses require a minimum score in English.**

### **Agriculture, Environmental and Related Studies**

Prerequisites range from courses requiring Mathematical Methods, Chemistry and one of Physics, additional Maths and Biology to those with no prerequisites.

### **Architecture and Building**

Prerequisites range from courses requiring Mathematical Methods to those with no prerequisites.

### **Business and Commerce**

A few courses require Mathematical Methods. Many courses require Further Maths or no Maths. Accounting and Legal Studies, whilst not prerequisites, are useful.

### **Creative Arts**

A few courses select on **ATAR** but often folios, auditions and/or interviews are required. Choose studies to develop your skills and folio.

### **Education**

Prerequisites depend on the area of specialisation. A minimum of two Units 1&2 Maths are needed for all primary education courses.

### **Engineering and Related Technologies**

Maximum requirement is Mathematical Methods, Specialist Maths, Chemistry and Physics. There is a wide variety of prerequisites including Mathematical Methods. Some courses require Further Maths only.

### **Food Hospitality and Personal Services**

Nearly all have no prerequisites.

### **Health**

Maximum required is Mathematical Methods, Chemistry and one of Biology, Physics or Specialist Maths. Prerequisites vary between universities with many courses having no prerequisites.

### **Information Technology**

A few courses require Mathematical Methods, others have no prerequisites. There is a wide variety of courses. See also Engineering, Science and Commerce fields.

### **Natural and Physical Sciences**

Many courses require Mathematical Methods and one or two of Chemistry, Physics, Biology and an additional Maths.

### **Society and Culture**

English

**NB. Students are also well advised to select studies that will support them in their area of interest even if they are not a prerequisite.**

# VCE VM/VET/VIRTUAL SCHOOLS INTRODUCTION

## VCE VM

VCE VM hopes to meet the educational needs of those students for whom the traditional VCE is not always the most appropriate option. VCE VM provides a “hands on” alternative for students, that combines practical workplace experience with the development of literacy, numeracy and personal skills that are important for life and work.

A VCE VM course would typically include a combination of VET and selected VCE subjects through negotiation with VCE VM Coordinators, work placement, work experience, part-time work, community work and other personal development, to achieve a course that suits the needs of the individual.

Students will be informed about the VCE VM program throughout the counselling period. There will also be an information session regarding VCE VM scheduled for parents and students later in the year. Further information is in the VCE VM section of this handbook (p 85).

For students to be eligible for entry into the VCE VM at BCC, they must meet the following criteria:

- Successful completion of the full week of Work Experience in Year 10
- Consistent attendance in all classes
- Regular positive behaviours inside and outside the classroom
- A productive work ethic, reflected in high PLR scores
- Consistently in correct uniform

## VET SUBJECTS IN VCE

As VET courses are developed and offered within the College, they become integrated into the VCE. This means they will be developed as independent studies at Units 1, 2, 3 & 4 level and students will be able to include a VET Unit 3 & 4 sequence as one of the three studies, other than English, needed to gain their VCE.

The VET studies offered and listed below are offered to students and delivered in the school's timetable. These courses are either Certificate II (2) or Certificate III (3) courses:

### *VET subjects in VCE continued...*

The following subjects offered at BCC are VCE VET programs where students are eligible for a study score that contributes to their ATAR and sit an exam at the end of the year.

The requirements enable specialisation for students in the senior years in individual student programs to suit their particular aspirations.

- Certificate III in Creative Digital Media
- Certificate II in Furniture Making Pathways
- Certificate II in Kitchen Operations
- Certificate III in Sport and Recreation
- Certificate III in Visual Arts

Other VET studies are available external to the Wonthaggi Campus. Information regarding these options is shown in the VET section of this handbook (pg 91-94). Further information is also available from the VET Coordinator and the Pathways Coordinator.

## VIRTUAL SCHOOL VICTORIA STUDY

Certain subjects are available to students through the Virtual School Victoria and the Victorian School of Languages. Enrolment for tuition in these subjects is normally finalised in January/February each year but preliminary arrangements should be made in November. Students and parents should be aware that tuition is only available under certain conditions:

- A subject that a student has studied at BCC is unable to continue due to:
  - no staff suitably qualified to take the subject
  - insufficient student numbers to make up viable class size
- Students cannot continue with a subject due to an unavoidable timetable clash.

Virtual School enrolment is subject to approval by the Department of Education and Training, the VCE Coordinator and the relevant Year Level Coordinators.

The Virtual School Victoria and the Victorian School of Languages are schools in their own right and have limitations on class size and teacher availability. Information about studying a subject externally is available from the VCE Coordinator.

# SENIOR PROGRAMS INFORMATION

## COLLEGE CHARGES

The Department of Education and Training (DET), Parent Payment Policy provides advice on the different types of payments that schools may request from parents and outlines the procedures and protocols to which schools must adhere. Bass Coast College Council is responsible for developing and approving a school-level parent payment arrangement that is compliant with the Department's policy. The DET policy is available here <https://www2.education.vic.gov.au/pal/parent-payment/policy>. Students are required to purchase their own text books. The book list from our school supplier 'Campion' is handed out to students at the end of the year during the Headstart week.

## CAMPS SPORTS & EXCURSIONS (CSEF)

Most activities and camps are subsidised by subject levies. To receive the subsidy you need to have paid the subject levy before the date of the chosen activity, otherwise the full price will have to be paid.

Parents with a valid Health Care card are entitled to a \$225 payment per student (no age limit) from the Victorian Government to go towards students' Camps, Excursions or Sport costs. Please contact the school (5611 4000) for an application form or download one at [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef).

## COLLEGE POLICIES

Bass Coast College has **zero tolerance** for child abuse. We have a number of policies, and strategies in place to support a child-safe environment. These include a Child Safety Policy, a Responding To and Reporting Obligations Policy and Procedures, and a School Code of Conduct. If you would like to view these or discuss these with anyone, please contact the school's Child Safety Officer – Principal Darren Parker.

## COURSE REQUIREMENT RESOURCES

It is most important that students and parents verify exact course and job requirements before selection of units in Years 11 and 12. Job pre-requisites are outlined in the *Job Guide for Victoria*, which can be accessed online. University and TAFE course pre-requisites are available on the VTAC website. Current Year 11 students should refer to the VTAC Guide to University and TAFE Courses and the publication titled VICTER, which contains all the prerequisites for TAFE and Universities. Both are available in the Wonthaggi Campus Library. Current Year 10 students will also need to check the VTAC website when choosing VCE courses.

## CAREERS RESOURCE CENTRE

The Year Level Pathways Coordinators based at the Wonthaggi Campus are available for individual or group counselling of students. Parents are very welcome to use this service and should telephone to make an appointment prior to coming to the school.

Throughout the year, guest speakers are invited to the school to speak on employment prospects and courses at TAFE institutes or universities. All students in Year 10 do work experience in Term 2. Year 11 students may choose to undertake work experience in Semester 1. Year 11 work experience is organised and granted on an individual basis.

## YEAR 12 TERTIARY ORIENTATION CAMP

The four day camp based at the University of Melbourne enables students to experience living in a university study environment, to explore tertiary study options and to familiarise themselves with living in the city.

The activities conducted on the camp include lectures by university teaching staff, visits to a number of universities, TAFE institutes and other tertiary institutions and general interest activities. The camp provides excellent opportunities for students to enhance their current studies and to prepare for tertiary study and more independent living. The price of the camp in 2023 was \$325. We have been able to subsidise the camp from our Careers Education Funding. We will subsidise the camp again in 2024 as the Funding allows.

## LIBRARY

The Wonthaggi Campus Library provides multiple adaptable spaces where students are encouraged and supported in furthering their education from other classrooms. The library provides resource support as well as a teacher on hand to assist students with their studies. The library is equipped with computers, multimedia equipment, colour printers, photocopiers and office equipment which aid student learning.

Additionally, the library has books available for recreational reading as well as a developing catalogue of digital and physical resources linked to the curriculum. The library is an inviting and productive workspace aiming to improve student learning overall through the provision of its resources, spaces and services.

# ART CREATIVE PRACTICE

## Unit 1

### Interpreting Artworks & Exploring the Creative Practice

#### COURSE OUTLINE UNIT 1:

In Unit 1, students use experimental learning in making and responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

#### AREAS OF STUDY:

- Artists, artworks and audiences
- The Creative Practice
- Documenting and reflecting on the Creative Practice

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Discuss the practices of three artists and supply the Structural Lens and Personal Lens to analyse and interpret one artwork by each artist.
2. Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.
3. Document and evaluate the components of the Creative Practice used to make personal visual responses.

#### ASSESSMENT:

For this unit, students are required to demonstrate three outcomes and pass both the written and practical work to pass.

## Unit 2

### Interpreting Artworks and Developing the Creative Practice

#### COURSE OUTLINE UNIT 1:

In Unit 2, students use inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students continue to develop their art practice as they explore collaborative practices to make and present artworks. Collaborative practice can include working with other students to create a collective artwork, working with practising artists and outside specialists, or creating artworks that involve or collaborate with the audience through interaction and participation.

#### AREAS OF STUDY:

- The artist, society and culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative Practice

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.
2. Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.
3. Critically reflect on, evaluate and document the use of the Creative Practice to develop and make collaborative visual responses.

#### ASSESSMENT:

For this unit, students are required to demonstrate three outcomes and pass both the written and practical work to pass overall.

# ART CREATIVE PRACTICE

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## Unit 3

### Investigation, Ideas, Artworks and the Creative Practice

#### COURSE OUTLINE:

In Unit 3, students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist.

#### AREAS OF STUDY:

- Investigation and presentation
- Personal investigation using the Creative Practice

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.
2. Apply and explore ideas and an area of personal interest using the Creative Practice.

#### ASSESSMENT:

Unit 3&4 are divided into three sections

- School-assessed Coursework for Unit 4 Outcome 3 will contribute 10% to the study score
- End-of-year exam will contribute 30% to the study score
- The School-assessed Task will contribute 60% to the study score.

You must pass both the written and practical work to pass overall.

## Unit 4

### Interpreting, Resolving and Presenting Artworks and the Creative Practice

#### COURSE OUTLINE:

In Unit 4, students continue to develop their art practice through project-based and inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research, students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of Creative Practice.

#### AREAS OF STUDY:

- Documentation and critique of the Creative Practice
- Resolution and presentation of a Body of Work
- Comparison of artists, their practice and their artworks

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.
2. Use the Creative Practice to resolve and present a Body of Work.
3. Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

#### ASSESSMENT:

See Unit 3

# ART MAKING & EXHIBITING

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Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study.

## Unit 1

### Explore, Expand and Investigate

#### AREAS OF STUDY:

- Explore - materials, techniques and art forms
- Expand - make, present and reflect
- Investigate - research and present

#### OUTCOMES:

On completion of this unit, students should be able to:

##### 1. Visual Arts Journal

Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

##### 2. Finished Artworks

Make and present at least one finished artwork and document their art making in a Visual Arts journal.

##### 3. Information for an Exhibition

Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcome specified.

## Unit 2

### Understand, Develop and Resolve

#### AREAS OF STUDY:

- Understand - ideas, artworks and exhibition
- Develop - theme, aesthetic qualities and style
- Resolve - ideas, subject matter and style

#### OUTCOMES:

On completion of this unit, students should be able to:

##### 1. Thematic Exhibition

Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

##### 2. Experimental Artworks and Documentation

Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

##### 3. Finished Artworks

Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcome specified.



# ART MAKING & EXHIBITING

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## Unit 3

### Collect, Extend and Connect

#### AREAS OF STUDY:

- Collect - inspirations, influences and images
- Extend - make, critique and reflect
- Connect - curate, design and propose

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
2. Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
3. Research and plan an exhibition of the artworks of three artists.

#### ASSESSMENT:

Outcomes 1 and 2 form the basis of the School-assessed Task and 30% of the study score.

Outcome 3 is the School-assessed Coursework and is 5% of the study score.

## Unit 4

### Consolidate, Present and Conserve

#### AREAS OF STUDY:

- Consolidate - refine and resolve
- Present - plan and critique
- Conserve - present and care

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
2. Plan and display at least one finished artwork in a specific art form, and present a critique.
3. Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

#### ASSESSMENT:

Outcomes 1 and 2 form the basis of the School-assessed Tasks and 30% of the study score.

Outcome 3 is the School-assessed Coursework and is 5% of the study score.

All outcomes of Unit 3 and 4 form the basis for the end of year exam, worth 30% of the study score.

# DANCE

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## Unit 1

### COURSE OUTLINE:

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills.

### AREAS OF STUDY:

- Dance perspectives - focuses on analysis of choreographers' intentions, expressive movement resulting from use of the choreographic processes and the physical skills required to safely realise dance works.
- Choreography and performance - students develop an intention for a solo, duo and/or group dance work and explore and safely use movement to communicate this intention through choreography and performance.
- Dance technique and performance - students learn, rehearse and perform a solo, duo or group dance work that communicates an intention.
- Awareness and maintenance of the dancer's body - students develop an understanding of current health and wellbeing principles, and the safe use, maintenance and physiology of the dancer's body.

### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe and document features of other choreographers' dance works.
2. Choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.
3. Safely and expressively perform a learnt solo, duo or group dance work.
4. Describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body.

### ASSESSMENT:

See Unit 2

## Unit 2

### COURSE OUTLINE:

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers.

### AREAS OF STUDY:

- Dance perspectives - focuses on ways the movement categories and elements of movement can be maintained to communicate an intention in various dance traditions, styles and works.
- Choreography and performance - students choreograph a solo, duo or group dance work.
- Dance technique and performance - students demonstrate their capacity to safely and accurately execute a range of actions from all the movement categories.

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.
2. Complete structured improvisations and choreograph and perform a solo, duo or group dance work.
3. Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

### ASSESSMENT:

S or N based on the achievement of the VCE outcomes.

# DANCE

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## Unit 3

### COURSE OUTLINE:

In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories.

### AREAS OF STUDY:

- Dance perspectives - students develop an understanding of the ways selected choreographers of two prescribed dance works arrange selected movement vocabulary into phrases and movement sections to create a form to communicate their intention.
- Choreography, performance and analysis of a skills based solo dance work - students choreograph and perform a solo dance work that demonstrates the safe use of a wide range of physical skills.
- Dance technique, performance and analysis of a learnt dance work - students learn, rehearse and perform a duo or group dance work created by another choreographer.

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse two selected dance works.
1. Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.
2. Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

### ASSESSMENT:

See Unit 4

## Unit 4

### COURSE OUTLINE:

In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure.

### AREAS OF STUDY:

- Dance perspectives - students analyse a twentieth or twenty-first century group dance work.
- Choreography, performance and dance-making analysis - focuses on choreography and performance of a solo dance work.

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse a selected group dance work.
2. Choreograph, rehearse, perform and analyse their realisation of a solo dance work.

### ASSESSMENT:

The student's level of achievement in Unit 3 & 4 will be determined by School Assessed Coursework contributing 25% to the study score

The level of achievement for Units 3 & 4 is also assessed by an end-of-year performance examination, which will contribute 50% to the study score and an end-of-year written examination which will contribute 25% to the study score.

# DRAMA

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## Unit 1 Introducing Performance Styles

### COURSE OUTLINE:

This unit focuses on creating, presenting and analysing a devised solo and ensemble performance, that includes real or imagined characters. The study of three or more performance styles from a range of social, historical and cultural contexts is also included in the study. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

### AREAS OF STUDY:

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

### OUTCOMES:

On completion of this unit, students should be able to:

1. Use play making techniques to devise performances based on stories and/or characters, as well as describe the dramatic processes used to create and develop this performance work.
2. Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
3. Manipulate the actor-audience relationship during a performance.
4. Create, sustain and develop a role that applies the transformation of symbol, character, time and place.
5. Use appropriate drama terminology to analyse and to evaluate their own and others performance.

### ASSESSMENT:

See Unit 2

## Unit 2 Australian Identity

### COURSE OUTLINE:

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text or an icon from a contemporary or historical Australian context. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

### AREAS OF STUDY:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

### OUTCOMES:

On completion of this unit, students should be able to:

1. Use a range of stimulus material from contemporary or historical Australian context in the creation of performance, as well as document and record the processes used to shape and develop this performance.
2. Manipulate dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
3. Use the language of drama to analyse the development of your own performance work.
4. Identify use of theatrical conventions, describe the performance style and analyse and evaluate how dramatic elements have been used in a professional performance.

### ASSESSMENT:

S or N based on the achievement of the outcomes specified above.

# DRAMA

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## Unit 3 Devised Ensemble Performance

### COURSE OUTLINE:

In this unit students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Throughout development of their work they experiment with transformation of character, time and place, and application of symbol while manipulating dramatic elements, expressive skills, performance skills and production areas. Students document and evaluate stages involved in the creation, development and presentation of the ensemble performance and analyse a work selected from the prescribed play list. The play to be analysed must be selected from the prescribed play list published annually in the VCAA Bulletin.

### AREAS OF STUDY:

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

### OUTCOMES:

On completion of this unit, students should be able to:

1. Collaborate on the construction and presentation of an ensemble performance to an audience.
2. Analyse and evaluate the development and realisation of the ensemble performance and its character(s) from Outcome 1.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

### ASSESSMENT:

See Unit 4

## Unit 4 Devised Solo Performance

### COURSE OUTLINE:

This unit focuses on the development and the presentation of devised solo performances from a prescribed structure. Students draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. The processes involved in the development of solo works are also analysed and evaluated. Students will select one solo performance from a list published annually in the VCAA Bulletin.

### AREAS OF STUDY:

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

### OUTCOMES:

On completion of this unit, students should be able to:

1. Create and present a short solo performance based on stimulus material and evaluate the processes used.
2. Develop and perform a solo work selected from the prescribed structure.
3. Analyse and evaluate processes involved in the preparation and realisation of a solo performance.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

- Unit 3 School Assessed Coursework 30%
- Unit 4 School Assessed Coursework 10%
- Unit 3&4 written and performance exams 60%

# MEDIA

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## Unit 1

### Media Forms, Representation & Australian Stories

#### COURSE OUTLINE:

In this unit students will explore, analyse and develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. The study of Media includes media forms such as the press, radio, film, TV and photography, and media processes such as publishing, advertising, new production and popular culture. In this unit, students will analyse advertising, photography and film, create print advertising and film, record and edit media products. In this unit, students will:

- Analyse advertising and film
- Create print advertisements
- Film and edit short films

#### AREAS OF STUDY:

- Media representations
- Media forms in production
- Australian stories

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe the way that the media constructs a reality and explain how the process of representation influences this.
2. Use the media production process to design and evaluate media representations
3. Analyse the structural features of Australian media texts.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

## Unit 2

### Media Production & the Media Industry

#### COURSE OUTLINE:

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 narratives, create short films and look at the impact of new media technologies. In this unit, students will:

- Research specific roles in the media production industry
- Work as part of a production team to script, film and edit short films
- Research various impacts on new media technologies

#### AREAS OF STUDY:

- Narrative, style and genre
- Narratives in production
- Media and change

#### OUTCOMES:

On completion of this unit, students will learn to:

1. Analyse the style of media producers and creators.
2. Explain the media production process and demonstrate production skills in collaborative media productions.
3. Discuss the influence of new media technologies.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# MEDIA

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## Unit 3

### Narratives & Media Production Design

#### COURSE OUTLINE:

In this unit students explore stories that circulate in society through media narratives. Students will study two films in detail and complete a SAC on these. They will develop skills in either photography or film and demonstrate these skills in a SAC and will also complete a production design for a product that they will create in Unit 4. In this unit, students will:

- Study one film in detail and complete a video essay & SAC on this.
- Develop skills in photography, video, or print and demonstrate these in a SAC.
- Complete a comprehensive production design for a media production that you will create in Semester 2.

#### AREAS OF STUDY:

- Media narratives & their contexts
- Research, development & experimentation
- Pre-production planning

#### OUTCOMES:

On completion of this unit, students will learn to:

1. Discuss the way production and story elements combine to structure fictional narratives.
2. Learn to discuss and analyse the way in which society's values shape the content of media texts.
3. Use a range of technical equipment and processes to demonstrate a range of skills in your chosen medium.
4. Prepare a detailed media production design plan (folio).

#### ASSESSMENT:

See Unit 4

## Unit 4

### Media Production; Agency & Control in and of the Media

#### COURSE OUTLINE:

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 will also study a number of shorter media texts. In this unit, students will:

- Produce the video, photographic presentation or print production they designed.
- Study a number of case studies which explore the dynamic and changing relationship between the media and audiences.
- Explain and discuss the issues and challenges in relation to media regulation and the way it is used by individuals, governments and globalised media institutions.

#### AREAS OF STUDY:

- Media production
- Agency & control in the media

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Produce the media product they designed in Unit 3 exactly as specified.
2. Learn to discuss and analyse issues about the nature and extent of media influence.

#### COST:

Student's productions may incur some extra costs depending on the production medium they decide to use.

#### ASSESSMENT:

S or N based on achievement of the outcomes. All coursework must be completed. Units 3&4 have an end of year exam which constitutes 40% of the final score.

# MUSIC

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This study follows on from Year 10 Music. Students perform music, write their own music and analyse and respond to music in a range of styles. Over Units 1 & 2, students will develop technical control, expression and stylistic understanding on their instrument. They also develop composition and arrangement skills and music language, including music notation, tablature and other ways of documenting music.

Students enrolling in Music require access to an instrument and should have at least basic skills on that instrument. Students should also be aware that public performance is an essential part of Music. This Study is suitable for both VCE and VCE VM students. VCE Music may run in a combined class with Year 10 Music and/or VCE Music Inquiry 3 & 4.

## Unit 1 Organisation of Music

### COURSE OUTLINE:

In this unit, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

### AREAS OF STUDY:

- Performing
- Creating
- Analysing and responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.
2. Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
3. Describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 2 Effect in Music

### COURSE OUTLINE:

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

### AREAS OF STUDY:

- Performing
- Creating
- Analysing and responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
2. Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
3. Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.



# MUSIC (Advanced)

Music (Advanced) is for students with a strong technical background on their instrument/voice. Students require support from an instrumental music teacher, either through the South Gippsland Schools Music Program or an external provider. Classical musicians should be at least at AMEB Grade 4 standard at the start of Unit 1. Contemporary musicians should have significant performance experience and be technically proficient on their instrument(s).

Students will refine technical control, expression and stylistic understanding on their instrument. They also develop composition and arrangement skills and music language, including music notation. Students study music theory and aural skills at a more advanced level than Music, in preparation for the Music Performance 3 & 4 studies and tertiary music. The emphasis is on students becoming responsible for their own musical development, with the support of instrumental music teachers, ensemble directors, and the classroom music teacher. VCE Music (advanced) may run in a combined class with Year 10 Music Plus, VCE Music Performance 3&4 – Repertoire or Contemporary.

## Unit 1 Organisation of Music

### COURSE OUTLINE:

In this unit, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

### AREAS OF STUDY:

- Performing
- Creating
- Analysing and responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
2. Create short music works/responses that exhibit their understanding of different approaches to musical effects, and reflect on the creative process.
3. Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 2 Effect in Music

### COURSE OUTLINE:

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

### AREAS OF STUDY:

- Performing
- Creating
- Analysing and responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
2. Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
3. Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# MUSIC INQUIRY

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually. Music Inquiry follows on from Music 1&2 and is suitable for both VCE and VM students.

## Unit 3 Influence in Music

### COURSE OUTLINE:

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4.

### AREAS OF STUDY:

- Music making
- Analysing for music making
- Responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator and create and/or arrange music and demonstrate the connection to the selected music style and/or creator.
2. Analyse and describe the treatment of music elements, concepts and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.
3. Listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.

### ASSESSMENT:

See Unit 4

## Unit 4 Project

### COURSE OUTLINE:

In this unit students deepen their understanding of the influence of music by considering it at a personal level in an Area of Investigation. They move from considering and reflecting on the influences in the works of others, to applying new understandings of influence in their own music making.

### AREAS OF STUDY

- Music making
- Analysing for music making
- Responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Perform/create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.
2. Analyse and describe the treatment of music elements, concepts and compositional devices in two works from their Area of Investigation, and reflect on how these works have influenced their own music making.
3. Identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

School assessed coursework for Unit 3 will contribute 30% to the study score.

School assessed coursework for Unit 4 will contribute 5% to the study score.

The Externally assessed Task will contribute 50% to the study score and the end of year will contribute 15% to the study score.

# MUSIC

## REPERTOIRE PERFORMANCE

Music Repertoire Performance is for students with a strong technical background on their instrument/voice and follows on from Music (Advanced) 1&2. This study focuses on performance of notated music. Students require support from an instrumental music teacher, either through the South Gippsland Schools Music Program or an external provider. Students should be at least at AMEB Grade 5 standard at the start of Unit 3. Along with higher grade AMEB examinations, this course is an appropriate preparation for tertiary music studies.

### Unit 3

#### COURSE OUTLINE:

In this unit students begin developing the recital program they will present in Unit 4. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### AREAS OF STUDY:

- Performing
- Analysing for performing
- Responding

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works including one work from the prescribed list intended for their final recital program and at least one ensemble work
2. Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation
3. Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

#### ASSESSMENT:

See Unit 4

### Unit 4

#### COURSE OUTLINE:

In this unit students continue to develop the performance program established for Unit 3 for their end of year practical examination. Analysis, interpretation and music language skills from Unit 3 are further developed.

#### AREAS OF STUDY

- Performing
- Analysing for performing
- Responding

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Perform a final recital of up to 20 minutes duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.
2. Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for the performance.
3. Discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

School assessed coursework for Unit 3 will contribute 20% to the study score.

School assessed coursework for Unit 4 will contribute 10% to the study score.

The performance examination will contribute 50% to the study score and the end of year aural and written examination will contribute 15% to the study score.

# MUSIC

# CONTEMPORARY PERFORMANCE

Music contemporary performance is for students with a strong performance and technical background on their instrument/voice and follows on from Music (advanced) 1 & 2. This study focuses on development of a personal voice for performers. Students require support from an instrumental music teacher, either through the South Gippsland Schools Music Program or an external provider. This course is an appropriate preparation for tertiary music studies with a contemporary focus. Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

## Unit 3

### COURSE OUTLINE:

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

### AREAS OF STUDY:

- Performing
- Analysing for performance
- Responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program.
2. Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.
3. Discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented both in context and in isolation.

### ASSESSMENT:

See Unit 4

## Unit 4

### COURSE OUTLINE:

Students continue to work towards building a performance program they will present at their end of year examination in line with their Statement of Intent.

### AREAS OF STUDY

- Performing
- Analysing for performance
- Responding

### OUTCOMES:

On completion of this unit, students should be able to:

1. Perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performers Statement of Intention.
2. Demonstrate and discuss techniques (technical and reimagining approaches relevant to performance of selected works.
3. Discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

School assessed coursework for Unit 3 will contribute 20% to the study score.

School assessed coursework for Unit 4 will contribute 10% to the study score.

The performance examination will contribute 50% to the study score and the end of year aural and written examination will contribute 15% to the study score.

# VISUAL COMMUNICATION DESIGN

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems, and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes, and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice. Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

## Unit 1 Finding, Reframing and Resolving Design Problems

### AREAS OF STUDY:

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

### OUTCOMES:

On completion of this unit, students should be able to:

1. Use human-centred research methods to reframe a design problem and identify a communication need.
2. Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Develop a sustainable object, considering design's influence and factors that influence design.

### ASSESSMENT:

See Unit 2

## Unit 2 Design Contexts and Connections

### AREAS OF STUDY:

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

### OUTCOMES:

On completion of this unit, students should be able to:

1. Present an environmental design solution that draws inspiration from its context and a chosen design style.
2. Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
3. Apply the VCD design process to design an interface for a digital product, environment or service.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified.

# VISUAL COMMUNICATION DESIGN

## Unit 3

### Visual Communication in Design Practice

#### AREAS OF STUDY:

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration
2. Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
3. Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

#### ASSESSMENT:

See Unit 4

## Unit 4

### Delivering Design Solutions

#### AREAS OF STUDY:

- Design process: refining and resolving design concepts
- Presenting design solutions

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.
2. Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcome specified.

The level of achievement will be determined by:

School-assessed Coursework 20%

School-assessed Task 50%

End of year examination 30%

# ON CAMPUS VCE VET CERT III IN CREATIVE DIGITAL MEDIA

## Unit 1/2/3/4

### COURSE OUTLINE:

This VCE VET Certificate III Program is designed to give students skills in entry level employment in the Creative and Digital Media industry. Skills such as Animation, Website Design, Audio, Mobile and Desktop Game Development and Digital Advertising will be covered. The Internet gives rural and regional people the ability to work with and for people throughout the world and the Creative and Digital Media industry is increasingly an employer of vocationally trained people.

### SOFTWARE & SKILLS COVERED:

- Photoshop
- Animate
- Illustrator
- Dreamweaver
- Audition
- Premiere
- Industry skills
- Creative Development
- Mobile Phone/Tablet Development

The completion of this certificate and an end-of-year exam, allows students the accreditation of a VCAA ATAR score for VCE

### UNITS OF COMPETENCE:

- Apply Critical Thinking Skills in a team
- Apply Work Health and Safety practices
- Work effectively in creative arts industry
- Develop web presence using social media
- Perform basic vision and sound edits
- Produce and prepare photo images
- Create 2D digital animations
- Author interactive sequences
- Create visual design components
- Write content for a range of media
- Explore and apply the creative design process to 2D forms

This program is delivered by Bass Coast College of behalf of Registered Training Organisation (RTO) COSAMP.

# ON CAMPUS VCE VET CERT III IN VISUAL ARTS

## Unit 1/2/3/4

### COURSE OUTLINE:

This VCE VET Certificate III Program is designed to give students skills in a range of Fine Arts practices to build on their understanding of what is currently used in the Visual Arts industry.

The chief aim of this course is to provide folio development and preparation opportunities to those students considering a Fine Arts pathway. It is designed to complement existing VCE art subjects and is available to VCE Vocational Major students as well.

### SKILLS COVERED:

- Basic drawing techniques
- Advanced drawing techniques and production
- Advanced digital photography techniques
- Art appreciation
- Digital imaging
- Painting techniques - oil, gouache, acrylic and watercolour
- Sculpture techniques - clay, stone
- Advanced creative techniques
- Time management
- Business opportunities

The completion of this certificate allows students the accreditation of a VCAA 10% increment to their ATAR score for VCE. Satisfactory completion is the equivalent to unit 1,2,3 and 4 VCE with another Unit 3 attached.

### UNITS OF COMPETENCE:

- Produce drawings to communicate ideas
- Develop drawing skills to communicate ideas
- Apply knowledge of history and theory to own arts practice
- Contribute to the health and safety of self and others
- Produce and prepare photo images
- Produce paintings
- Produce digital images
- Produce sculpture
- Produce creative work
- Produce drawings
- Investigate business opportunities
- Plan and apply time management

This program is delivered by Bass Coast College of behalf of Registered Training Organisation (RTO) COSAMP.



# ACCOUNTING

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## Unit 1

### Role of Accounting in Business

#### COURSE OUTLINE:

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

#### AREAS OF STUDY:

- The role of accounting
- Recording financial data and reporting accounting information for a service business

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business
2. Identify and record financial data, report and explain accounting information for a service business and suggest and apply appropriate financial and non-financial indicators to measure business performance.

#### ASSESSMENT:

See Unit 2

## Unit 2

### Accounting & Decision Making for a Trading Business

#### COURSE OUTLINE:

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

#### AREAS OF STUDY:

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Record and report for inventory and discuss the effect of relevant financial and non-financial factors and ethical considerations, on the outcome of business decisions.
2. Record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
3. Record and report for non-current assets and depreciation.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# ACCOUNTING

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## Unit 3

### Financial Accounting for a Trading Business

#### COURSE OUTLINE:

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

#### AREAS OF STUDY:

- Recording and analysing financial data
- Preparing and interpreting accounting reports

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Record financial data using a double entry system; explain the role of the general journal, general ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
2. Record transactions and prepare, interpret and analyse accounting reports for a trading business.

#### ASSESSMENT:

See Unit 4

## Unit 4

### Recording, Reporting, Budgeting and Decision Making

#### COURSE OUTLINE:

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

#### AREAS OF STUDY:

- Extension of recording and reporting
- Budgeting and decision making

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Develop an understanding of the recording and reporting of financial data in the general journal and general ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets.
2. Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information and model, analyse and discuss the effect of alternative strategies on the performance of a business.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

# BUSINESS MANAGEMENT

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## Unit 1 Planning a Business

### COURSE OUTLINE:

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.

### AREAS OF STUDY:

- The business idea
- Internal business environment and planning
- External business environment and planning

### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the internal business environment and analyse how factors from within it may affect business planning.
3. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

### ASSESSMENT:

See Unit 2

## Unit 2 Establishing a Business

### COURSE OUTLINE:

In this unit, students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

### AREAS OF STUDY:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# BUSINESS MANAGEMENT

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## Unit 3

### Managing a Business

#### COURSE OUTLINE:

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

#### AREAS OF STUDY:

- Business foundations
- Human resource management
- Operations management

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

See Unit 4

## Unit 4

### Transforming a Business

#### COURSE OUTLINE:

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.

#### AREAS OF STUDY:

- Reviewing performance - the need for change
- Implementing change

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%

# ECONOMICS

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## Unit 1 Economic Decision-making

### COURSE OUTLINE:

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

### AREAS OF STUDY:

- Thinking like an economist
- Decision making in markets
- Behavioural economics

### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.
3. Explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

### ASSESSMENT:

See Unit 2

## Unit 2 Economic Issues & Living Standards

### COURSE OUTLINE:

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

### AREAS OF STUDY:

- Economic activity
- Applied economic analysis of local, national and international economic issues

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
2. Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# ECONOMICS

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## Unit 3 Australia's Economic Prosperity

### COURSE OUTLINE:

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

### AREAS OF STUDY:

- An introduction to microeconomics
- Domestic macroeconomic goals
- Australia and the international economy

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
2. Analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
3. Analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.

### ASSESSMENT:

See Unit 4

## Unit 4 Managing the Economy

### COURSE OUTLINE:

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards.

### AREAS OF STUDY:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

### OUTCOMES:

On completion of this unit, students should be able to:

1. Discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
2. Discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%

# LEGAL STUDIES

## Unit 1 The Presumption of Innocence

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Legal foundations
- Proving guilt
- Sanctions

### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe the main sources and types of law and evaluate the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purpose.

### ASSESSMENT:

See Unit 2

## Unit 2 Rights and Wrongs

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Civil liability
- Remedies
- Human rights

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios
2. Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
2. Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# LEGAL STUDIES

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## Unit 3 Rights & Justice

### COURSE OUTLINE:

In this area of study, students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

### AREAS OF STUDY:

- The Victorian criminal justice system
- The Victorian civil justice system

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
2. Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

### ASSESSMENT:

See Unit 4

## Unit 4 The People, the Law & Reform

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- The people and the law-makers
- The people and reform

### OUTCOMES:

On completion of this unit, students should be able to:

1. Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
2. To explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%



# GEOGRAPHY

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The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could and should it change in the future? How is it different from other places and phenomena? How are the places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world enabling students to appreciate its complexity, the diversity and interactions of its environments, economics and cultures and the process that helped form and transform them.

## Unit 1 Hazards & Disasters

### COURSE OUTLINE:

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

### AREAS OF STUDY:

- Characteristics of hazards
- Response to hazards and disasters

### OUTCOMES:

1. In this area of study, students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.
2. On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### ASSESSMENT:

See Unit 2

## Unit 2 Tourism: Issues & Challenges

### COURSE OUTLINE:

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

### AREAS OF STUDY:

- Characteristics of tourism
- Impact of tourism: Issues and challenges

### OUTCOMES:

1. On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.
2. In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# GEOGRAPHY

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## Unit 3

### Changing the Land

#### COURSE OUTLINE:

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

#### AREAS OF STUDY:

- Land cover change
- Land use change

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse, describe and explain land use change and assess its impact.
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

#### ASSESSMENT:

See Unit 4

## Unit 4

### Human Population - Trends and Issues

#### COURSE OUTLINE:

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

#### AREAS OF STUDY:

- Population dynamics
- Population issues and challenges

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse, describe and explain population dynamics on a global scale.
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%

# HISTORY MODERN

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## Unit 1 Change and Conflict

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Ideology and conflict
- Social and cultural change

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.
2. Explain patterns of social life and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

### ASSESSMENT:

See Unit 2

## Unit 2 The Changing World Order

### COURSE OUTLINE:

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

### AREAS OF STUDY:

- Causes, course and consequences of the Cold War
- Challenge and change

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the causes of the Cold War and analyse its consequences on nations and people.
2. Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit, School-Assessed Coursework and an end-of-year examination.

# HISTORY REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

## Unit 3 &4 Revolutions

### AREAS OF STUDY FOR UNITS 3&4:

- Causes of revolution
- Consequences of revolution

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit, School-Assessed Coursework and an end of year examination.

Unit 3 School-Assessed Coursework: 25%

Unit 4 School-Assessed Coursework: 25%

End of Year Examination: 50%



# AUSTRALIAN & GLOBAL POLITICS

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics.

## Unit 1 Ideas, Actors & Power

### COURSE OUTLINE:

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

### AREAS OF STUDY:

- Power and ideas
- Political actors and power

### OUTCOMES:

On completion of this unit, students should be able to:

1. Identify and explain key ideas relating to the exercise of political power and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.
2. Explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

### ASSESSMENT:

See Unit 2

## Unit 2 Global Connections

### COURSE OUTLINE:

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

### AREAS OF STUDY:

- Global links
- Global cooperation and conflict

### OUTCOMES:

On completion of this unit, students should be able to:

1. Identify and analyse the social, political and economic interconnections created by globalization and evaluate Australia's participation in the global community.
2. Describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

# AUSTRALIAN & GLOBAL POLITICS

## Unit 3 Global Actors

### COURSE OUTLINE:

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power to achieve its objectives.

### AREAS OF STUDY:

- Global actors
- Power in the Asia-Pacific

### OUTCOMES:

On completion of this unit, students should be able to:

1. Evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.
2. Analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.

### ASSESSMENT:

See Unit 4

## Unit 4 Global Challenges

### COURSE OUTLINE:

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to solving them.

### AREAS OF STUDY:

- Ethical issues and debates
- Crises and responses

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the debates relating to two global ethical issues and evaluate the effectiveness of global actors' responses to these issues.
2. Analyse two contemporary global crises and evaluate the effectiveness of global actors' responses to these issues.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%

# ENGLISH

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## Unit 1 English

### COURSE OUTLINE:

In this unit, students read and respond to texts analytically and creatively. They will consider the ways a text's vocabulary, text structures and language features can create meaning in different ways. They will also engage with imaginative, persuasive and informative writing through a growing awareness of context, purpose and audience.

### AREAS OF STUDY:

- Reading and exploring texts
- Crafting texts

### OUTCOMES:

On completion of this unit, students should be able to:

1. Produce analytical responses to texts.
2. Produce an imaginative, persuasive or informative response to an idea framework.

### ASSESSMENT:

See Unit 2

## Unit 2 English

### COURSE OUTLINE:

In this unit students further develop their skills in responding analytically to texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

### AREAS OF STUDY:

- Reading and exploring texts
- Exploring argument

### OUTCOMES:

On completion of this unit, students should be able to:

1. Produce analytical responses to texts.
2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

## EAL English as an Additional Language

### COURSE OUTLINE:

Students who are eligible for EAL support receive a modified version of the English curriculum at Year 11. In Year 12, the course is prescribed, but there are slight changes to the regular VCE English structure. This involves alternative assessments for some (but not all) Outcomes.

# ENGLISH

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## Unit 3 English

### COURSE OUTLINE:

In this unit, students build on their studies in Unit 1 English to read and respond to texts analytically and creatively. They will consider the ways a text's vocabulary, text structures and language features can create meaning in different ways. They will also engage with imaginative, persuasive and informative writing through a growing awareness of context, purpose and audience.

### AREAS OF STUDY:

- Reading and responding to texts
- Creating texts

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
2. Produce their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

### ASSESSMENT:

See Unit 4

## Unit 4 English

### COURSE OUTLINE:

In this unit, students further develop their skills in responding analytically to texts. To do this, they will consider the ways a text's vocabulary, text structures and language features can create meaning in different ways. In addition, they analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

### AREAS OF STUDY:

- Reading and responding to texts
- Analysing argument

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
2. Analyse the use of argument and language in persuasive texts; and develop and present a point of view text.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%



# LITERATURE

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## Unit 1

### COURSE OUTLINE:

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Student's also explore the concerns, ideas, styles and conventions common to a distinctive type of literature seen in literary movements or genres.

### AREAS OF STUDY:

- Reading practices
- Exploration of literary movements and genres

### OUTCOMES:

On completion of this unit, students should be able to:

1. Respond to a range of texts through close analysis
2. Explore conventions common to a selected movement or genre.

### ASSESSMENT:

See Unit 2

## Unit 2

### COURSE OUTLINE:

In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

### AREAS OF STUDY:

- Voices of Country
- The text in its context

### OUTCOMES:

On completion of this unit, students should be able to:

1. Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
2. Analyse and respond to the representation of a specific time period and/or culture explored in a text.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# LITERATURE

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## Unit 3

### COURSE OUTLINE:

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations and explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

### AREAS OF STUDY:

- Adaptations and transformations
- Developing interpretations

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

### ASSESSMENT:

See Unit 4

### TEXT SELECTION:

In Units 3 and 4 Literature, students must study at least six texts. Five of the required six texts must be selected from the Text List published by the VCAA.

The selection must include:

- one novel
- one collection of poetry
- one play
- two further texts selected from novels, plays, collections of poetry, collections of short stories or other literature. At least one of the texts selected must be Australian.

Students study a sixth text for Unit 3 Area of Study 1. The text used for Unit 3 Area of Study 1 must be an adaptation of one of the five required texts selected from the Text List published by the VCAA. The text may include but is not limited to:

- live performance by a professional theatre company
- film, including script
- television mini-series
- play script.

## Unit 4

### COURSE OUTLINE:

In this unit students develop creative responses to texts and their skills in communicating ideas in both written and oral forms. Students develop an informed and sustained interpretation supported by close textual analysis.

### AREAS OF STUDY:

- Creative responses to texts
- Close analysis of texts

### OUTCOMES:

On completion of this unit, students should be able to:

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

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above, School Assessed Coursework and end-of-year examination.

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

Units 3 and 4 end-of-year examination: 50%

# COMPUTING

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## Unit 1 Applied Computing

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Data analysis
- Programming

### OUTCOMES:

On completion of this unit, students should be able to:

1. Interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
2. Interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language.

### ASSESSMENT:

See Unit 2

## Unit 2 Applied Computing

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Innovative solutions
- Network security

### OUTCOMES:

On completion of this unit, students should be able to:

1. (In collaboration with other students), analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
2. Respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# COMPUTING

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## Unit 3 Software Development

### COURSE OUTLINE:

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### AREAS OF STUDY:

- Software development: programming
- Software development: analysis and design

### OUTCOMES:

On completion of this unit, students should be able to:

1. Interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.
2. Analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

### ASSESSMENT:

See Unit 3

## Unit 3 Software Development

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Software development: development and evaluation
- Cybersecurity: software security

### OUTCOMES:

On completion of this unit, students should be able to:

1. Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.
2. Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

The level of achievement is determined as follows:

Unit 3 School-Assessed Coursework: 10%

Unit 4 School-Assessed Coursework: 10%

Units 3 and 4 examination: 50%

School Assessed Task: 30%

# COMPUTING

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## Unit 3 Data Analytics

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Data analytics
- Data analytics: analysis and design

### OUTCOMES:

On completion of this unit, students should be able to:

1. Respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.
2. Propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

### ASSESSMENT:

See Unit 4

## Unit 4 Data Analytics

### COURSE OUTLINE:

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

### AREAS OF STUDY:

- Data analytics: development and evaluation
- Cybersecurity: data and information security

### OUTCOMES:

On completion of this unit, students should be able to:

1. Develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.
2. Respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

The level of achievement is determined as follows:

Unit 3 School-Assessed Coursework: 10%

Unit 4 School-Assessed Coursework: 10%

Units 3 and 4 examination: 50%

School Assessed Task: 30%

# JAPANESE

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The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. The study of Japanese provides students with a direct means of access to the rich traditional and popular culture of Japan.

There are three prescribed themes for study in VCE Japanese Second Language:

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

These themes have a number of prescribed topics and suggested subtopics. All the themes and topics are to be studied over the course of Unit 1- 4.

## Unit 1 Japanese

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

### OUTCOMES:

On completion of this unit, students should be able to:

1. Exchange meaning in a spoken interaction in Japanese
2. Interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and English.
3. Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

### ASSESSMENT:

Suitable tasks for assessment in this unit will be designed based on the outcomes above.

## Unit 2 Japanese

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

### OUTCOMES:

On completion of this unit, students should be able to:

1. Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.
3. Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

### ASSESSMENT:

Suitable tasks for assessment in this unit will be designed based on the outcomes above.

# JAPANESE

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## Unit 3 Japanese

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

### OUTCOMES:

On completion of this unit, students should be able to:

1. Participate in a spoken exchange in Japanese to resolve a personal issue.
2. Interpret information from texts and write responses in Japanese.
3. Express ideas in a personal, informative or imaginative piece of writing in Japanese.

### ASSESSMENT:

A three to four minute role play, focusing on negotiating a solution to a personal issue.

Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

An approximately 450-ji personal, informative or imaginative piece of writing.

School-assessed Coursework for Unit 3 will contribute 25% to the study score.

## Unit 4 Japanese

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

### OUTCOMES:

On completion of this unit, students should be able to:

1. Share information, ideas and opinions in a spoken exchange in Japanese.
2. Analyse information from written, spoken and viewed texts for use in a written response in Japanese.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

### ASSESSMENT:

A three to four minute interview providing information and responding to questions about cultural product or practice.

An approximately 450-ji written response for a specific audience and purpose, incorporating information from three or more texts.

An approximately 500-ji evaluative or persuasive piece of writing.

School-Assessed Coursework for Unit 4 will contribute 25% to the study score.

The end-of-year examinations together will contribute 50% to the study score.

- oral examination: approximately 15 minutes.
- written examination: 2 hours plus 15 minutes reading time

\*Extra support for speaking Japanese is provided outside of class time.

# MATHEMATICS

## Unit 1 & 2 Foundation Mathematics

### COURSE OUTLINE:

Foundation Mathematics provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. Unit 2, is on extending breadth and depth in the application of mathematics, to solving practical problems from contexts studied in Unit 1.

### AREAS OF STUDY:

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and Measurement

### OUTCOMES:

On completion of these units, students should be able to:

1. Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real life contexts.
2. Apply mathematical processes in non-routine practical contexts, including situations with some open ended aspects requiring investigative, modelling or problem solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

### ASSESSMENT:

- Examination
- Mathematical Investigation
- Assignments
- Topic Tests

## Unit 3 & 4 Foundation Mathematics

### COURSE OUTLINE:

Foundation Mathematics places a focus on providing students with the knowledge, skills and understanding required to solve problems in real world contexts, for a range of workplace, personal and community settings.

### AREAS OF STUDY:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and Measurement

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key terms and concepts as specified in the areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the modules and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. The student's level of achievement for Units 3 and 4 will be determined by:

School-Assessed Coursework for Unit 3 & 4: 60%

Exam 1 end-of-year: 40%



# MATHEMATICS

## Unit 1 & 2 General Mathematics

### COURSE OUTLINE:

This course has been designed for students preparing for work in a service industry, banking or an administrative or clerical job. The content provides sufficient grounding for students wishing to undertake General Mathematics Units 3 & 4 as preparation for further studies in such areas as Business Studies, Economics, Social Science or Biological Science.

### AREAS OF STUDY:

- Statistics – Univariate + Bivariate
- Linear Equations and Graphs
- Variation
- Shape and Measurement
- Geometry and Trigonometry
- Recursion and Financial Sequences
- Matrices
- Networks

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three of the areas of study.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. In addition, a level of achievement A+ to E or N will be reported based on results obtained in assessment tasks which include assignments and homework, tests and an exam for each unit.

## Unit 3 & 4 General Mathematics

### COURSE OUTLINE:

This course would suit students preparing for further study in such areas as Business Studies, Economics Courses, Social Science or Biological Science.

### AREAS OF STUDY:

Students study a common core:

- Data analysis, recursion
- Financial modelling
- Matrices
- Networks and Decision Mathematics

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key terms and concepts as specified in the areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the modules and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. The student's level of achievement for Units 3 and 4 will be determined by:

School-Assessed Coursework for Unit 3: 24%

School-Assessed Coursework for Unit 4: 16%

Two end-of-year exams: 60%

# MATHEMATICS

## Unit 1 & 2 Mathematical Methods

### COURSE OUTLINE:

This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is required for many tertiary courses. For this purpose it would be best taken as part of a six-unit or eight-unit VCE Mathematics program. This course includes prerequisite material for Mathematical Methods Units 3 and 4.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

### AREAS OF STUDY:

- Functions and graphs
- Algebra
- Rates of change and calculus
- Probability and statistics

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key concepts as specified in the content from each area of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts to analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. In addition a level of achievement, A+ to E or N, will be reported based on results obtained in assessment tasks which include assignments tests and an exam for each unit.

## Unit 3 & 4 Mathematical Methods

### COURSE OUTLINE:

This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is a prerequisite for many Engineering/Science and Business/Economics degree courses. The course develops and extends Mathematical Methods Units 1 & 2.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

### AREAS OF STUDY:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key concepts as specified in the areas of study and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above.

The student's level of achievement for Units 3 and 4 will be determined by:

School-Assessed Coursework for Unit 3: 20%

School-Assessed Coursework for Unit 4: 20%

Two end-of-year exams: Exam 1 20%

Exam 2 40%

# MATHEMATICS

## Unit 1 & 2 Specialist Mathematics

### COURSE OUTLINE:

The course is designed for students intending to do a post-secondary course in Mathematics, Engineering or Physical/Applied Sciences. It is recommended for good maths students who have shown an interest in maths from Year 9 SEAL Maths and Year 10 Pre-Methods. The course would fit well into an eight-unit Mathematics program (ie taken in conjunction with Units 1 & 2 Mathematical Methods). The content provides sufficient grounding for students wishing to undertake Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4.

### AREAS OF STUDY WILL BE CHOSEN FROM:

- Arithmetic and Number
- Geometry, Measurement and Trigonometry
- Graphs of Linear and Non-linear Relations
- Algebra and Structure
- Transformations, Trigonometry and Matrices
- Discrete Mathematics
- Statistics

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three of the areas of study.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. In addition, a level of achievement A+ to E or N will be reported based on results obtained in assessment tasks which include assignments and homework, tests and an exam for each unit.

## Unit 3 & 4 Specialist Mathematics

### COURSE OUTLINE:

This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is a prerequisite for many Science and Engineering degree courses. This study extends the material from Mathematical Methods Units 3 & 4 and can only be taken following or concurrently with Mathematical Methods Units 3 & 4.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

### AREAS OF STUDY:

- Functions, Relations and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

### OUTCOMES:

On completion of these units, students should be able to:

1. Define and explain key terms and concepts as specified in the areas of study and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes with an emphasis on general cases in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified above. The student's level of achievement for Units 3 and 4 will be determined by:

School-Assessed Coursework for Unit 3:	20%
School-Assessed Coursework for Unit 4:	20%
Two end-of-year exams: Exam 1	20%
Exam 2	40%

# HEALTH & HUMAN DEVELOPMENT

## Unit 1

### Understanding Health & Wellbeing

#### COURSE OUTLINE:

In this unit students are introduced to the concepts of health and wellbeing. This unit focuses on students identifying personal perspectives and priorities related to health and wellbeing and they enquire into factors that influence health attitudes, beliefs and practices. There is a focus on youth and 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.

#### AREAS OF STUDY:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

S or N based on demonstrated achievement in the outcomes specified for the unit. A letter grade will be given for achievement in assessment tasks such as: general coursework, School-assessed Coursework and a written examination.

## Unit 2

### Managing Health & Development

#### COURSE OUTLINE:

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students enquire into the Australian healthcare system and consider issues surrounding the use of health data and access to quality healthcare.

#### AREAS OF STUDY:

- Developmental transitions
- Health care in Australia

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

S or N based on demonstrated achievement in the outcomes specified for the unit. A letter grade will be given for achievement in assessment tasks such as: general coursework, School-assessed Coursework and a written examination.

# HEALTH & HUMAN DEVELOPMENT

## Unit 3

### Australia's Health in a Globalised World

#### COURSE OUTLINE:

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at health promotion and improvements in population health over time. Students look at various public health approaches and models and evaluate health 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.

#### AREAS OF STUDY:

- Understanding health and wellbeing
- Promoting health and wellbeing

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 25%.

Unit 4 School-Assessed Coursework: 25%

Units 3 and 4 examination: 50%

## Unit 4

### Health & Human Development in a Global Context

#### COURSE OUTLINE:

This unit examines health and wellbeing and human development in a global context. Students investigate health status and burden of disease in different countries. Students study the concepts of sustainability and human development. They consider the health implications of increases globalisation and worldwide trends relating to climate change, digital technologies, world trade and mass movement of people. They focus on the United Nations' Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students investigate the role of non-government organisations (NGOs) and Australia's overseas aid program.

#### AREAS OF STUDY:

- Health and wellbeing in a global context
- Health and sustainable development goals

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 25%.

Unit 4 School-Assessed Coursework: 25%

Units 3 and 4 examination: 50%

# OUTDOOR & ENVIRONMENTAL STUDIES

## Unit 1

### Connections with Outdoor Environments

#### COURSE OUTLINE:

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals motivations and their personal responses to experiencing outdoor environments.

Students will experience at least 25 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The outdoor environments visited will include local natural and man-made venues for a variety of outdoor activities such as surfing, boogie boarding, canoeing, rock-climbing, riding and bush walking. These experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings. In general, two sessions each week are PRACTICAL and two sessions each week are THEORETICAL.

#### AREAS OF STUDY:

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences
2. Explain how personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.
2. Evaluate strategies for safe and sustainable participation in outdoor experiences.

#### ASSESSMENT:

See Unit 2

## Unit 2

### Discovering Outdoor Environments

#### COURSE OUTLINE:

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 where there is evidence of human intervention.

Students will experience at least 25 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The outdoor environments visited will include local natural and man-made venues for a variety of outdoor activities such as that may include surfing, aquatic activities, rock climbing, canoeing, camping and mountain bike riding. A three-day camp is conducted during Term 4 that investigates impacts of recreation on a selected outdoor environment.

#### AREAS OF STUDY:

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.
2. Evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.
3. Participate in a range of outdoor experiences safely and sustainably in an independent manner.

#### ASSESSMENT TASKS FOR UNIT 1&2:

S or N based on demonstrated achievement in the outcomes specified for the unit.

- Case study
- Written response to an issue
- Oral presentation
- Visual presentation
- Logbook (practical activities)

# OUTDOOR & ENVIRONMENTAL STUDIES

## Unit 3

### Relationships with Outdoor Environments

#### COURSE OUTLINE:

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 over 60,000 years.

Students will experience at least 25 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. These experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings. This will involve a three-day camp (conducted during Term 1) that investigates changing relationships with a selected outdoor environment along the Bunurong Coast.

#### AREAS OF STUDY:

- Changing human relationships with outdoor environments
- Relationships with Australian environment in the past decade

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies
2. Analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

#### ASSESSMENT FOR UNITS 3&4:

##### Assessment Tasks

- Structured question tests
- Case studies or written reports
- Analysis of data
- Visual presentations

## Unit 4

### Sustainable Outdoor Environments

#### COURSE OUTLINE:

This unit explores the sustainable use and management of outdoor environments. Students observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. They also examine the importance of the sustainability of human relationships and the urgent need to balance human needs and the needs of outdoor environments.

Students will experience at least 25 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. These experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings. This will involve a four-day camp (conducted in term 3) to Mt Hotham National Park and Alpine Resort to participate in a range of Alpine based activities such as Downhill Skiing and Snowboarding (approx. cost \$650).

#### AREAS OF STUDY:

- Importance of healthy environments
- Future of outdoor environments
- Investigating outdoor environments

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe a range of environmentally sustainability measures, analyse threats to outdoor environments for individuals and society, with reference to specific outdoor experiences.
2. Evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
3. Plan and conduct an independent investigation that evaluates selected outdoor environments.

#### ASSESSMENT FOR UNITS 3&4:

S or N based on demonstrated achievement in the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 20%

Unit 4 School-Assessed Coursework: 30%

Units 3 and 4 end-of-year examination: 50%

# PHYSICAL EDUCATION

## Unit 1

### The Human Body in Motion

#### COURSE OUTLINE:

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

#### AREAS OF STUDY:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks Units 1 & 2

- Written reports
- Tests
- Structured questions
- Laboratory reports
- Video analysis
- Case study analysis

## Unit 2

### Physical Activity, Sport and Society

#### COURSE OUTLINE:

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

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

#### AREAS OF STUDY:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

See Unit 1



# PHYSICAL EDUCATION

## Unit 3

### Movement Skills and Energy for Physical Activity

#### COURSE OUTLINE:

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

#### AREAS OF STUDY:

- How are movement skills improved?
- How does the body produce energy?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

*Compulsory practical participation is required for successful completion of Outcome 2.*

#### ASSESSMENT:

##### Assessment Tasks Units 3 & 4

- Written tasks
- Written report
- Laboratory report
- Data Analysis
- Tests
- Structured Questions

**Assessment for Units 3 & 4:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 25%.

Unit 4 School-Assessed Coursework: 25%.

Units 3 and 4 examination: 50%

## Unit 4

### Training to Improve Performance

#### COURSE OUTLINE:

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

#### AREAS OF STUDY:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

*Compulsory practical participation is required for successful completion of Outcome 1. This involves the student completing a minimum of five different training methods, along with a selection of fitness tests.*

#### ASSESSMENT:

See Unit 3

# ON CAMPUS VCE VET CERT III IN SPORT & RECREATION

SIS30115  
Units 3/4\*

## COURSE OUTLINE:

\*Follows on from Year 10 VET Sport & Recreation Unit 1/2 Advance Recreation Focus and Advance Surfing Focus and can be chosen only by students going into Year 11. Year 10 students who have not done Sport & Rec at Year 10 may be able to do this class, but will need to consult with PE staff prior to selections.

The Certificate III in Sport and Recreation will develop the skills and knowledge students require to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. Job opportunities include: pool lifeguard, sports retail, sports trainer, swim teacher, after school sports programs, recreation officer, sport and recreation attendant, leisure services officer, outdoor leader.

## UNITS OF COMPETENCY:

- Participate in WHS hazard identification, risk assessment and risk control
- Conduct sport coaching with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups

The completion of this certificate and an end-of-year exam, allows students the accreditation of a VCAA ATAR Score for VCE.

*This program is delivered by BCC on behalf of Registered Training Organisation (RTO), Saville*



# BIOLOGY

## Unit 1

### How Do Organisms Regulate Their Functions?

#### COURSE OUTLINE:

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### AREAS OF STUDY:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

- A poster/presentation
- Practical reports
- Second-hand data analysis
- Problem solving involving biological concepts, skills and/or issues
- Tests
- A report of a student designed or adapted investigation.

## Unit 2

### How Does Inheritance Impact on Diversity?

#### COURSE OUTLINE:

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.

#### AREAS OF STUDY:

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

#### ASSESSMENT:

- A poster/presentation
- Media response
- Practical reports
- Second-hand data analysis
- Problem solving involving biological concepts, skills and or issues
- Tests
- An investigation of an issue with genetics and/or reproductive science

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# BIOLOGY

## Unit 3

### How Do Cells Maintain Life?

#### COURSE OUTLINE:

In this unit students investigate the workings of the cell from several perspectives. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

#### AREAS OF STUDY:

- What is the role of nucleic acids and proteins in maintaining life?
- How are biomechanical pathways regulated?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

#### ASSESSMENT:

See Unit 4

## Unit 4

### How Does Life Change and Respond to Challenges?

#### COURSE OUTLINE:

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

#### AREAS OF STUDY:

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific enquiry used to investigate cellular processes and/or biological change?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
3. Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit. Units 3 & 4 Coursework will contribute 40% to the final assessment. The end-of-year examination will contribute 60% to the final assessment.

# CHEMISTRY

## Unit 1

### How Can the Diversity of Materials be Explained?

#### COURSE OUTLINE:

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

#### AREAS OF STUDY:

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- Research investigation - creating a more sustainable future

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain how elements form carbon compounds, metallic lattices and ionic materials. Conduct investigations to determine properties of materials and use chromatographic techniques.
2. Calculate mole quantities, use systematic nomenclature to name organic molecules and explain how polymers are designed for a purpose. Students will investigate the effects on human health and the environment of organic materials and polymers.
3. Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

#### ASSESSMENT:

- Practical reports
- Oral, poster and multimedia presentations
- Chapter and homework assignments
- Modelling activities
- Data analysis
- Tests

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 2

### How do Chemical Reactions Shape the Natural World?

#### COURSE OUTLINE:

In this unit students examine the polar nature of a water molecule, its specific heat and solubility. Acid base and redox reactions in society are explored. Students conduct investigations to measure relationships between these reactions and the physical and chemical properties of water. In this context students investigate solubility, concentration, PH, volumetric analysis and calibration curves. Students represent and explain data from their own observations and evaluate the chemistry based claims of others.

#### AREAS OF STUDY:

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- Practical investigation

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Relate the properties of water to its structure and bonding, and experimentally investigate and analyse applications of acid base and redox reactions in society.
2. Measure amounts of dissolved substances in water and predict solubilities. Use volumetric and instrumental procedures to test for acids, salts and apply stoichiometry to calculate chemical quantities.
3. Design and undertake a quantitative laboratory investigation related to gases, acid base or redox reactions.

#### ASSESSMENT:

- Practical work
- Chapter and homework assignments
- Modelling
- Tests
- A report of a student-designed quantitative laboratory investigation

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# CHEMISTRY

## Unit 3

### How Can Chemical Processes be Designed to Optimise Efficiency?

#### COURSE OUTLINE:

In this unit students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

#### AREAS OF STUDY:

- What are the options for energy production?
- How can the yield of a chemical product be optimised

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

#### ASSESSMENT:

Assessment Tasks for Unit 3 and 4

- A report on a laboratory investigation
- A response to a set of structured questions
- Practical log book
- Practical investigation presented as a 1000 word scientific poster

Final assessment - S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework for Unit 3 will contribute 16% to the final assessment, for Unit 4 will contribute 24% to the final assessment. The final examination will contribute 60% to the final assessment.

## Unit 4

### How are Organic Compounds Categorised, Analysed and Used?

#### COURSE OUTLINE:

In this unit students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

#### AREAS OF STUDY:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food
- Practical investigation

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

#### ASSESSMENT:

See Unit 3

# ENVIRONMENTAL SCIENCE

## Unit 1

### How Are Earth's Dynamic Systems Interconnected to Support Life?

#### AREAS OF STUDY:

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
2. Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
3. Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

#### ASSESSMENT:

See Unit 2

## Unit 2

### What Affects Earth's Capacity to Sustain Life?

#### AREAS OF STUDY:

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts of Earth's systems?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
2. Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.
3. Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

#### ASSESSMENT:

- Science investigation poster
- Case study presentation
- Secondary data analysis
- Field work and reporting
- Response to structured questions
- Tests

# ENVIRONMENTAL SCIENCE

## Unit 3

### How Can Biodiversity and Development be Sustained?

#### AREAS OF STUDY:

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
2. Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

#### ASSESSMENT:

##### Assessment Tasks

- A written report drawing on data collected from fieldwork or other sources (approximately 50 minutes and/or up to 1000 words)
- A multimodal presentation (approximately 10 minutes)

## Unit 4

### How Can Climate Change and the Impacts of Human Energy Use be Managed?

#### AREAS OF STUDY:

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific enquiry used to investigate contemporary environmental challenges?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.
2. Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.
3. Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

#### ASSESSMENT:

##### Assessment Tasks

- A response to structured questions
- A report of a student investigation
- A structured scientific poster according to the VCAA template (not exceeding 1000 words).

##### Final assessments for Units 3 & 4

S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework in Unit 3 will contribute 20% to the study score, Unit 4 will contribute 30% to the study score. The end-of-year examination will contribute 50% to the study score.



# PHYSICS

Physics is the study of the laws and properties of matter and energy, including the inter-relationships between them. The subject promotes the development of students' ability to conduct scientific investigations and use Physics to explain phenomena and events, relating them to technological and social applications. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

## Unit 1

### How is Energy Useful to Society?

#### AREAS OF STUDY:

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

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

Tasks for assessment are a combination of the following:

- Scientific investigation/modelling/simulation activity
- A report of a selected physics phenomenon or concept
- A media analysis/response
- An infographic
- Problem-solving involving physics concepts and/or skills
- An analysis, including calculations, of physics concepts applied to real-world contexts
- A scientific poster

## Unit 2

### How Does Physics Help us Understand the World?

#### AREAS OF STUDY:

- How is motion understood?
- Options study: choose 1 from 18 options to develop a deeper understanding of an area of interest within physics.
- How do physicists investigate questions

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

See Unit 1

# PHYSICS

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## Unit 3

### How Do Fields Explain Motion & Electricity?

#### AREAS OF STUDY:

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

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

Assessment Tasks:

- Annotation of at least two practical activities from a practical logbook
- A report of a physics phenomenon
- An analysis of an electricity generation and distribution system

## Unit 4

### How Can Two Contradictory Models Explain Both Light & Matter?

#### AREAS OF STUDY:

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

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

Assessment Tasks:

- Annotations of at least two practical activities from a practical logbook
- A test
- Structured scientific poster

Final assessment: S or N based on demonstrated achievement of the outcomes specified for the unit.

School-Assessed Coursework for Unit 3 will contribute 21% to the study score, Unit 4 will contribute 19% to the study score and an end-of-year exam will contribute 60% to the study score.

# PSYCHOLOGY

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

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

Students who study VCE Psychology can consider a pathway that can lead to a range of careers. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, such as support services in educational and institutional settings.

## Unit 1

### How are Behaviour and Mental Processes Shaped?

#### AREAS OF STUDY:

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT FOR OUTCOME 1&2

For each outcome, at least one task selected from:

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

S or N based on the demonstrated achievement of the outcomes specified above.

## Unit 2

### How Do Internal and External Factors Influence Behaviour & Mental Processes?

#### AREAS OF STUDY:

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

# PSYCHOLOGY

## Unit 3

### How Does Experience Affect Behaviour and Mental Processes?

#### AREAS OF STUDY:

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

See Unit 4

## Unit 4

### How is Mental Wellbeing Supported and Maintained?

#### AREAS OF STUDY:

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

#### OUTCOMES:

On completion of this unit, students should be able to:

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

#### ASSESSMENT:

For each outcome for each Unit 3 or 4, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts
- communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries

S or N based on the demonstrated achievement of the outcomes specified above. School-Assessed Coursework for Unit 3 will contribute 20% to the study score. Unit 4 will contribute 30% to the study score. The end-of-year examination will contribute 50% to the study score.

# FOOD STUDIES

## Unit 1 Food Origins

### COURSE OUTLINE:

This unit focuses on food from historical and cultural perspectives. Students explore the development of key world cuisines and the various factors which shaped them; including the sourcing of foods from hunter-gatherer communities through to today's globalised food production. Focus then moves closer to home as students examine indigenous Australian foods and cultures; followed by the changes which we have seen through migration.

### AREAS OF STUDY:

- Food around the world
- Food in Australia

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
2. Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those introduced through migration.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 2 Food Makers

### COURSE OUTLINE:

Unit Two looks at how food is produced and used in contemporary Australia; encompassing primary production, processing and manufacturing, retail and marketing, and end users (both food service industries and domestic/home use). Student capabilities are extended through a range of activities that challenge them to be innovative in the design and adaptation of recipes. Factors which influence food choice and ability to effectively produce quality meals are covered, as well as nutrition.

### AREAS OF STUDY:

- Australia's food systems
- Food in the home

### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
2. Compare similar food products prepared in different settings and evaluate them using a range of measures. They create a food product that illustrates potential adaptation in commercial context.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# FOOD STUDIES

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## Unit 3

### Food in Daily Life

#### COURSE OUTLINE:

This unit initially covers how foods meet our physiological needs; how it nourishes and sometimes harms us. Influences on healthy food choice such as accessibility, beliefs, culture and marketing are covered in greater detail. The chemical changes which food undergo when processing and cooking allow students to make more informed decisions and thereby produce higher quality food products.

#### AREAS OF STUDY:

- The science of food
- Food choices, health and wellbeing

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
2. Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 4

### Food Issues, Challenges & the Future

#### COURSE OUTLINE:

In this unit students examine debates about global and Australian food systems; including farming, environment and sustainability. Issues of food security, accessibility and wastage are also covered. The second half of this semester considers the information available to consumers, and how it can be misrepresented at times by marketers and engineers of fad diets. Students make evidence based decisions to allow more discerning food choices.

#### AREAS OF STUDY:

- Navigating food information
- Environment and ethics

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
2. Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# PRODUCT DESIGN & TECHNOLOGY - ENGINEERING

## Unit 1 Design Practices

### COURSE OUTLINE:

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They work in Design Teams to generate ideas and create a proof of concept using CAD. They use tools and processes typically found in an Engineering workshop to manufacture their designs.

### AREAS OF STUDY:

- Developing and conceptualising designs
- Generating, designing and producing

### OUTCOMES:

On completion of this unit, students should be able to:

1. Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.
2. Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively as a team.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the Unit.

\* Students enrolled in VCE VM will complete Unit 1 in Year 11 and Unit 2 in Year 12.

## Unit 2 Positive Impacts for End Users

### COURSE OUTLINE:

In this unit, students examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products. Students also have opportunities to make connections to personal or other cultural heritages.

### AREAS OF STUDY:

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

### OUTCOMES:

On completion of this unit, students should be able to:

1. Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.
2. Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
3. Research and discuss how designers and end users are influenced by culture.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the Unit.

# PRODUCT DESIGN & TECHNOLOGY - ENGINEERING

## Unit 3

### Ethical Product Design & Development

#### COURSE OUTLINE:

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

#### AREAS OF STUDY:

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Critique examples of ethical product design and innovation within industrial settings
2. Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.
3. Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 4

### Production & Evaluation of Ethical Designs

#### COURSE OUTLINE:

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

#### AREAS OF STUDY:

- Managing production for ethical designs
- Evaluation and speculative design

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.
2. Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.



# PRODUCT DESIGN & TECHNOLOGY - TEXTILES

## Unit 1 Design Practices

### COURSE OUTLINE:

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They work in Design Teams to generate ideas and create a proof of concept.

### AREAS OF STUDY:

- Developing and conceptualising designs
- Generating, designing and producing

### OUTCOMES:

On completion of this unit, students should be able to:

1. Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.
2. Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively as a team.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the Unit.

\* Students enrolled in VCE VM will complete Unit 1 in Year 11 and Unit 2 in Year 12.

## Unit 2 Positive Impacts for End Users

### COURSE OUTLINE:

In this unit, students examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products. Students also have opportunities to make connections to personal or other cultural heritages.

### AREAS OF STUDY:

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

### OUTCOMES:

On completion of this unit, students should be able to:

1. Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.
2. Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
3. Research and discuss how designers and end users are influenced by culture.

### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the Unit.

# PRODUCT DESIGN & TECHNOLOGY - TEXTILES

## Unit 3

### Ethical Product Design & Development

#### COURSE OUTLINE:

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

#### AREAS OF STUDY:

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Critique examples of ethical product design and innovation within industrial settings
2. Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.
3. Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

## Unit 4

### Production & Evaluation of Ethical Designs

#### COURSE OUTLINE:

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

#### AREAS OF STUDY:

- Managing production for ethical designs
- Evaluation and speculative design

#### OUTCOMES:

On completion of this unit, students should be able to:

1. Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.
2. Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

#### ASSESSMENT:

S or N based on the demonstrated achievement of the outcomes specified for the unit.

# ON CAMPUS VCE VET CERT II IN FURNITURE MAKING PATHWAYS

## MSF20516 Units 1/2/3/4

### COURSE OUTLINE:

The VCE VET Furnishing Program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries.
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

The course predominantly covers subjects usually taken in the first year of training in a Cabinet-Making apprenticeship. Units of Competence completed satisfactorily are fully transferable if a student takes on an apprenticeship in this field.

### Completion requirements for the qualification

The VCE VET Furnishing program consists of:

- Unit 1 and 2:
  - three compulsory Units of Competency and a minimum of six Units of Competency
- Unit 3 and 4:
  - four compulsory Units of Competency.

### Program Duration

The VCE VET Furnishing program has a total minimum nominal hour duration of 370 hours. This program may be completed over two or three years. To access a study score the Units 3 and 4 sequence must be delivered and assessed in a single enrolment.

The completion of this certificate and an end-of-year exam, allows students the accreditation of a VCAA ATAR Score for VCE.

### UNITS OF COMPETENCY:

- Develop career plan for furnishing industry
- Participate in sustainable work practice
- Demonstrate care and apply safe practices at work
- Select and apply hardware
- Prepare surfaces
- Apply domestic surface coatings
- Join furnishing materials
- Make simple timber joints
- Use furniture making hand/power tools
- Assemble furniture components
- Undertake basic furniture making project
- Make measurements and calculations

This program is delivered by BCC on behalf of Registered Training Organisation (RTO), AIET.



# ON CAMPUS VCE VET CERT II IN KITCHEN OPERATIONS

## SIT20416 Units 1/2/3/4

### COURSE OUTLINE:

This VCE VET Certificate II program option comprises a minimum of 13 units of competency: seven compulsory units and elective units at the Units 1 and 2 level and five compulsory units at the Units 3 and 4 level.

The chief aim of this course is to prepare individuals with a limited range of food preparation and cookery skills to prepare food and menu items in a kitchen. Graduates typically provide routine and repetitive tasks and are directly supervised.

Pathways may include employment into various workplaces within the hospitality industry such as restaurants, hotels, catering operations, clubs, pubs, cafés, coffee shops, institutions, aged care facilities, hospitals, prisons and schools. Typical roles include breakfast cook, catering assistant, fast food cook, sandwich hand and takeaway cook.

### Skills covered:

- Preparing appetisers and salads
- Preparing stocks, soups and sauces
- Preparing vegetable, fruit and pastry/flour dishes
- Preparing poultry dishes
- Employability skills

The completion of this certificate and an end-of-year exam, allows students the accreditation of a VCAA ATAR Score for VCE.

### UNITS OF COMPETENCY:

#### Year 11

- Work effectively with others
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare and present simple dishes
- Re-thermalise chilled and frozen foods

#### Year 12

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

This program is delivered by BCC on behalf of a Registered Training Organisation (RTO).

# VCE VOCATIONAL MAJOR

## INTRODUCTION

VCE VM hopes to meet the educational needs of those students for whom the traditional VCE is not always the most appropriate option. VCE VM provides a “hands on” alternative for students, that combines practical workplace experience with the development of literacy, numeracy and personal skills that are important for life and work. It is important to understand that any student who participates in the VCE VM program, will not be eligible for an ATAR score.

A VCE VM course would typically include a combination of VET and selected VCE subjects through negotiation with VCE VM Coordinators, work placement, work experience, part-time work, community work and other personal development, to achieve a course that suits the needs of the individual.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units across 2 years (Years 11 and 12) including:

- 3 VCE VM Literacy or VCE English units (including a 3-4 sequence)
- 3 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
  - WRS units are satisfied by participating in a work placement and maintaining appropriate records and completing associated set tasks
- 2 VCE VM Personal Development Skills units,
  - PDS units are satisfied by combining such activities as first aid courses, volunteer work, life skill sessions, etc that suit the needs of the individual student.
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of four 3-4 sequences (including Literacy/English) as part of their program. Students at BCC will start the VCE VM in Year 11 and be awarded their certificate upon completion of their 16 units at the end of Year 12. Please note, students who exit at the end of Year 11, will not be eligible to receive their VM certificate.

Bass Coast College offers the VCE VM to a selected group of students. Students will be selected on the basis of an interview during the counselling process. Students cannot start this program without a work placement arrangement in place. For students to be eligible for entry into the VCE VM at BCC, they must meet the following criteria:

- Successful completion of the full week of Work Experience in Year 10
- Consistent attendance in all classes
- Regular positive behaviours inside and outside the classroom
- A productive work ethic, reflected in high PLR scores
- Consistently in correct uniform

**Note:** The VCE VM Program will run a stand-alone timetable. This will allow greater flexibility to meet the needs of individual students. It is important to note that student numbers are capped for this program.

## FEES

For a comprehensive list of the 2024 fees, please see the College Charge Guide on the College website indicating costs applicable for all subjects.

# VCE VOCATIONAL MAJOR

## THE VM PROGRAM

Students in Year 11, must study the VM core units\*:

- Units 1 & 2 Literacy
- Units 1 & 2 Foundation Maths
- Units 1 & 2 Personal Development Skills (PDS)
- Units 1 & 2 Work Related Skills (WRS)

Students can then choose 2 electives from the following VCE/VET subjects:

- Accounting
- Dance
- Food Studies
- Music
- Physical Education
- Product Design and Technology: Engineering
- Product Design and Technology: Textiles
- VET Cert III in Creative Digital Media
- VET Cert II in Furnishing
- VET Cert II in Kitchen Operations
- VET Cert II in Outdoor Recreation
- VET Cert III in Sport & Recreation
- VET Cert III in Visual Arts

*\*Detailed information on the subjects listed above is in the handbook. Please check the contents pages (2-3) for the relevant subject pages.*

Students cannot participate in the VM Program without a work placement. Students will spend 2 days a week at their work placement (in 2023, the days were Wednesday and Friday) and 3 days a week on campus.

Students in Year 12, follow on from the Year 11 Program and complete the Units 3&4 in Literacy, Maths, PDS, WRS and their VCE/VET subjects.



# VCE VOCATIONAL MAJOR

## COURSE OUTLINE:

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

## Unit 1 Literacy

### AREAS OF STUDY:

- Literacy for personal use
- Understanding and creating digital texts

Students will develop their reading and viewing skills, they 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 read, view and interact with digital texts and participate in learning activities to develop their capacity to explore and discuss their impact.

## Unit 2 Literacy

### AREAS OF STUDY:

- Understanding issues and voices
- Responding to opinions

Students will engage with a range of content from print, visual, aural and multimodal sources. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

## Unit 3 Literacy

### AREAS OF STUDY:

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to organisational, informational or procedural texts

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

## Unit 4 Literacy

### AREAS OF STUDY:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

# VCE VOCATIONAL MAJOR

## COURSE OUTLINE:

In VM Personal Development Skills, students develop their knowledge, skills and attributes that lead to self-development and community engagement.

## Unit 1 Personal Development Skills

### AREAS OF STUDY:

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

## Unit 3 Personal Development Skills

### AREAS OF STUDY:

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

## Unit 2 Personal Development Skills

### AREAS OF STUDY:

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

## Unit 4 Personal Development Skills

### AREAS OF STUDY:

**Community project** -This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.



# VCE VOCATIONAL MAJOR

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## COURSE OUTLINE:

In VM Work Related Skills, students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals.

## Unit 1 Work Related Skills

### AREAS OF STUDY:

**Careers and learning for the future** - 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.

## Unit 3 Work Related Skills

### AREAS OF STUDY:

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

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

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

## Unit 2 Work Related Skills

### AREAS OF STUDY:

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

## Unit 4 Work Related Skills

### AREAS OF STUDY:

**Portfolio preparation and presentation** - In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

# ON CAMPUS VM VET CERT II IN OUTDOOR RECREATION

SIS20419\*

Units 1/2

## COURSE OUTLINE:

This subject focuses on the development of skills related to activities in Outdoor Recreation and Outdoor Education. It is a practical subject that is highly suitable for those who have an active lifestyle and enjoy being in the outdoors. Those who like extending themselves through several adventure activities will find it perfect for them.

Surfing, stand-up paddle, canoeing, rock climbing, and mountain biking, are all included activities in this exciting course. Students will learn the fundamental skills to plan and assist in the delivery of outdoor recreation activities and gain knowledge in activity risk management and response to emergencies.

*\* This program is only available to those students studying the VCE Vocational Major.*

*It is delivered by BCC on behalf of Registered Training Organisation (RTO) , TAE*

## UNITS OF COMPETENCY:

- HLTWHS001 - Participate in WHS hazard identification, risk assessment and risk control
- SISXFAC001 - Maintain equipment for activities
- HLTAID011 - Provide first aid
- SISXEMR001 - Respond to emergency situations
- SISXIND002 - Maintain sport, fitness and recreation industry knowledge
- SISOCYT004 - Ride off road bicycles on easy trails
- SISOCNE001 - Paddle a craft using fundamental skills
- SISOSRF001 - Surf small waves using basic manoeuvres
- SISCAQU002 - Perform basic water rescues
- SISOFLD001 - Assist in conducting recreation sessions
- SISOFLD002—Minimise environmental impact



# VCE VET PROGRAMS

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## VCE VET?

Vocational Education and Training (VET) allows senior secondary students to participate in programs selected from a range of industry areas. VCE and VCE VM students are able to learn practical workplace skills that are recognised by industry and employers, combining classroom learning with hands-on workplace learning. It aims to help meet the needs of industry while preparing young people for the workplace of the future.

## NATIONALLY ACCREDITED CERTIFICATE COURSES

The courses studied are training qualifications within the Australian Quality Training Framework. They are comprised of industry competency standards and are delivered by Registered Training Organisations.

This means that both the certificate and its components (Units of Competency) are recognised nation-wide.

Units of Competency that have been successfully completed by students during their VCE VET course may be credited to other training or employment situations. For example, an apprentice may be excused from studying some competencies at trade school as they have already completed them as part of their VCE VET course.

## CREDIT TOWARDS THE VCE

A major advantage for students studying a VCE VET course, is that it also counts towards their VCE program. As a result, at the end of Year 12 successful students will receive:

- a VCE certificate
- a nationally recognised VET qualification
- enhanced training pathways
- enhanced employment opportunities

The results for a number of VCE VET courses also contribute to a student's ATAR (Australian Tertiary Admissions Rank) score. These VCE VET Programs see students undertake SAC's and an end of year exam just like a normal Unit 3-4 VCE Program.

## CREDIT TOWARDS THE VCE VM

VCE VET courses provide a valuable opportunity for VCE VM students to achieve credits in the VCE VM

## VCE VET AT BASS COAST COLLEGE

BCC has been active in providing VCE VET options for its students. Students of BCC have accessed a variety of rewarding VCE VET courses both **on-campus** and **off-campus**. In addition to the advantages listed above, it is most pleasing that students are able to develop skills in areas in which they have a genuine interest, while at the same time enhancing their employment and training prospects.

Auspicing arrangements with Registered Training Organisations allows BCC to offer a number of VCE VET courses to students. These are timetabled along with traditional subjects throughout the school week. Please note that, like all other subjects offered at Years 11 and 12, the final decision on which subjects will operate is dependent on student selections, staffing availability and timetabling restrictions.

# VCE VET PROGRAMS

## COST

Students selecting a VET subject offered by the College may be required to pay a levy for their chosen subject/s. If students choose to use materials other than those provided by the school they will be expected to pay the difference between the cost of the materials provided and the materials requested. Below is a list of estimated materials charges for 2024 on campus VET subjects:

Furnishing	\$150 includes all workbooks, quality timbers, fasteners and hardware
Kitchen Operations	\$120 per year (TBC for 2024) - Year 11 \$100 per year (TBC for 2024) - Year 12

Outdoor Recreation and Sport and Recreation have an associated cost for the bus transport required to complete their Units of Competency.

Outdoor Recreation (VCE VM)	\$100 per semester
Sport & Recreation	\$100 per semester

*Please contact the school if payment of these fees will cause financial hardship.*

See pages 31, 32, 66, 83 and 84 for the details of the on-campus VCE VET courses that will be offered to BCC students in 2024.



# EXTERNAL VET PROGRAMS

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## INTRODUCTION

Many students from BCC and other local schools look beyond the subjects offered at their home schools and study courses delivered at other local Registered Training Organisations like TAFE. Like all studies they are subject to confirmation each year. These courses can be a most rewarding experience with students studying, and receiving credits in an area that is of genuine interest to them, while training in a non-school based environment.

These courses require students to attend on a scheduled day each week, rather than attend a series of lessons throughout the week, as is the case with on-campus courses. It must be remembered that accessing an external VET option does impact on a student's timetable. Classes will be missed at BCC on the day of attendance at the off-site course. Some 'catch-up' time is available, but the student has a responsibility to complete all work in all subjects. For this reason it is not recommended as an option for VCE students.

Some of the courses chosen by students in recent years are Equine Studies, Animal Studies, Building Design, Building & Construction, Electro Technology, Plumbing, Early Childhood Education, Beauty Services and Catering Operations. Further information on external VET courses is available from the VET Coordinator, The Pathways Coordinators or the Registered Training Organisation.

## REQUIREMENTS

Students who wish to do an external VCE VET course will be required to meet with the VET coordinator and complete an application form outlining their reasons for choosing the course and ensuring their commitment to complete their studies. Students will need to show how enrolling in the VCE VET program fits into their Managed Individual Pathway. The VET coordinator will have the final decision on whether the student is enrolled in the subject based on the information detailed in the students application. Students will also need to pay the course 'gap' fee in full by the end of this year (see details over page). The College reserves the right to not proceed with enrolments due to factors including student academic record, suitability of course, availability of places in the course etc.

## CAR POOL/SCHOOL BUSES

You will note that some of the courses require students to attend venues outside of the Wonthaggi area. Such arrangements do rely on parents supporting their children by providing transport. Car-pooling has proven to be a beneficial arrangement for families with students in this situation.

Please note students may use the school buses and may get off at the Dudley Campus of BCC. As it is normal for off-campus VCE VET students to wear free dress it is critical that students behave themselves appropriately at all times on their VCE VET days.

In 2023 we had sufficient numbers of students studying at AGA Korumburra on a Wednesday, that warranted the commission of a bus to travel from Cowes, through Anderson, Kilcunda, Wonthaggi and Inverloch to Korumburra and back. Depending on numbers and interest this service may be available to students in 2024.

## EXPRESSION OF INTEREST

Should you wish to make a preliminary expression of interest about an off-campus VCE VET course for 2024, please complete the VCE VET Off-Campus Options Expression of Interest Form and forward it to the VCE VET Coordinator. This expression of interest is not binding. A more formal commitment will be sought later in the year but it does allow for initial planning. More information about each of the off-campus courses is available from the VCE VET Coordinator, Phil Hughes.

# SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS

## INTRODUCTION

A School-based Apprenticeship and Traineeship (SBAT) is a full time program that integrates education, training and employment.

The program is made up of:

- VCE VM/VCE studies selected by the student.
- VCE VM/VCE credit for the vocational training component of the School Based Apprenticeship or Traineeship.
- A training contract registered with Skills Victoria, Apprenticeship Centres and the school.
- A negotiated training plan that has been signed and endorsed by the student's school.
- Paid employment with terms and conditions covered by appropriate industrial arrangements.
- One day a week at the workplace and a mix of training times in nationally registered training, which can be a VCE VET program.

In the past we had a number of students combining part-time employment and study to access SBATs in the following areas:

- Retail Operations (through Big W, McDonalds and KFC),
- Agriculture, Hospitality and Retail Operations (through Phillip Island Nature Park)
- Business (through Stockdale & Leggo, Cowes and local businesses)
- Agriculture (through student's own family farm businesses)
- Mechanical (through local businesses)
- Construction (through Apprenticeship Group Australia and Local Builders)
- Education Support
- Hospitality
- Warehousing (through Reece Plumbing – Cowes and Wonthaggi)

**Apprenticeship Group Australia based in Korumburra** provide SBATs in:

- Electrical
- Building and Construction
- Plumbing

The minimum number of employment and training hours required for a School Based Apprenticeship and Traineeship is an average of 13 hours per week, over two years. This will comprise at least seven hours of employment and six hours of training per week. Training should be averaged over three periods of four months in each year of the training contract. Some students will be released for blocks of training; some will spend more than two days per week in the workplace in paid employment. Whatever arrangement is negotiated by the employer, Registered Training Organisation and student/school, the student will be in employment and/or structured training as an apprentice or trainee for a **minimum** of one day per school week.

It is important to realise that if a student is interested in a traineeship or apprenticeship in the future, a School Based Apprenticeship and Traineeship offers them an opportunity to taste what it would be like while still being a school student. This allows students to make the right decision about their career and be credited for the time in the workplace and training.

It is often very difficult for young people to 'come back' to school once leaving. SBAT's allow young people to see if the career is really right for them.

## DO YOU REQUIRE MORE INFORMATION?

Please contact the College's VCE VET Coordinator, Phil Hughes, if you have any queries about VCE VET, VCE VM or SBAT offerings, the associated costs, or any other issue (5611 4000).