ARARAT COLLEGE

Respect - Responsibility - Excellence

ARARAT COLLEGE

SUBJECT SELECTIONS

CONTENTS

Ararat College acknowledges the Traditional Owners of the country throughout Victoria. We pay our respects to them, their culture and their Elders past, present and emerging.

Ararat College is committed to child safety (Ministerial Order No. 1359) and takes all reasonable steps to ensure that the safety of our students is paramount.

SUBJECT SELECTION PROCESS

GUIDE TO SUBJECT SELECTION PROCESS

At Ararat College, all students will have a dedicated time in August to meet with members of the Ararat College Pathways Team to discuss their pathway and submit their subject selections. Our dedicated pathway team will also meet with students as they approach their senior secondary years.

PATHWAYS TEAM

- Ellie McDougall - Principal
- Emma Henry - Assistant Principal
- Melissa Murnane - Senior School Coordinator
- Aaron Dalziel - Senior School Coordinator
- Ben Krol - Middle School Coordinator
- Celia Fairley - Junior School Coordinator
- Alison Jacobs - Timetable Coordinator
- Andrew Sherwell - Careers Practitioner

HOW TO USE THIS BOOK

This book is divided into sections for Year 9, Year 10, VCE, VCE (VM) and VET. There is introductory information at the start of each section to explain the requirements of the different programs and certificates. Students will be asked to fill out a form (included in the final section) that specifies their preferred areas of study for the subsequent year. This form should be signed by a parent and submitted at their subject selection meeting.

UNIVERSITY PREREQUISITES

Students who wish to go to university should undertake a VCE program and ensure that the subjects they select enable them to meet the prerequisites for their desired course. If in doubt, please see Mr Sherwell - our Careers Practitioner.

VCE PREREQUISITES

Some VCE Year 12 subjects require students to undertake prerequisite studies at Year 11. For this reason, students should read through the full subject descriptions. Many Sciences, Maths and Languages are unable to be commenced at Year 12, yet these subjects can help students to meet prerequisites or receive bonuses.

SUBJECT SELECTION INFORMATION NIGHT

The subject selection information night is one of many events and services run by Ararat College to assist students with their future pathways in and beyond school. These include:

- Careers counselling.
- Work experience.
- VTAC workshops.
- Career Action Plans.
- Industry and Enterprise.
- School Based Apprenticeships.
- Advice on scholarships and special consideration.
- Careers expo.
- Guest speaker programs.
- Year 9 Morrisby testing.
- Headstart.
- Further Studies (University / TAFE).

The Subject Selection Information Night will be held on Wednesday 26th July 2023.

HOW TO SUBMIT SUBJECT CHOICES

- Pleaser read through this handbook and consider all of your options.
- Make a note of the subjects you would like to study and complete the Subject Selection Form at the rear of this book.
- Bring the completed subject selection form with you to the Pathways conversation. Once selections are finalised, they will be submitted on this day.

Pathways conversations day will be held on **Tuesday 8th August 2023**.

Notes for VCE students:

- All students must complete two (2) units from the English group.
- Please use this handbook to select the subjects that you would like to do **IN ORDER OF PREFERENCE.**
- In Year 11 Five (5) subjects will be studied after English (each contributing 2 units).
- In Year 12 Four (4) subjects will be studied after English (each contributing 2 units).
- Students must also select three (3) other reserve subjects which they would like to study if they are unable to be placed in any of their first 5 preferences.
- VCE VM students must complete a VET subject.

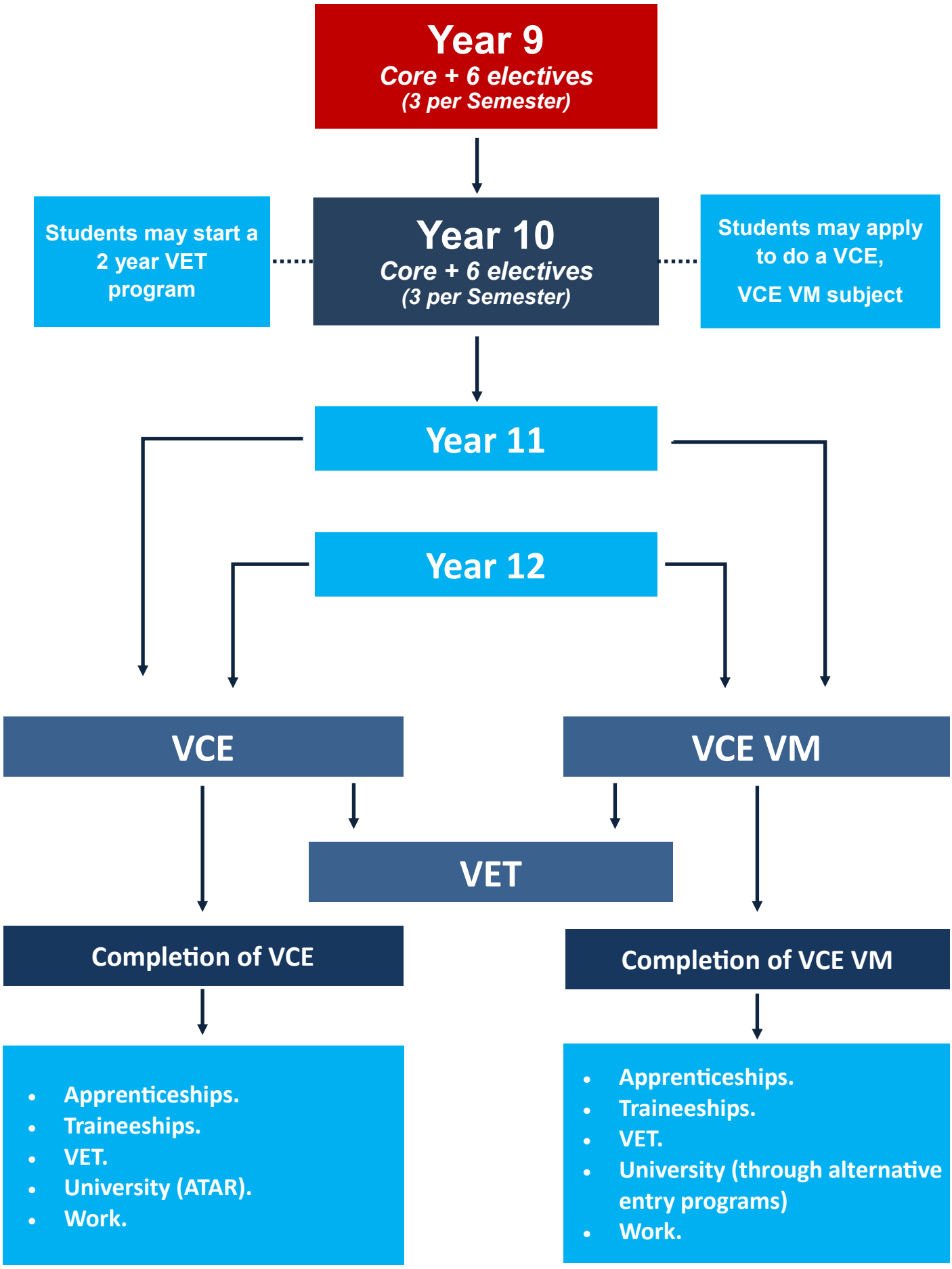
CHECKLIST

Follow the steps below to ensure you are prepared for your Pathways Conversation and Subject Selection.

- ☐ Make an appointment for your subject selection Pathways Conversation for **Tuesday 8th August via Xuno parent portal** (15 minute timeslots will be available).
- ☐ Read all relevant sections of the Subject Selection Handbook.
- ☐ Senior Students, please ensure you understand the difference between VCE, VCE (VM) and VET.
- ☐ Ensure you know which subjects are compulsory and which are electives.
- ☐ Consider your future aspirations. Senior students will be asked to identify potential career paths before their form is accepted. If you are not sure, keep your options open!
- ☐ If you have questions, make a list of things to ask at your Pathways Conversation.
- ☐ Check details of subjects and courses (e.g., recommended prerequisites etc).
- ☐ All students who are in Year 9 or Year 10 and wish to do an accelerated senior VCE, VET, VCE (VM) sequence must submit an expression of interest form by **4.00pm Monday 14th August 2023.**
- ☐ Before your conversation, complete your preferences in draft form using the paper copy at the back of this book.
- ☐ Attend your Pathways Conversation with a parent / guardian and bring your subject selection form and a list of any questions you might have.

If you have any concerns or questions regarding this process , please do not hesitate to make contact with one of our Pathways Team Members.

PATHWAYS OUTLINE



SUBJECT SELECTION 2024

Year 9 Electives

Year 10 Electives

VCE and VCE VM

YEAR 9

CORE SUBJECTS

English

- Reading and writing.
- Speaking and listening.
- Differentiated skill development.

Maths

- Number and algebra.
- Statistics and probability.
- Geometry and measurement.

Science

Biology

- The human body and how it responds to its external environment.
- Ecosystems.

Physics

- Electricity and electrical circuits.
- Magnets and magnetic fields.

Chemistry

- The atom and radioactivity.
- The atomic structure and properties of elements used to organise them in the periodic table.

Earth and space science

- Tectonics plates and how they may explain global patterns of geological activity and continental movement.
- Global systems, including the carbon cycle and its impacts on the atmosphere, bio-sphere, hydrosphere and lithosphere.

Minimum subject requirements for electives

Students must select **6 electives** for the year and include at least 1 subject from each of the follow-ing domains:

- The Arts.
- Technology Food.
- Technology Workshop.

Physical Education

- Develop personalised plans for maintaining healthy and active habits.
- Analyse how participation in physical activity and sport influence an individual's identity.
- Explore the role participation plays in shaping cultures.
- Demonstrate leadership, teamwork and collaboration in a range of physical activities.

Humanities

- Allows students to explore and understand who they are in the world.
- Humanities allows students to engage in the past, understand the present, and look toward the future.
- Students will be able to ask big questions about the world around them by undertaking study in each of the following four modules:
  - History.
  - Geography.
  - Business and Careers.
  - Civics and Citizenship.
- These four modules work together to ensure students are given the knowledge to become empowered and active citizens of Australia and the world.

Health

- Personal health and wellbeing.
- Personal identity.
- Mental health.
- Health promotion.
- Sexual health and pregnancy.
- Risk-taking behaviour.
- Body image and respectful relationships.

ELECTIVES: THE ARTS

The 2D Artist

- Discover painting techniques.
- Drawing techniques and skills.
- Printmaking.
- Investigate current social issues.
- Artist exploration.
- Exhibition experiences.

The 3D Artist

- Ceramic explorations.
- Mask making.
- Modelling (junk art focus).
- Sculpture techniques.
- Cultural examination.
- Artist exploration.

Drama and Performance Studies

- Performance skills (voice, speech and body).
- Improvisation.
- Performance analysis.
- Dramatic elements.
- Stagecraft (make up, sets, props, costume, lighting and sound).
- Script writing.
- Naturalistic and non-naturalistic techniques.
- Performance Styles.

Photography

- Composition and layout.
- Photographic series.
- Design elements and principles.
- Folio presentation.
- Photography styles and techniques.
- Photoshop editing.

ELECTIVES: THE ARTS

Media

- Explore how social media is changing the world we live in.
- Learn characteristics of different media forms including photography and film.
- Develop media production skills to create media artworks.
- Plan and produce own media production.

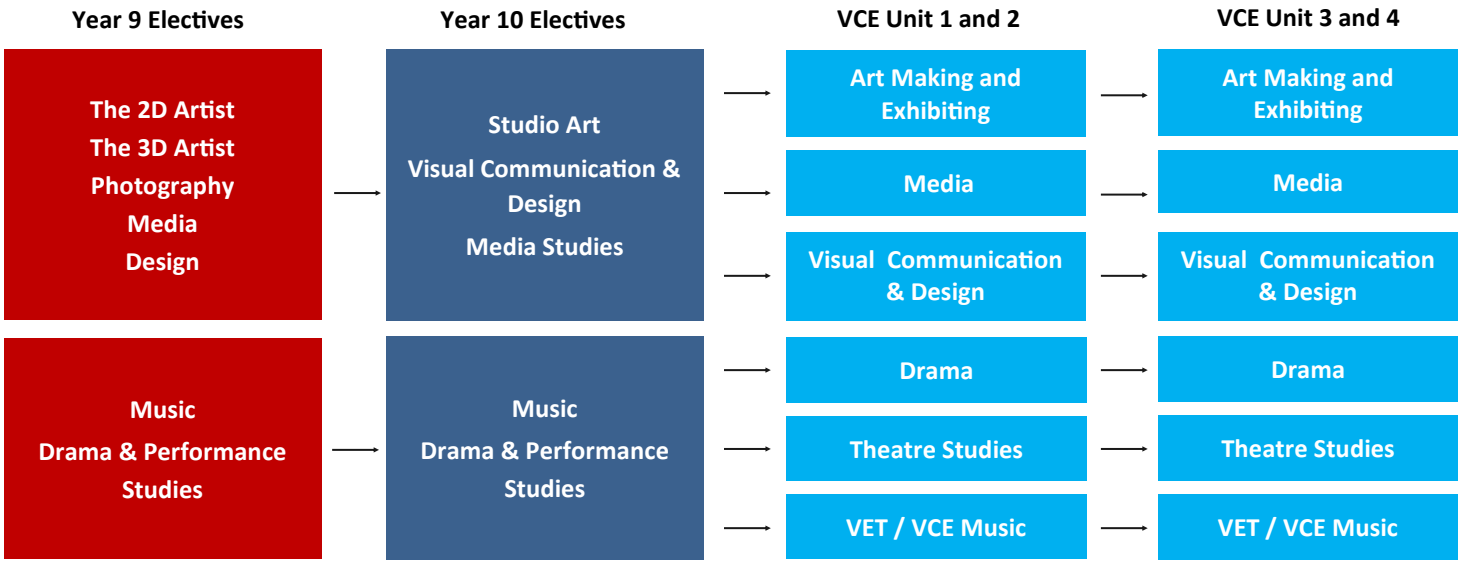
Music

- Music/sound experimentation.
- Genre exploration.
- Electronic and instrumental practice on each student's choice of instrument.
- World music investigation.
- Australian and Indigenous Instruments.

Design

- Create designs by responding to a brief.
- Use the design process for own creative designing.
- Develop skills in manual and digital drawing methods.
- Analyse and create within the fields of Industrial, Communication and Environmental Design.
- Keep a design folio.
- Explore Adobe Suite.

2024 SUBJECT PATHWAYS TO VCE



Year 9

ELECTIVES: ENGLISH

Completed in addition to Core English.

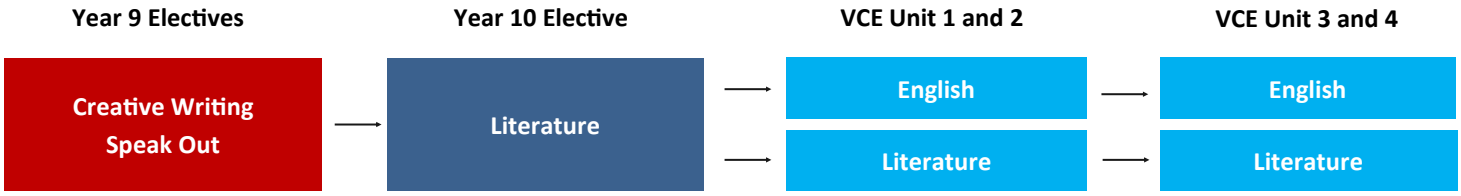
Creative Writing

- Develop the skills needed to produce creative work.
- Experiment with different forms of writing including poetry, song, free writing, storytelling, scripts and more.
- Form an understanding of how structures and language features can be used to influence an audience.
- Produce a portfolio of creative writing which develops a personal style.
- Explore layers of meaning in a text as well as authorial intent.

Speak Out

- Practise and hone skills that will be useful in VCE oral presentations as well as job interviews and future careers.
- Improve ability to communicate with a variety of audiences.
- Develop teamwork through project-based presentations.
- Explore how structure and language can be manipulated to position audiences.

2024 Subject Pathways to VCE

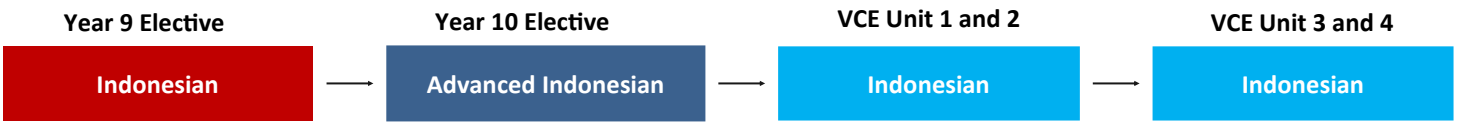


ELECTIVES: LANGUAGES

Indonesian

- A deeper look into Indonesian culture, geography and natural environment.
- Build upon the knowledge base from Year 7 and 8 Indonesian.
- Develop the language skills necessary for travelling and holding basic conversations in Indonesian about a number of topics.

2024 Subject Pathways to VCE:

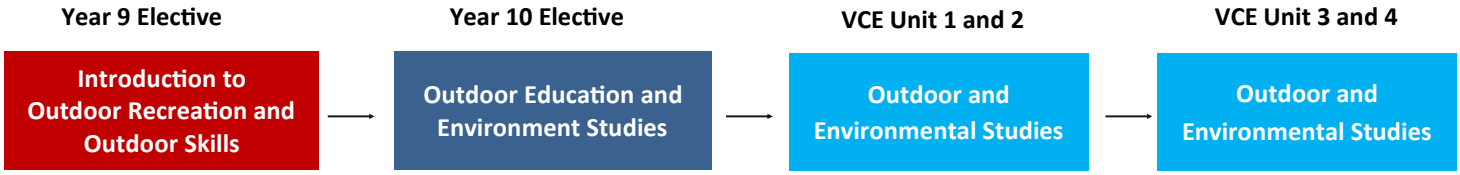


ELECTIVES: HEALTH AND PHYSICAL EDUCATION

Introduction to Outdoor Recreation and Outdoor Skills

- Aimed towards students who have limited experience and knowledge of Outdoor Recreation or the environment.
- An opportunity to develop a greater understanding of the skills and knowledge required to participate in an Outdoor Recreation activity, such as how we keep people safe, what are some of the factors we must consider when making decisions during a particular activity and how do we make sure that we are able to participate in these activities in a sustainable manner.
- Purpose is to give students an opportunity to learn through doing. This will involve a mixture of activities that will take place at school as well as external day trips. For the semester there will be a total of 3 to 4 external day trips. The selection of these activities will be done as a class.

2024 Subject Pathways to VCE:



ELECTIVES: SCIENCE

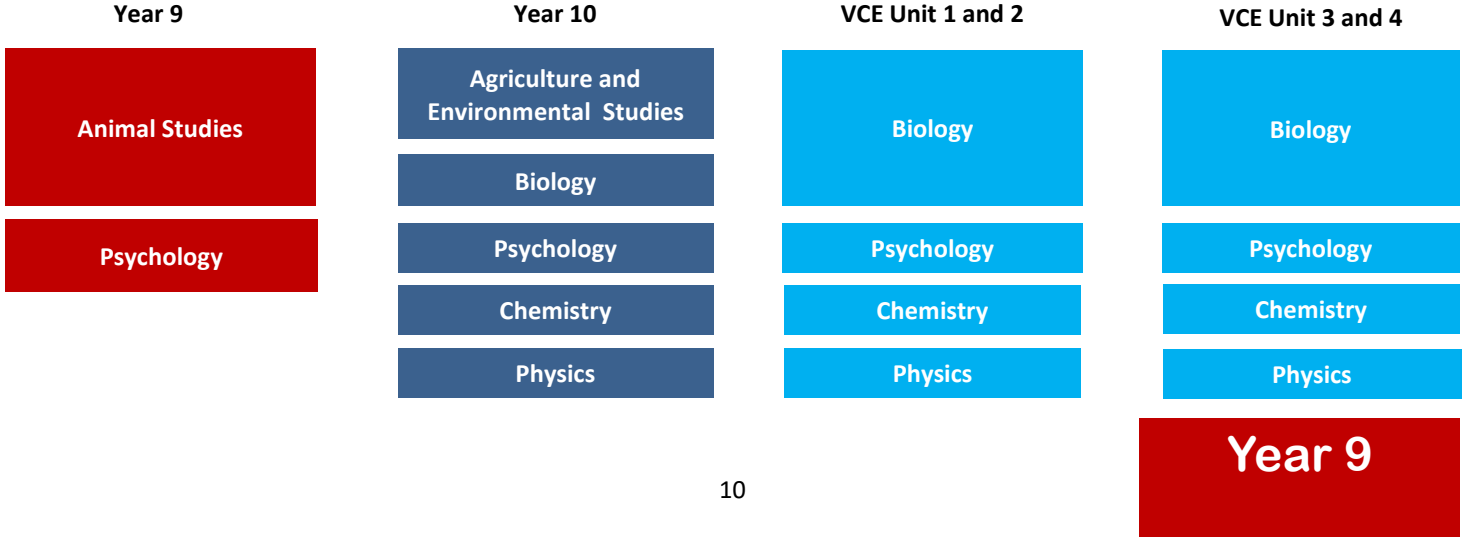
Psychology: 'How to make your brain limitless'

- Students will explore the foundations of Psychology and learn to distinguish Science from Pseudoscience.
- Students will begin their journey of exploring the structure and function of the brain and how Psychology underpins interaction on social media and real life, through undertaking their own class research.

Animal Studies

- Students to explore evolution of animals, discovering how animals have changed over time through both genetics and environmental factors.
- Changes to species type and numbers through changes to ecosystems caused by human intervention.
- Animal ethics. Keeping animals in zoos and conservation of species.
- Possible excursions to Halls Gap Zoo, Walkers Swamp and Dunkeld Pastoral, Melbourne Zoo. Inclusions from local animal experts.
- Animals and their importance to humans including domestication. Food and Fibre production.

2024 Subject Pathways to VCE



ELECTIVES: TECHNOLOGY - FOOD

Cultural cooking

- Develop a range of cultural cooking techniques and processes safely and hygienically.
- Produce a variety of cuisines from around the world including Australia, France, Morocco and Japan.
- Identify an individual cuisine's historical, religious and social significance.
- Understand native foods from various countries.
- Investigate, design, produce and evaluate a variety of cuisines.

Food for Life

- Produce budget friendly dishes on a weekly basis, demonstrating kitchen safety and further developing cooking skills.
- Students will further their understanding of following a recipe.
- Students will produce their own cookbook, including breakfast, snacks, mains and sides.
- Develop an understanding of healthy eating.
- Students will design their own recipes using staple foods, including pasta, rice, meats and vegetables.
- Learn to budget.
- Students will build their knowledge and skills whilst caring for the school vegetable garden.

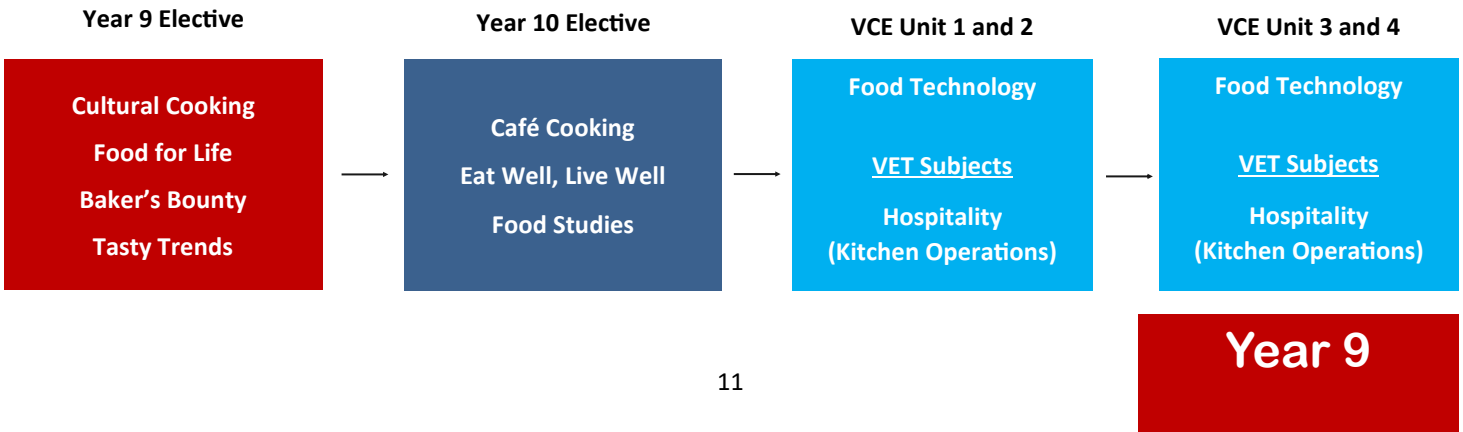
Baker's Bounty

- Produce a variety of bakery recipes safely and hygienically.
- Develop a range of complex cooking techniques and processes.
- Improve product processes with consideration to ingredients and sustainability.
- Develop an understanding of sensory evaluations.
- Research various food based allergies and intolerances, and learn about foods that can be used as substitutes whilst baking.
- Produce cake, bread, pastry and biscuits.

Tasty Trends

- Produce a variety of trending food dishes.
- Investigate current food trends observed within society.
- Explore how various media platforms are utilised in the promotion of food trends.
- Understand the importance of sensory evaluations.

2024 Subject Pathways to VCE



ELECTIVES: TECHNOLOGY - WORKSHOP

Metal and Mechanisms

- A focus on metal, mechanical items and movement, what causes it, how its direction can be changed, the speeds and forces of components within the mechanism.
- There is a theory component- this is largely taught through the development of the practical items produced in this subject i.e. The catapult/trebuchet and the mouse trap race car which will be fabricated from metal.
- Two items have a prize attached where the most successful student receives a monetary voucher at the canteen.

Basic Electronics

- Allows you to develop skills, knowledge and understanding in basic electrical theory and electronics in general.
- If you enjoy the cleaner technologies, but still like using your hands in making things, this elective is for you.
- Topics to be covered are based around 4 design briefs:
  - Continuity Tester.
  - Electronics Fun Kit.
  - Moisture Tester.
  - Slot Car assembly and testing.

Wood and Turning

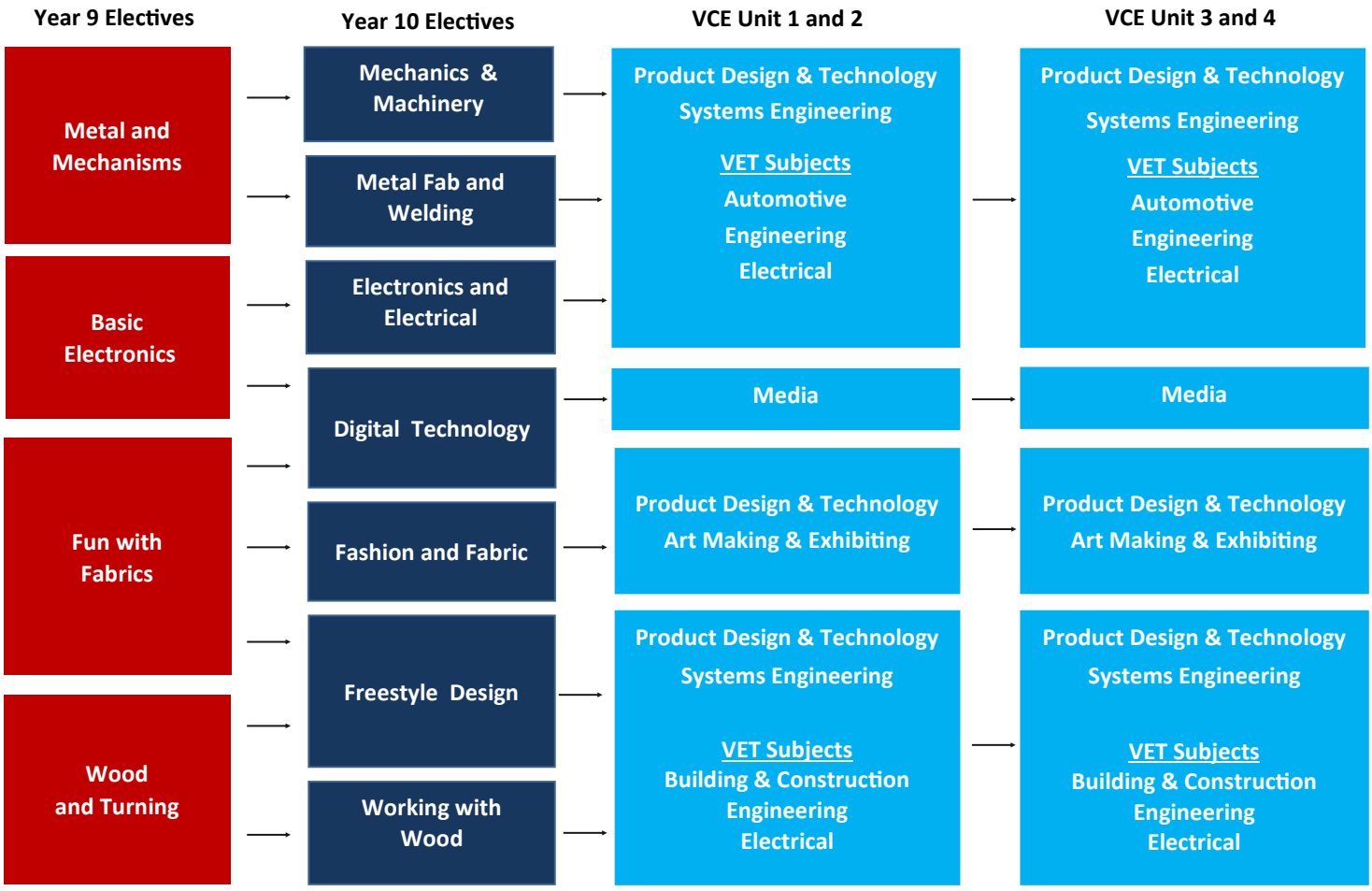
- Develop skills, knowledge and an understanding in designing and working with timber. This elective covers carpentry and wood turning, and is focused on using timber and timber working equipment and products safely.
- Takes a 'hands on' approach to introduce you to new concepts and techniques and is aimed to extend your current knowledge and skills.
- Use a variety of hand tools and machines to make your products while showing that you understand how to maintain a safe working environment.
- The activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: laminated cutting board, decorative turned bowl, colonial styled bread box, salt and pepper shakers (turned or machined) or a small coffee table.

Fun with Fabrics

- Develop the basic sewing skills learned in Year 8, through making and repurposing items of clothing.
- Learn to sew, patch, construct, create, repair or repurpose and to develop handcrafting skills such as knitting, embroidery, crochet and felting.
- Create several wearable items or toys and soft furnishings using a range of fabrics and techniques, focusing on embellishment using applique, dyeing and printing.

ELECTIVES: TECHNOLOGY - WORKSHOP

2024 Subject Pathways to VCE



Year 9

YEAR 10

CORE SUBJECTS

English

- Reading.
- Writing.
- Speaking and Listening.
- Differentiated skill development.

Maths

- Number and algebra.
- Statistics and probability.
- Geometry and measurement.

Minimum subject requirements for electives.

Students must select **6 electives** for the year, 3 per semester.

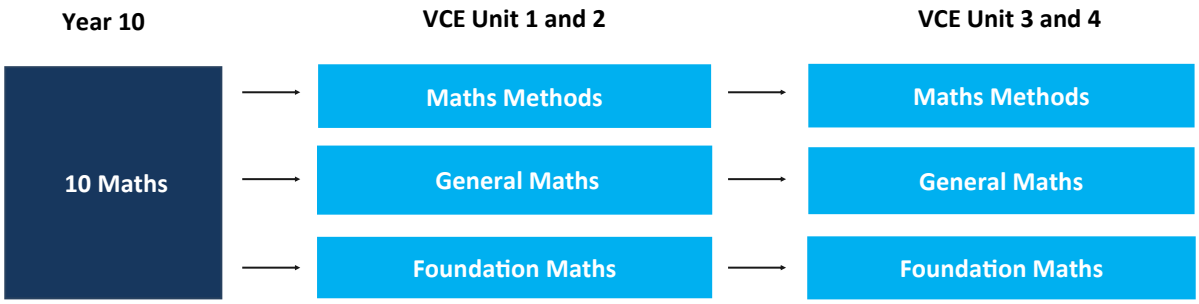
Physical Education

- Develop personalised plans for maintaining healthy and active habits.
- Analyse how participation in physical activity and sport influence an individual's identity.
- Explore the role participation plays in shaping cultures.
- Demonstrate leadership, teamwork and collaboration in a range of physical activities.

Industry and Enterprise

- Contributing to the workplace.
- Developing work-related skills.
- Workplace effectiveness.
- Year 10 Work Experience preparation.

2024 MATHS PATHWAY TO VCE AND VCE VM



ELECTIVES: THE ARTS

Visual Arts

- Portraiture.
- Technical drawing.
- Artist and cultural exploration.
- Exhibition experience.
- Folio creation.
- Art appreciation and critique.

Visual Communication and Design

- Follow a design process to develop and refine design ideas.
- Learn drawing conventions and presentation techniques.
- Use Adobe Suite for professional presentation.
- Analyse design trends and styles.
- Folio presentation techniques.

Music

- Song writing.
- Performance – solo and group.
- Beginnings of Rock Investigation.
- Genre Exploration.
- Performance Styles.
- Artist critiques.

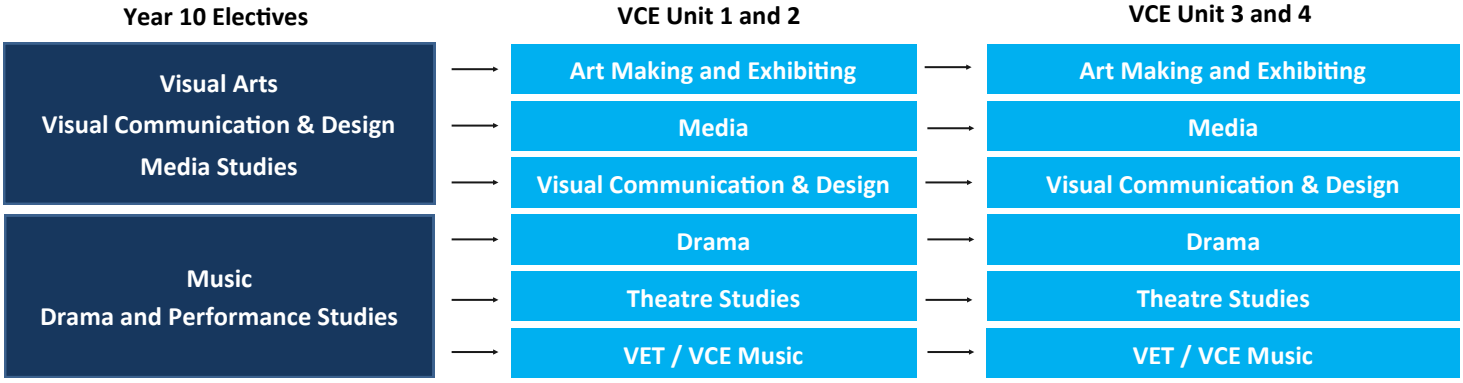
Media Studies

- Analyse current media trends.
- Plan and produce a media production – in film and photography.
- Film analysis.
- Explore film making techniques.
- Investigate genres in film narratives.

Drama and Performance Studies

- Performance skills (voice, speech and body).
- Improvisation.
- Performance analysis.
- Dramatic elements.
- Stagecraft (make up, sets, props, costume, lighting and sound).
- Script writing.

2024 Subject Pathways to VCE



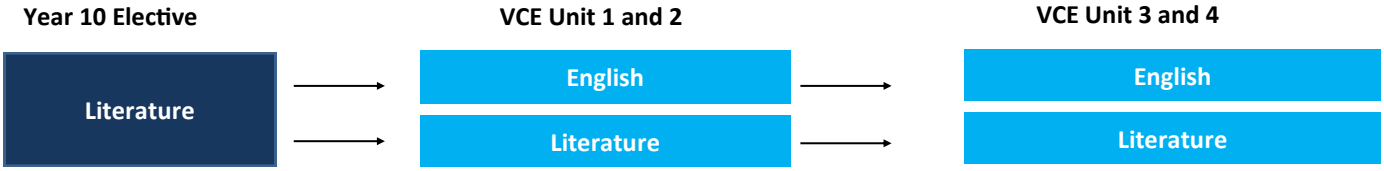
ELECTIVES: ENGLISH

Completed in addition to core English

Literature

- Develop an enjoyment of a range of different forms of literature.
- Involves reading widely, imaginatively, critically and independently.
- Study a range of text types: a novel, a film, a play-script, a collection of short stories and a collection of poems.
- Develop the skills of reading closely and critically, and discuss various ways of interpreting and understanding texts.
- Build the skills to write analytical and creative responses to texts. It is intended that students will attend a live performance of a text.
- Draw on different texts (poetry, short stories, novel and film) from different cultures, making comparisons between them and drawing conclusions.

2024 Subject Pathways to VCE



ELECTIVES: LANGUAGES

Indonesian

- Focus on language useful for travelling. Useful, if you see yourself travelling or going on a gap year to Bali, Java, Lombok or any of the other beautiful Indonesian islands, this elective is for you!
- This will also prepare you for student exchange in Indonesia if you plan this in the next few years.
- Preparation for VCE Indonesian studies.

2024 Subject Pathways to VCE

ELECTIVES: HEALTH AND PHYSICAL EDUCATION

ADVANCE

- This course is presented by an external facilitator and includes theory and practical components of three Australia -wide recognised courses, these being Pool Lifeguard, Level 2 First Aid and CPR.
- Students are trained during the semester and those deemed competent are able to sit the theory and practical exam for one, two or all three qualifications.
- Students should expect to swim at the indoor pool in their double and complete theory or practical sessions back at school in the single lessons every week. Initially it is hoped we provide pool lifeguards for our district pools to replace older students leaving the district.
- Students acquire life-long skills that can be used to gain employment or offer volunteer work to the community. As part of the course students will be expected to complete a timed casualty tow and 400m swim which may require them to train outside class time. Students are also expected to be involved in a community project.

Introduction to Health and Human Development

- Introduction to VCE Health and Human Development.
- Analyse health related data to improve understanding of Australia's current health status and the wellbeing of a range of population groups within Australia.
- Investigate the major health issues facing Australians and look at health promotion strategies that can be implemented to address these issues.
- Gain a deeper understanding of the stages of the lifespan and human development from a physical, intellectual, emotional and social perspective.

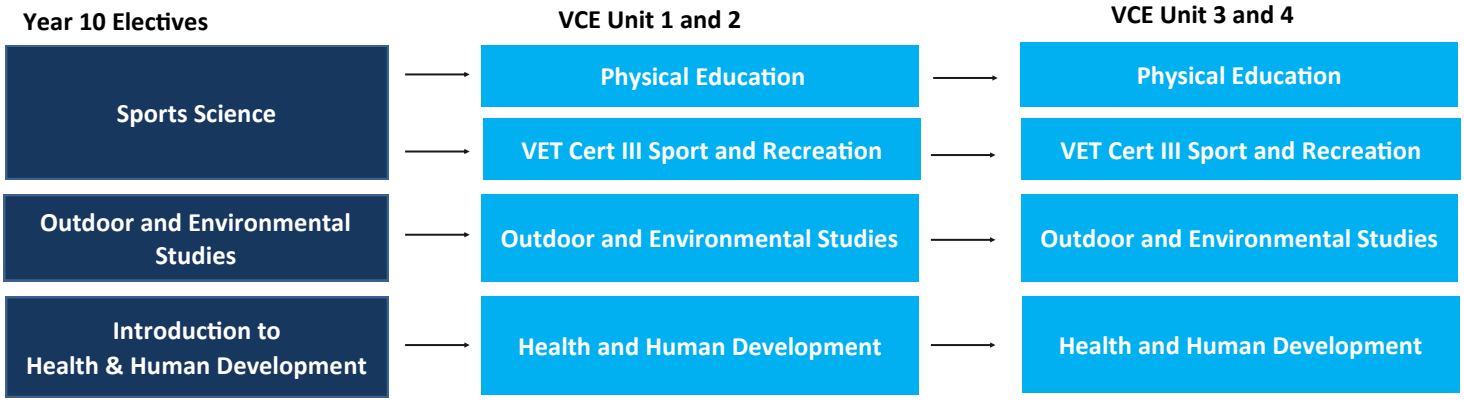
Sports Science

- Introduction to the VCE Physical Education or Sport and Recreation content.
- Theory and practical components designed to explore topics such as: the Skeletal, Muscular, Respiratory, Cardiovascular and Energy Systems, as well as individual Physical Fitness, Coaching and Training programs designed to improve performance in competitive sport.
- Equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and provides foundational knowledge for students who might be interested in the related fields of exercise and sport science, health science, education, recreation, sport development and coaching, or health promotion.

Outdoor and Environmental Studies

- An opportunity to gain the basic knowledge and skills required to go on to study VCE Outdoor and Environmental Studies, or to explore a career in the outdoor recreation or land management industry.
- This subject will involve a mixture of exploring topics in a school setting and then applying this knowledge in an outdoor setting.
- Theory topics covered will include: Risk Management, Leadership Styles, Environmental Sustainability, Activity Specific Theory (e.g. the theory behind emergency response), Basic Wilderness First Aid and Contemporary Human Relationship with the Environment (How modern Australians interact with the outdoors and how this is impacting on the environment).
- Students will be responsible for designing and implementing their own trips. We will be going on 2 overnight, journey based trips, with additional day trips.

2024 Subject Pathways to VCE



ELECTIVES: HUMANITIES

Accounting

- Aims to help students understand the systems and processes of money management.
- Introduction to the roles of professionals such as accountants and business advisors.
- Learn to avoid making bad financial decisions, and recognise factors that lead to success or failure of a business.
- Explore the concepts of earning and managing money.
- Engage in activities related to financial goal setting, income sources, paying and calculating tax and budgeting.

Business

- Learn what it takes to be a business owner and how to operate successfully in our expanding business world. Business empowers students to shape their social and economic futures.
- Research the way the work environment is changing in modern Australia and across the globe. Students will discover how to navigate the challenges of setting up and running a small business.
- Create a business plan including a business name, logo, product or service design, and a marketing plan. Business provides opportunities to develop behaviours and capabilities that will equip students to face challenges in their lifetime.

Legal Studies

Government and Democracy:

- To understand the values and features of Australia's system of government.
- Analyse how citizens' political choices are shaped, including the influence of the media.
- Research contemporary issues in our democracy including the government's roles and responsibilities globally.

Law and Citizens:

- Case study analysis to investigate key concepts in the Australian legal system including introduction to Criminal Law, the Presumption of Innocence and key features of the Court system.

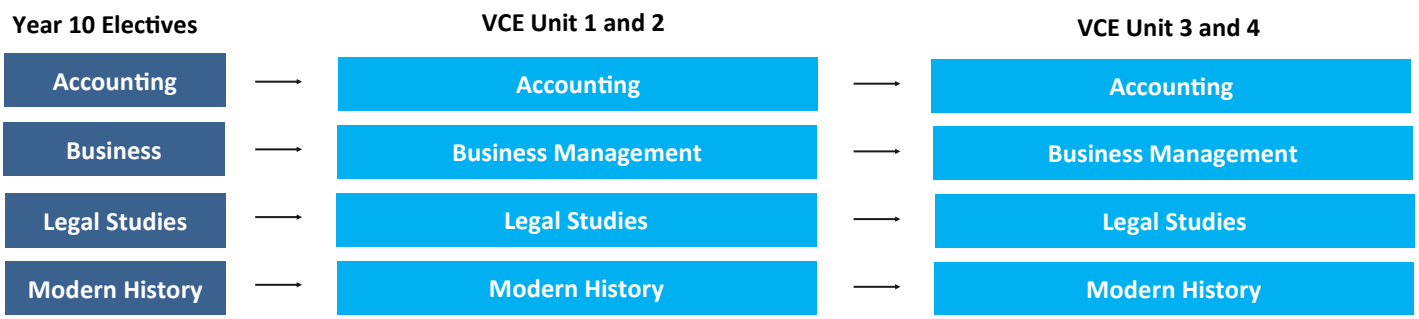
Citizenship, Diversity and Identity:

- Investigate how rights are protected in Australia, including High Court interpretation of the Constitution.
- Exploration of how Australia's international legal obligations shape government policies and law, including in relation to Aboriginal and Torres Strait Islander peoples.

Modern History: The World Wars and the Cold War era

- To understand the past is to understand the present. Modern history looks back at World War 1 and engages in a thorough examination of World War 2.
- What were the causes of the World Wars and how did these events shape the modern world?
- How was Australian society affected by other significant events and changes in the period?
- Examine the Cold War era: key players, causes and key events of the Cold War era including key conflicts within the Cold War era.

2024 Subject Pathways to VCE



ELECTIVES: SCIENCE

Biology: Genetics and Evolution

- Discover your genetics: what makes you, you?
- Explore how species change over time: were we once apes?

Agriculture and Environmental Studies

- Explore the native flora endemic to our local region, including The Grampians and Green Hill Lake.
- Investigate how our natural environment functions and how humans have 'managed' it over time.
- Explore how fire, flood and drought in the Australian environment affect the ecosystems and how plants and animals have adapted to survive.

Chemistry: Predicating and Conducting Experiments

- Develop connections from the principles of Atomic Structure to the formation of chemical compounds.
- Write chemical equations, identify different types of chemical reactions and accurately measure quantities of chemical substances as solids and in solutions.
- Conduct complex chemistry experiments using specialized laboratory equipment used in senior science.

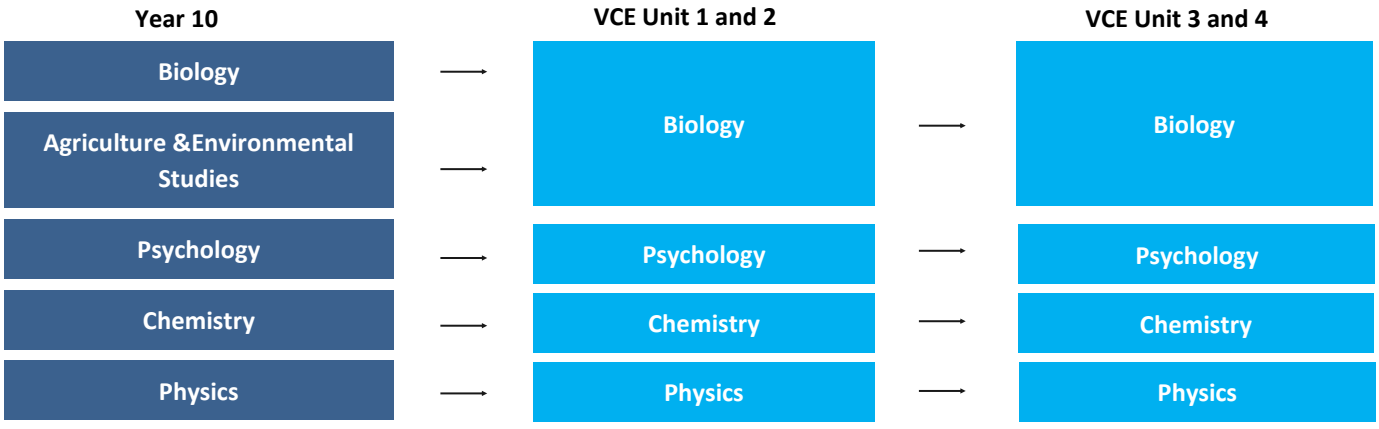
Physics: Motion and Force

- Explore the principles of Newtonian motion using motion carts and the human body.
- Investigate the principles of flight using bottle rockets, kites and paper planes to model Bernoulli's principle.
- Calculate the force needed in the mechanics of ball sports to optimise performance.

Psychology: Emotions, Feelings, Actions

- Students learn about psychological processes that underpin learning and memory, sleep and mental health, exploring topics of relevance and interest for our adolescent students.
- This unit directly ties into knowledge and skills transferrable to VCE Psychology, setting up students for success in their VCE years.

2024 Subject Pathways to VCE



ELECTIVES: TECHNOLOGY - FOOD

Café Cooking

- Produce a variety of café- style quality recipes, on a weekly basis.
- Develop a range of complex cooking techniques and processes.
- Improve quality with the consideration of ingredients and understanding the importance of using local foods.
- Develop an understanding of the sense when producing products, including taste, texture, smell and appearance.
- Student will develop their own prototype which will include developing advertisement and presentation.
- Understand the importance of food trends in the hospitality industry.
- Appropriate use of equipment and techniques, whilst displaying correct hygiene and food safety.

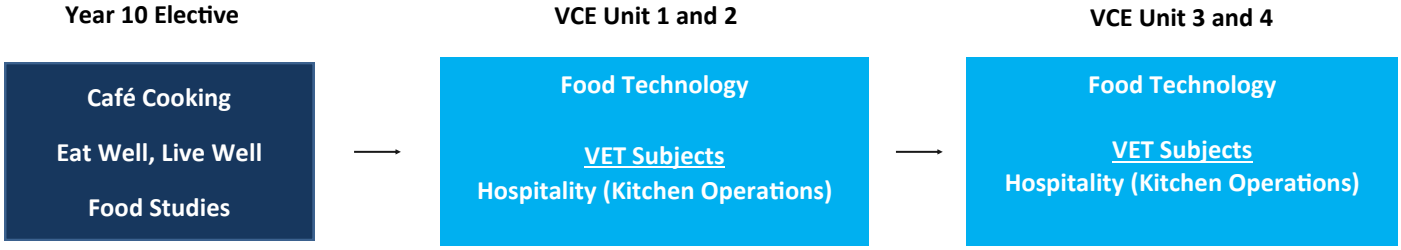
Eat Well, Live Well

- The origins of Australian cuisine, including Australian Native plants, animals and flavourings.
- Produce a range of snacks, meals and desserts on a weekly basis using various equipment, materials and ingredients.
- Produce and analyse and evaluate a variety of foods.
- Research to identify how foods benefit or impact on a healthy, balanced diet.
- Students will consider special dietary needs and ways of improving their own diet. They will learn the importance of eating healthily with consideration to the specific nutrients and their food sources required across life spans to support optimal growth, development and maintaining good health.
- Develop an understanding of nutrition and healthy eating models including the Australian Guide to Healthy Eating, reading labels and star ratings.
- Understanding the difference between macro and micronutrients.
- Appropriate use of equipment and techniques, whilst displaying correct hygiene and food safety.

Food for Thought

- Appropriate use of equipment and techniques, whilst displaying correct hygiene and food safety.
- Develop an understanding of the origins of food, including the development of farming in Australia, and the trading of foods.
- The factors influencing the development of food production, processing and manufacturing industries.
- Students will develop their own product prototype which will include developing advertisement, nutritional labelling, and researching potential large scale production.
- Develop an understanding of Food Science and Technology.

2024 Subject Pathways to VCE



ELECTIVES: TECHNOLOGY - WORKSHOP

Freestyle Design

- Develop skills, knowledge and understanding in designing and making products from wood, metal and plastic. Each task will have a design brief.
- If you enjoy drawing and making things, this designing elective is for you.
- Learn how to communicate through sketching and technical drawing and finish by making a product that you have been able to personalize to your own taste.
- Builds on the design work introduced in Years 7 -9 Technology, with a focus on designing to meet an end-user's needs.
- Safely use a variety of hand tools and machines in the making of your products and show that you understand how to maintain a safe working environment.
- The formative activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: clock, designer box, game or children's toy, picture frame or utility box.
- This subject is ideal for students wishing to study Product Design and Technology at VCE level.

Electronics and Electrical

- Further develop skills, knowledge and understanding of electrical theories and electronics components in general.
- If you wish to work in the service industry or intend to study VCE Systems, Physics or just have a personal interest this elective is for you.
- Topics to be covered are based around the following design briefs: eLabtronics fun kit, the production of a basic electric motor, AM/FM radio, hybrid electric vehicle and renewable energy project.

Mechanics and Machinery

- Develop an understanding of mechanical principles, component function and their applications.
- The practical areas of study from which students may choose will include:
  - identification, operation and function of motor vehicle, motorcycle and lawn mower components.
  - detailed operation of engines, engine tuning, testing and fault finding, using motor vehicle components.
  - servicing and maintenance of cars and motorcycles.
  - the development of machining, fabricating and welding skills while producing and repairing componentry.
- Students will have the opportunity to negotiate with their teacher the areas of study they desire. Assessment will include detailed objectives, plans, procedures and evaluation.
- This subject is ideal for students studying or wishing to study Systems Design or VET Automotive or VET Engineering.

Metal Fab and Welding

- The opportunity to further develop the skills that have been learnt in the junior metal classes.
- Use a variety of new materials and profiles during the production stage of projects.
- Students will be exposed to new equipment and machinery that will aid them to develop better forming and sequencing skills.
- Students will have the opportunity to learn and use multiple types of welding processes to join their work.
- Students will be encouraged to display their creative flair during the design and production stages and personalise their projects to suit their own personal needs.
- Students will be required to complete the set theory components and work within a design brief.
- This subject would suit students wishing to create a pathway to Product Design and Technology (Metal), Systems Engineering at VCE level and VET Engineering or Automotive.

ELECTIVES: TECHNOLOGY - WORKSHOP

Working with Wood

- Develop skills, knowledge and an understanding of different timbers and their properties.
- Learn wood joining techniques used in the construction and furnishing industry that will enable students to produce a range of useful items.
- If you enjoy using your hands for making things or wish to work as a carpenter or joiner this elective is for you.
- Students will be expected to use a variety of hand tools and machines while making products and show an understanding of how to maintain a safe working environment.
- The activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: decorative wooden stool, bed side table, wine rack, book case, small coffee table and there will also be an opportunity to negotiate a free choice with the teacher.

Fashion and Fabric

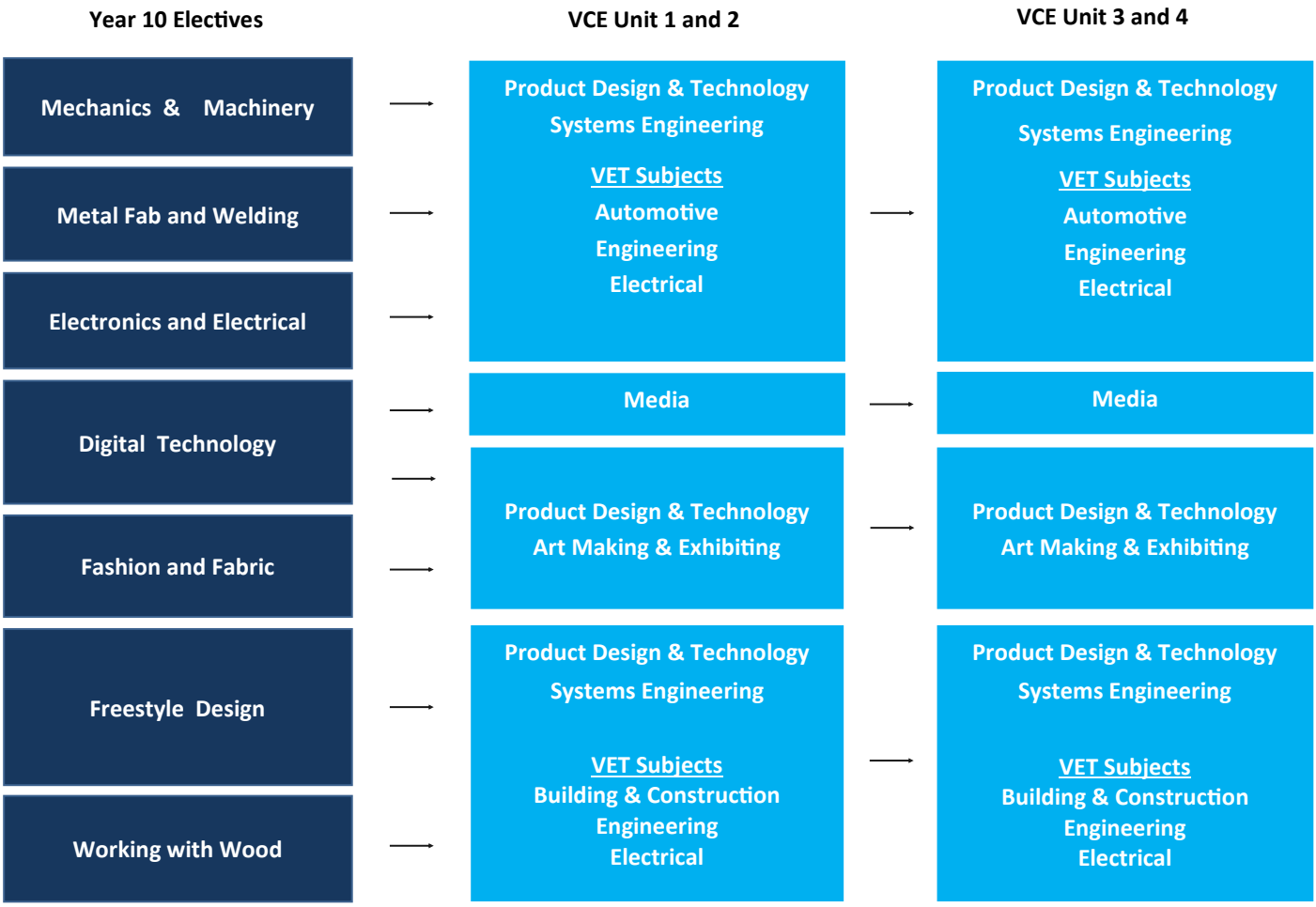
- Focus on developing techniques to a high standard and following the design process to create several projects.
- Design items, create or alter patterns, learn advanced sewing techniques and use sewing machines and overlocker, learn about the origins and uses of different fibres and fabrics.
- Explore sustainable production of both natural and synthetic fibres and fabrics, the lifecycle of textiles including recycling, upcycling, repairing and the impacts of fast fashion.
- Textiles can be continued into VCE by choosing VCE Product Design and focussing on fabrics and fibres to design and produce items OR through VCE Art Making and Exhibiting focussing on textiles art and associated techniques (for example: silk stitching, screen printing or hand dyeing fabrics).

Digital Technology

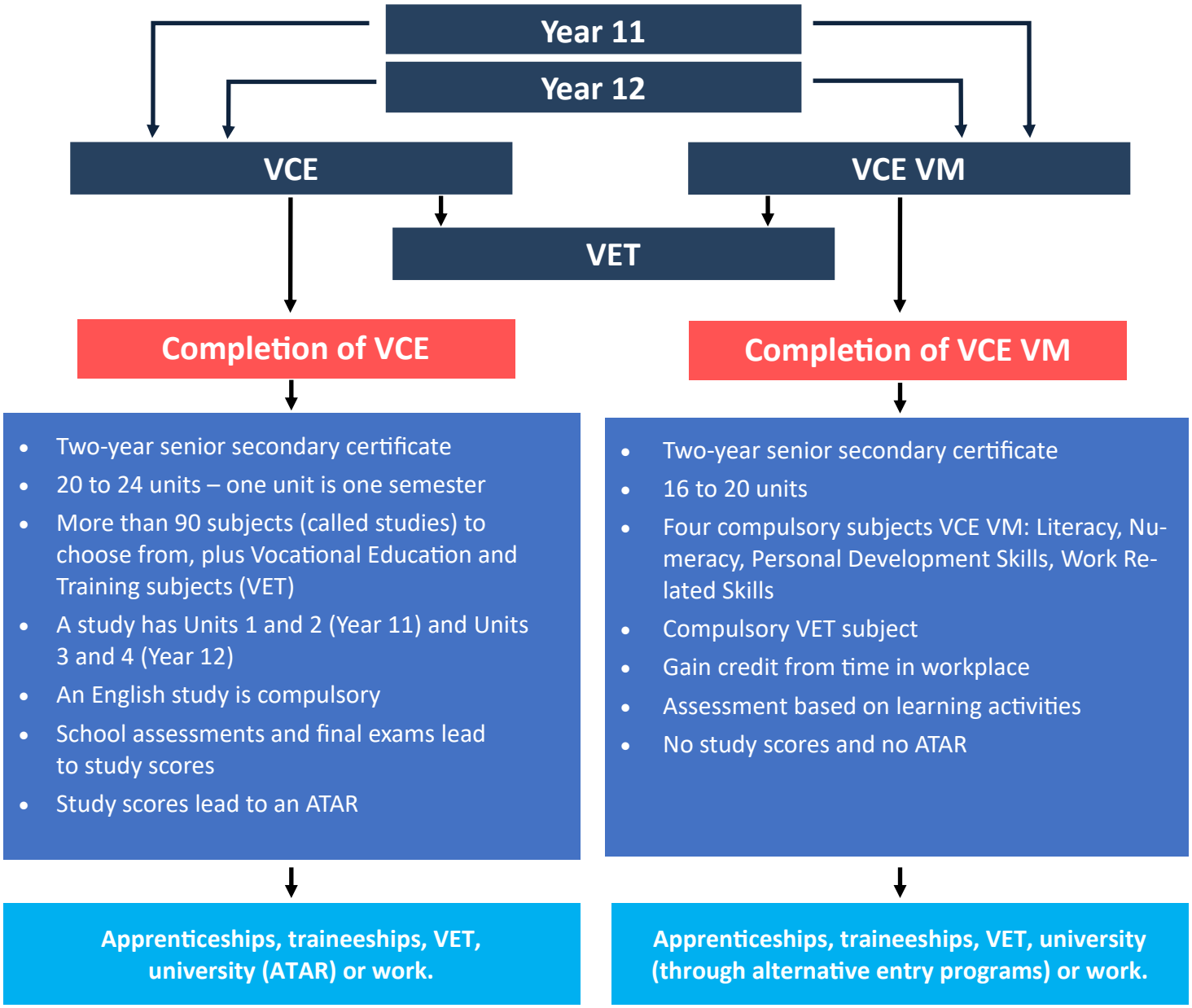
- Marking Logo, collating images and using Microsoft Paint and other softwares.
- Programming – from simple game programming using “Gamemaker” software through to 3D world programming and animation using “Unity 5” or similar software. The aim is to have students using scripts rather than object embedding.
- Webpage to website – Creation of webpages from basic information through to frames, learning the purpose and use of Web 2.0 tools such as blogs, wiki and forums. Includes programming using HTML language.
- Basic Microsoft Excel inbuilt functions.
- 3D printing – simple programming in 3D and printing to create caricature models of themselves or complex sculpting models such as movable parts within containers.
- Investigation of technology (such as 3D goggles), photo recognition and research on applications leading to careers in technology where experience and qualifications are needed.

ELECTIVES: TECHNOLOGY - WORKSHOP

2024 Subject Pathways to VCE



VCE OR VCE VM?



VICTORIAN CERTIFICATE OF EDUCATION - (VCE)

What are the key features of the VCE program?

- The VCE is a senior secondary certificate.
- The VCE qualification is a pathway to further study at university, TAFE and towards employment.
- Units 1-2 are usually completed in Year 11. Units 3-4 are usually completed in Year 12. Students also have the opportunity to apply to undertake certain sequences in Year 9 and Year 10.
- The VCE is designed to be completed over a minimum of two years.
- Students can choose to include a Vocational Education and Training (VET) program. These programs contribute to the VCE in the same way as a VCE subject.
- To graduate, students must satisfactorily complete a minimum 16 units. This must include at least three units of a VCE English, including a Unit 3-4 sequence.

ATAR Scores and Study Combinations

A student's ATAR is calculated by VTAC by adding:

- the scaled score from one English study.
- the next best three scaled scores.
- 10% of a fifth and sixth score.

VCE VOCATIONAL MAJOR - (VCE VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Completing the VCE Vocational Major

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

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

- Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.
- The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.
- Most students will undertake between 16-20 units over the two years.
- Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.
- Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.
- Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.
- The VCE VM studies do not contribute to the ATAR.
- All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

VCAA

The Victorian Curriculum and Assessment Authority (VCAA) stipulate the key knowledge and skills for each VCE and VCE VM subject. Our Handbook provides a brief summary of the main content areas. For more detailed information on each subject we would encourage you to visit

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx.

ART MAKING AND EXHIBITING

Unit 1: Explore, Expand and Investigate

- Explore materials, techniques and processes in a range of art forms, and develop an understanding of the characteristics, properties and application of materials used in art making.
- Explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.
- Explore the different ways artists use materials, techniques and processes. Exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms.

Unit 2: Understand, Develop and Resolve

- Research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Investigate to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.
- Develop ideas using materials, techniques and processes, art elements and art principles. Consolidate these ideas to plan and make finished artworks, reflecting on the aesthetic qualities of artworks.
- Investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Explore how art elements and art principles create visual language in artworks.
- Understand how exhibitions are planned and designed and how spaces are organised for exhibitions. Investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. Students will have the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Unit 3: Collect, Extend and Connect

- Art making using materials, techniques and processes. Explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.
- Investigate how artists use visual language to represent ideas and meaning in artworks.
- Explore, evaluate and document the use of art elements, art principles and aesthetic qualities in specific art forms.
- Develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences.
- Experiment with materials, techniques and processes in art making in specific art forms.
- Document the development of ideas and visual language in individual artworks in specific art forms.
- Identify and analyse the connections between influences, sources of inspiration and personal experiences.
- Identify, analyse and evaluate the characteristics and properties of materials used in experimentation and art making in specific art forms.

Unit 4: Consolidate, Present and Conserve

- Extend and resolve ideas explored in Unit 3 in at least one finished artwork.
- Refine and resolve visual language in at least one finished artwork.
- Refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form.
- Progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form.
- Reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form.

ACCOUNTING

Unit 1: Role of Accounting in Business

- Explore the factors involved in the establishment of a small business.
- Analyse, interpret and evaluate the performance of the business using financial and non-financial information.
- Record financial data and prepare reports for businesses owned by sole proprietors. Where appropriate, consider the accounting procedures and range of ethical considerations faced by business owners when making decisions.

Unit 2: Accounting and Decision-making for a Trading Business

- Develop knowledge of the accounting process for sole proprietors operating a business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.
- Analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.
- Use relevant financial and other information to predict, budget and compare alternative strategies on the performance of the business. Develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial Accounting for a Trading Business

- Use double entry accounting to record data.
- Generate accounting information in the form of accounting reports and graphical representations and consider strategies to improve the performance of the business.
- Use manual methods and ICT to prepare accounting reports, undertake analysis and interpret the information, taking into account relevant ethical considerations to evaluate the business.

Unit 4: Recording, Reporting, Budgeting and Decision-making

- Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system.
- Evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information.
- Model, analyse and discuss the effect of alternative strategies on the performance of a business.

BUSINESS MANAGEMENT

Unit 1: Planning a Business

- Explore the concept of entrepreneurship, the personal motivation behind starting a business and the characteristics of business managers and entrepreneurs.
- Examine the importance of businesses to the national economy and social wellbeing.
- Analyse how the factors within the internal business environment affect business planning using planning analysis tools such as SWOT analysis.
- Explain how macro and operating factors may affect business planning including economic conditions, corporate social responsibility and supply chain analysis.

Unit 2: Establishing a Business

- Legal requirements and financial considerations including technological and global issues that may affect decision-making.
- Develop an understanding that marketing encompasses a wide range of management practices including the 7P's model.
- Analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Evaluate staff-management strategies from both an employer and staff perspective, including recruitment methods, legal obligations and corporate social responsibility considerations.

Unit 3: Managing a Business

- Analyse the key characteristics of businesses, their stakeholders, management styles and skills and corporate culture.
- Explore human resource management including theories of motivation.
- Examine operations management and consider the best and most responsible use of available resources in a competitive, global environment.

Unit 4: Transforming a Business

- Use key performance indicators to analyse the performance of a business and evaluate management strategies.
- Evaluate effective strategies for managing change including Senge's Learning Organisation and the Three-step Change Model (Lewin).
- Explore how businesses respond to and implement the change process using contemporary business case studies.

BIOLOGY

Unit 1: How do organisms regulate their functions?

- 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.
- Focus on cell growth, replacement and death, and the role of stem cells in differentiation, specialisation and renewal of cells.
- 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.

Unit 2: How does inheritance impact on diversity?

- Explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.
- Apply understanding of chromosomes to explain the process of meiosis.
- Consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.
- Analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.
- Study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3 : How do cells maintain life?

- Explore the relationship between nucleic acids and proteins as key molecules in cellular processes and analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules.
- Examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.
- Explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. Explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.
- Apply knowledge of cellular processes to analyse and evaluate a bioethical case study

Unit 4: How does life change and respond to challenges?

- Explore changes in humans' ancestors over geological time.
- Study the human immune system and the interactions between its components to provide immunity to a specific pathogen.
- Consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.
- Consider how evolutionary biology is based on the accumulation of evidence over time.
- Apply knowledge of how life changes and responds to challenges to analyse and evaluate biological case study.

CHEMISTRY

Unit 1: How can the diversity of materials be explained?

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Unit 2: How do chemical reactions shape the natural world?

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

Unit 3: How can design and innovation help to optimise chemical processes?

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

Unit 4: How are carbon-based compounds designed for purpose?

- How are organic compounds categorized and synthesized?
- How are organic compounds analysed and used?
- A student designed investigation related to energy, the production of a chemical, or the analysis or synthesis of organic compounds. The findings are presented as a scientific poster.

ENGLISH

Unit 1: Exploring and Crafting Texts

- Develop inferential reading and viewing strategies.
- Discuss and clarify the ideas and values presented by authors through character, setting, plot and point of view.
- Develop an understanding of how authors construct different levels of meaning throughout texts.
- Explore how ideas, concerns and tensions are developed in texts.
- Examine how vocabulary, text structures and language features are used to create meaning.
- Develop ability to construct a personal and analytical piece in response to a text.
- Engage and interact with others to develop ideas collaboratively.
- Engage and develop an understanding of effective and cohesive writing.
- Apply, extend and challenge your understanding of how texts are constructed by writing for a stated purpose, audience and context.
- Read and engage with texts critically.
- Develop personal style by experimenting with a variety of language, structure and text types.

Unit 2: Exploring Texts and Argument

- Deepen capacity to infer meaning from a text.
- Read and engage with ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions work together to create meaning.
- Develop analytical writing skills.
- Examine the ways readers understand texts considering its context, their context and associated values.
- Apply appropriate metalanguage.
- Develop an understanding of contention and supporting arguments.
- Develop understanding of the ways authors employ arguments to position audiences.
- Practise ability to identify, explore and apply strategies and language used by authors to position audiences.
- Develop sound and sequential argument, including appropriate use of evidence and language.
- Write and present a point of view text for oral presentation.

Unit 3: Responding to and Crafting Texts

- Apply reading and viewing strategies to critically engage with a text with consideration of its dynamics and complexities.
- Analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.
- Explore the historical context, and the social and cultural values of a text.
- Recognise and develop ability to recognise how context and values of a text influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.
- Develop ability to analytically respond to a text using appropriate metalanguage.
- Engage in classroom discussions to clarify, test and extend views about a text.
- Explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning.
- Experiment with vocabulary, text structures and language features for effective and cohesive writing.
- Create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience.

Unit 4: Responding to Texts and Analysing Argument

- Consolidate capacity to critically analyse texts and deepen understanding of the ideas and values a text can convey.
- Discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.
- Engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.
- Recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented.
- Debate a contemporary and significant national or international issue.
- Develop understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.
- Consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect.
- Plan and develop written analyses in response to their explorations.
- Present an oral presentation which uses speech conventions to position audience to adopt a point of view on a contemporary issue.

LITERATURE

Unit 1: Exploration of Literary Movements and Genres

- Consider how language, structure and stylistic choices are used in different literary forms and types of text.
- Examine a variety of literary forms, features and language of texts.
- Identify and explore textual details, including language and features, to develop a close analysis response to a text.
- Explore significance of characters, settings and events featured in the texts in shaping reader response.
- Examine how the ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society.
- Develop and produce close analysis written and/or oral responses to texts.
- Explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.
- Explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.
- Experiment with the assumptions and representations embedded in the texts.

Unit 2: Voices of Country and Texts in Context

- Explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.
- Consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples.
- Examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts.
- Explore the ways in which Aboriginal and Torres Strait Islander texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.
- Acknowledge and reflect on a range of Australian views and values (including your own) through a text(s).
- Investigate and research the voices and stories of Aboriginal and Torres Strait Islander peoples.
- Comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint.
- Explore and analyse how a text represents its historical, social and cultural context.
- Develop critical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text.

Units 3 and 4 will be offered in 2025 to those students who have successfully completed Units 1 and 2.

FOOD STUDIES

Unit 1: Food Origins

- Food around the world: the factors influencing the emergence of different food systems, food products and food practices around the world; the historical development of food systems, food cultures and distinctive cuisines; the factors that facilitated the early development of agricultural food systems; hunter-gatherer food systems and how they differ from and are similar to early agricultural food systems.
- Food in Australia: the characteristics of food production and consumption among Victoria's first peoples prior to European settlement, including the range of foods and flavourings available; tools and technologies used; human and natural resources required; specialist knowledge and practices; the contribution to health; the challenges encountered by the first non-indigenous settlers in striving to establish a secure and sustainable food supply.

Unit 2: Food Makers

- Australia's food systems: current environmental and economic sustainability and social trends, issues and influences in Australian food industry sectors, and the impact on food security and food sovereignty.
- Food in the home: domestic and small-scale food production; sensory, physiological, economic, social and health considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings; influences on effective planning, management and decision making in the provision and preparation of food in the home, including resources such as time and money, and values such as health and sustainability.

Unit 3: Food in Daily Life

- The science of food: the physiology and conditioning of appetite, satiety and the sensory appreciation of food; the microbiology of the gastrointestinal tract and accessory organs (tongue, salivary glands, pancreas, liver and gall bladder) in the sequential process of macronutrient digestion, absorption and utilisation, including enzymatic hydrolysis; the role of diet.
- Food choices, health and well-being: the patterns of eating in Australia, including recent developments, changes and trends in food purchasing and consumption behaviours; the ways in which social factors across Australia, including education, income, location, accommodation, available time and cultural norms, influence responses to food information, food accessibility, food choices and healthy eating; the social and emotional roles of food in shaping and expressing individual identity and connectedness; the role of food in influencing mental health; the role of the media in shaping food information, beliefs, choices and values.

Unit 4: Food Issues, Challenges and Futures

- Navigating food information: contexts for gaining food knowledge and skills; the principles of evidence-based research used in the development of the Australian Dietary Guidelines and Australian Guide to Healthy Eating and their application in response to contemporary food fads, trends and diets; criteria used when assessing the validity of food information; criteria used when assessing claims made by weight-loss and nutrient supplement companies; the key elements of regulatory food standards relating to nutrition content claims and health claims on food labels and in food advertisements.
- Environment and ethics: the challenge of adequately feeding a rising world population; the relationship between food security, food sovereignty and food citizenship; sociocultural and ethical concerns of Australian food consumers; the environmental sustainability of primary food production in Australia; the environmental effects of food processing and manufacturing, retailing and consumption in Australia.

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding Health and Wellbeing

- Identify personal perspectives and priorities relating to health and wellbeing, and discover the factors that influence an individual and community's health attitudes, beliefs and practices, including those among Aboriginal and Torres Strait Islanders.
- Explore multiple dimensions of health (physical, mental, social, emotional and spiritual) and how these interact with one another to measure and evaluate the health status of an individual and communities.
- Use current Australian data to build health literacy through the interpretation of graphs, infographics and statistics. Investigate the role of food on the health of an individual as well as the nutrients required for a healthy body.
- Complete an extended inquiry on an aspect of youth health and wellbeing, discuss the importance of public health campaigns and the impacts the issue may have on young people.

Unit 2: Managing Health and Development

- Investigate transitions in health and wellbeing, and development, from the perspectives of the life span and societal expectations.
- Explore changes and expectations that are part of the progression from youth to adulthood.
- Use current Australian healthcare system resources to extend the capacity to access and analyse health information.
- Investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's Health in a Globalised World

- Students will explore health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.
- Students will consider various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.
- Focus on health promotion and improvements in population health over time and factors that contribute to differences in the health status of various population groups including: indigenous, rural and remote, male and female and socio economic status.
- The Australian health system, and the progression of change in public health approaches seen within a global context over time.

Unit 4: Health and Human Development in a Global Context

- Investigate global health status and burden of disease in different countries, exploring factors that contribute to health inequalities.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Explore global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO).

MODERN HISTORY

Unit 1: Modern History – Change and Conflict

- Explore the nature of political, social and cultural change in the period between the world wars.
- The events, ideologies and movements of the period after World War One, the impact of the treaties that ended the Great War and the rise of Hitler's National Socialist (Nazi) Party in Germany are a focus.
- The second area of study focuses on changes in social and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.
- Area of Study 1: Ideology and Conflict.
- Area of Study 2: Social and Cultural Change.

Unit 2: Modern History – The Changing World Order

- Explore the Cold War, its causes and consequences; the competing ideologies that underpinned events, the effects on people, groups and nations and the reasons for the end of this period of ideological conflict.
- In the second Area of Study, a focus on the ways in which traditional ideas, values and political systems were challenged and changed. Students explore the causes of significant political and social events and movements and their consequences. Focus areas can include decolonisation in Africa and Asia-Pacific; international terrorism; social and political movements.
- Area of Study 1: Causes, Course and Consequences of the Cold War.
- Area of Study 2: Challenge and Change.

Units 3 and 4: Revolutions

- 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.
- The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:
  - The American Revolution (1754–4 July 1776)
  - The French Revolution (1774–4 August 1789)
  - The Russian Revolution (1896– 26 October 1917)
  - The Chinese Revolution (1912–1 October 1949)
- Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals, and popular movements.
- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

LEGAL STUDIES

Unit 1: The Presumption of Innocence

- Develop an understanding of legal foundations and the principles of justice.
- Explain key concepts of criminal law and use legal reasoning to determine criminal culpability.
- Explore alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs.
- Analyse recent criminal cases to apply understanding of how criminal cases are resolved and the effectiveness of sanctions.

Unit 2: Rights and Wrongs

- Explore different areas of civil law, the methods and institutions that may be used to resolve a civil dispute.
- Discuss the principles of justice and the ability of remedies to achieve their purposes.
- Develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights.
- Investigate a contemporary human rights issue in Australia such as the right to vote, the right to freedom of religion, the rights of First Nations peoples.

Unit 3: Rights and Justice

- Examine key principles of the Victorian criminal justice system including the rights of victims and the accused.
- Analyse the impact of costs, time and cultural differences on the achievement of the principles of justice during a criminal case including sentencing.
- Examine the Victorian civil justice system including class actions, courts and institutions including VCAT and CAV to resolve disputes.

Unit 4: The People, the Law and reform

- Examine ways the Australian Constitution acts as a check on parliament in law-making and factors that affect the ability of parliament and courts to make law.
- Analyse one High Court case which has had an impact on state and Commonwealth law-making powers.
- Case study analysis of recent Victorian Law Reform Commission inquiries and Royal Commissions.
- Explain the reasons for law reform and constitutional reform, including reform to establish a First Nations Voice in the Australian Constitution.

FOUNDATION MATHEMATICS

Foundation Mathematics Units 1–4 provide 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.

Units 1 – 4

Areas of study:

- Algebra, number and structure.
- Data analysis, probability and structure.
- Financial and consumer maths.
- Space and measurement.
- Mathematical investigation.

GENERAL MATHEMATICS

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

Unit 1

Areas of study:

- Data analysis, probability and statistics - investigating and comparing data distributions.
- Algebra, number and structure, arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics.
- Linear functions, graphs, equations and models.
- Matrices.
- Mathematical investigation.

Unit 2

Areas of study:

- Data analysis, probability and structure - Investigating relationships between two numerical variables.
- Graphs and networks.
- Functions, relations and graphs – variation.
- Space, measurement and applications of trigonometry.
- Mathematical investigation.

Units 3 and 4

Areas of study:

- Data analysis, probability and statistics - investigating data distributions, investigating association between two variables, investigating and modelling linear associations, investigating and modelling time series data.
- Recursion and financial modelling, depreciation of assets, compound interest investments and loans, reducing balance loans, annuities and perpetuities, compound interest investment with periodic and equal additions to the principal.
- Matrices and their applications, transition matrices, networks and decision mathematics, graphs and networks, exploring and travelling problems, trees and minimum connector problems, flow problems, shortest path problems, matching problems, scheduling problems and critical path analysis.

MATHEMATICAL METHODS

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Unit 1

Areas of study:

- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.
- Mathematical investigation.

Unit 2

Areas of study:

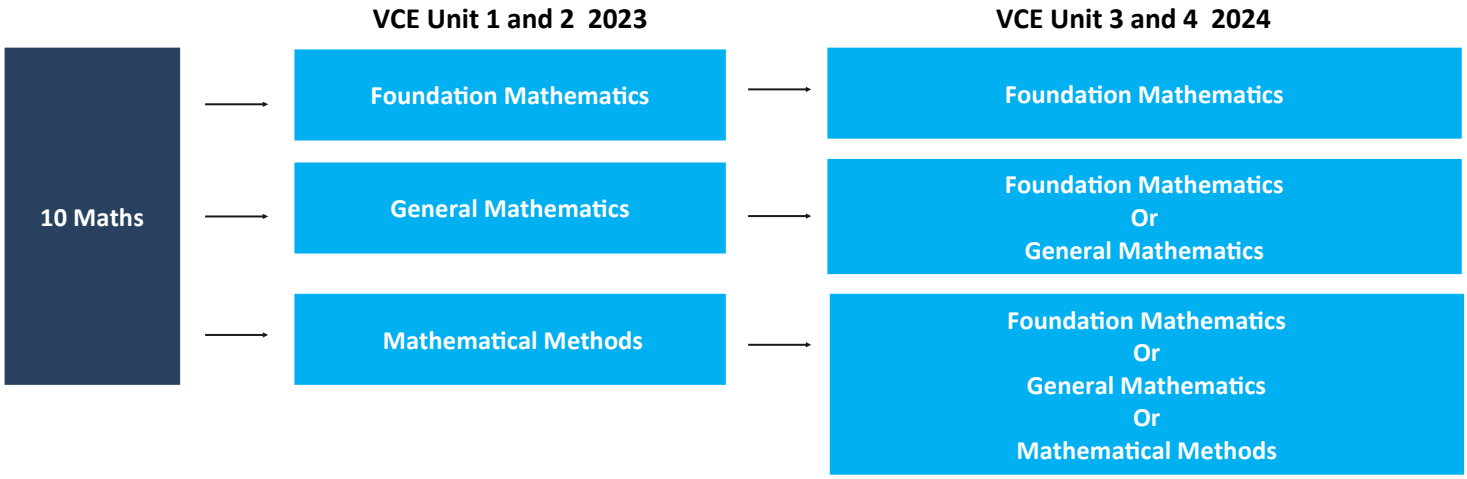
- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.
- Mathematical investigation.

Units 3 and 4

Areas of study:

- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.

MATHEMATICAL PATHWAYS



Unit 1 : Media Forms, Representations and Australian Stories

- Develop an understanding of audiences and the core concepts underpinning the creation of representations and meaning in different media forms.
- Explore media codes and conventions and the construction of meaning in media products.
- Analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities with which audiences engage.
- Develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students can choose to work in film, photography, print or another media form as discussed with their teacher.

Unit 2: Narrative across Media Forms

- 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.
- Analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.
- Undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media Narratives and Pre-production

- Explore stories that circulate in society through media narratives.
- Consider the use of media codes and conventions to structure meaning, and how this is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.
- Assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.
- Use the pre-production stage of the media production process to design the production of a media product for a specified audience.
- Investigate a media form that aligns with the student's interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement.
- Students will explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.
- Students will undertake pre-production processes appropriate to the selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media Production and Issues in the Media

- 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.
- Students will refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.
- Explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.
- Consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Exploring Outdoor Experiences

- Develop a clear understanding of the range of motivations for interfacing with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.
- Develop practical skills and knowledge to help live sustainably in outdoor environments, and understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering Outdoor Environments

- Study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments.
- Develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
- Examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.
- Develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3: Relationships with Outdoor Environments

- Focus on relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.
- Consider a number of factors that influence contemporary relationships with outdoor environments including the role of environmental movements, several major historical events and issues following European colonisation.

Unit 4: Sustainable Outdoor Relationships

- Explore the sustainable use and management of outdoor environments. Students examine the importance of healthy outdoor environments, how we can evaluate the health of an outdoor environment and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.
- Examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.
- Evaluate strategies to achieve sustainability across contemporary society and the role that governments play in implementing legislation and programs that support sustainability.
- Engage in one or more related experiences in outdoor environments. Learn and apply practical skills and knowledge required to sustain healthy outdoor environments and evaluate strategies and actions.

PHYSICAL EDUCATION

Unit 1: The Human Body in Motion

- Explore the musculoskeletal and cardiorespiratory systems functions.
- Explore the relationships between the body systems and physical activity.
- Investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
- Evaluate the social, cultural and environmental influences on movement.

Unit 2: Physical Activity, Sport and Society

- Develop an understanding of physical activity, sport and society.
- 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.
- Investigate how participation in physical activity varies across the lifespan and in various contexts.
- Study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement, Skills and Energy for Physical Activity

- Introduction to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Use of practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- Explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to Improve Performance

- Analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance 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.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

PHYSICS

Unit 1: How is energy useful to society?

- How are light and heat explained: electromagnetic radiation, thermal energy, the interaction of thermal energy and electromagnetic radiation, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- How is energy from the nucleus energised: energy that derives from the nuclei of atoms, the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues, the use of radioisotopes in medical therapy, radiation from the nucleus, nuclear energy.
- How can electricity be used to transfer energy: develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components; investigate safety mechanisms and the effect of current on humans; explore electrical safety and the use of transducers to transfer energy in common devices.

Unit 2: How does Physics help us to understand the world?

- How is motion understood: describe and analyse graphically, numerically and algebraically the energy and motion of an object; the effects of balanced and unbalanced forces on motion; investigate the translational and rotational forces on static structures; apply mathematical models during experimental investigations of motion, and apply an understanding of motion and force through a case study.
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions? Conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Unit 3: How do fields explain motion and electricity?

- Students explore the importance of energy in explaining and describing the physical world.
- Examine the production of electricity and its delivery to homes.
- Consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.
- Explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.
- Consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 : How have creative ideas and investigations revolutionised thinking in physics?

- Explore the use of wave and particle theories to model the properties of light and matter.
- Examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.
- Further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter.
- Learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.
- Design and undertake investigations involving at least two continuous independent variables.

PRODUCT DESIGN AND TECHNOLOGY

Unit 1: Design Practices

- Focus on the work of designers across relevant specialisations in product design.
- Explore how designers collaborate and work in teams; consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products.
- Use appropriate drawing systems to develop graphical product concepts. Experiment with materials, tools and processes to prototype and propose physical product concepts.
- Analyse and evaluate existing products and current technological innovations. Explore and test materials, tools and processes in order to work technologically.
- Practise safe skill development when creating an innovative product.

Unit 2: Positive Impacts for End Users

- Examine social and/or physical influences on design. 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.
- Explore cultural influences on design. Develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs.

Unit 3: Ethical Product Design and Development

- Research a real personal, local or global need or opportunity with explicit links to ethical considerations.
- 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). Analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Evaluate using relevant factors that influence product design.
- Learn about ethical research methods when investigating and defining a design need and/or opportunity and generating and designing product concepts.

Unit 4: Production and Evaluation of Ethical Designs

- Refine production skills using a range of materials, tools and processes.
- Collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply research and findings to the production of a designed solution.
- Focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

- The biological, psychological and social factors which affect psychological development, such as genetics, neurotypicality, and culture.
- What is the structure and function of the brain, and how does it adapt to changes interally and externally?
- How does contemporary research impact our understanding of the psychological research process?

Unit 2: How do internal and external factors influence behaviour and mental processes?

- What factors influence our behaviour, internally and more broadly (like attitudes and interactions on social media)?
- What influences and twists our perception of the world around us?
- A student-led scientific investigation into the processes that influence behaviour.

Unit 3: How does experience affect behaviour and mental processes?

- How does our nervous system enable us to survive and thrive in our environment?
- What are the processes and representations of learning and memory, such as the difference in Western and Aboriginal and Torres Strait Islander Culture?

Unit 4: How is mental wellbeing supported and maintained?

- What is the effect of sleep on our awareness, behaviour and mental health?
- What are the factors that influence mental wellbeing?
- A student-led investigation, exploring one of the factors that supports or affects mental processes like behaviour, learning, sleep or mental health.

SYSTEM ENGINEERING

Unit 1: Mechanical Systems

- Focus on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.
- Create an operational system using the systems engineering process.
- Research and quantify how systems use or convert the energy supplied to them.
- Introduction to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2: Electro Technological Systems

- Study fundamental electrotechnological engineering principles.
- Focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.
- Study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.
- Offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

Unit 3: Integrated and Controlled Systems

- Study the technologies used to harness energy to provide power for engineered systems, with a strong emphasis on innovation, designing, producing, testing and evaluating.
- Design and plan an operational, mechanical and electro-technological integrated and controlled system.
- Learn about the sources and types of energy that enable engineered technological systems to function.
- Compare the use of renewable and non-renewable energy sources and their impacts.

Unit 4: Systems Control

- Investigate new and emerging technologies, consider reasons for their development and analyse their impacts.
- Continue producing the mechanical and electro-technological integrated and controlled system using the systems engineering process, and using a range of materials, tools, equipment and components. Document the use of project and risk management methods throughout the creation of the system. Test, diagnose and analyse the performance of the system. Evaluate their process and the system.
- Study emerging developments and innovations through the investigation and analysis of a range of engineered systems.

THEATRE STUDIES

Unit 1: Pre-modern Theatre Styles and Conventions

- Study the styles and associated conventions from three different, pre-1920 theatre styles; explore the origins of these styles and how they contributed to pre-modern theatre through workshops.
- Work in at least two production roles to explore and present scripts from three different, pre-1920 theatre styles
- Analyse the production of a professional performance of a pre-1920 script.

Unit 2: Modern Theatre Styles and Conventions

- Study the styles and associated conventions from three different, post-1920 theatre styles; explore the origins of these styles and how they contributed to pre-modern theatre through workshops.
- Work in at least two production roles to explore and present scripts from three different, post-1920 theatre styles.
- Analyse the production of a professional performance of a post-1920 script.

Units 3 and 4 will be offered in 2025 to those students who have successfully completed Units 1 and 2.

VISUAL COMMUNICATION AND DESIGN

Unit 1: Introduction to Visual Communication Design

- Students practise the ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts.
- Students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.
- Review the contextual background of visual communication through an investigation of design styles.
- Introduction to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.
- This unit focuses on using visual language to communicate messages, ideas and concepts. This involves:
  - Acquiring and applying design thinking skills.
  - Drawing skills to create messages.
  - Ideas and concepts, both visible and tangible.
- Students are introduced to four stages of the design process:
  - Research.
  - Generation of ideas.
  - Development of concepts.
  - Refinement of visual communications.

Unit 2: Applications of Visual Communication within Design Fields

- Focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.
- Use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.
- Investigate how typography and imagery are used in these fields as well as the communication field of design.
- Apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.
- Develop an understanding of the design process as a means of organising thinking about approaches to solving design problems and presenting ideas.
- Engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Units 3 and 4 will be offered in 2025 to those students who have successfully completed Units 1 and 2.

VM LITERACY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. As students develop these skills, they engage with texts that cover everyday language of personal experience to the more abstract, specialised and technical language of different workplaces and industries.

Unit 1:

Area of Study 1: Literacy for Personal Use

- Students will view and read various texts and look at how meaning and messages are being conveyed by the authors, and how this will impact on a variety of people.
- Students will be exposed to texts that share information through to specific workplace environments. Students will work on developing skills in understanding and producing texts for a variety of audiences and purposes.

Area of Study 2: Understanding And Creating Digital Texts

- Students will develop their skills in reading and understanding and creating digital texts. This will range from using and creating social media, company websites, digital literacy in the workplace and digital literacy for personal use.
- Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values with which it is associated.

Unit 2:

Area of study 1: Understanding Issues And Voices

- Students will gain an understanding of different opinions and how to understand opposing views and developing and sharing their own views. Students will look at a variety of current issues in the media and how these views are presented while developing and sharing their own views.

Area of study 2: Responding to Opinions.

- Students will look at a range of current issues in Australian and global media and develop their own opinion on them. Students will then select a current topical issue, develop and present their opinion while trying to persuade a selected audience.

Unit 3:

Area of study 1: Accessing And Understanding Informational, Organisational And Procedural Texts

- Students will be exposed to a variety of workplace, health and community participation texts. Students will identify specific language and structures that are used to create texts for different purposes, ranging from technical guides, forms, contracts, promotional videos and workplace texts.

Area of study 2: Creating And Responding To Organisational, Informational And Procedural Texts

- Students focus on their individual rights and responsibilities within community groups, organisations and vocational groups. Students will have access to variety of workplace, health and community participation texts and explore how these shape the organisations with which they are involved.

Unit 4:

Area of study 1: Understanding And Engaging With Literacy For Advocacy

- Students investigate and analyse documents for encouragement and promotion of themselves, a product and a community group. Students will work towards creating their own promotional piece of work. Students will research and create a brand and develop a promotional campaign.

Area of study 2: Speaking To Advise Or To Advocate

- Students will complete a presentation to showcase what they have learnt while completing their vocational major. Students will incorporate learning from all VM, VCE and Applied Learning over the course and how this will benefit them once they leave school.

VM PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active, hands on approach to personal development, self-realisation and citizenship. PDS does this by looking at the relationships between individuals and communities. By taking an active approach PDS focuses on health, wellbeing, community engagement and social sciences and looks towards showing how students can fully benefit from and contribute to their local community.

Unit 1: Healthy Individuals

By focusing on the development of personal identity and individual pathways PDS looks to show students pathways to optimal health and wellbeing. Students investigate local health-promoting organisations and resources as well as participate in designing and implementing activities and programs in our local community.

Area of Study 1: Personal Identity and Emotional Intelligence

- Students gain an understanding of personal identity and emotional intelligence in different situations. Students explore what constitutes emotional intelligence while developing and applying strategies in relation to personal identity and emotional intelligence.

Area of Study 2: Community Health and Wellbeing

- **S**tudents explore the idea and practice of health and wellbeing in individuals and groups. Through investigating activities and support services students discuss how these benefit individuals and the community as a whole. Students will also investigate the requirements for involvement in these groups. Students will also analyse and evaluate how these groups benefit individuals and the wider community.

Area of Study 3: Promoting a Healthy Life

- Students investigate the use of technology in promoting healthy lives and the benefits of this. Students look at technology and how it is used to facilitate health promotion programs, its reliability and accuracy of the data that it collects.

Unit 2: Connecting With Community

PDS Unit 2 focuses on the benefits of participation in community groups, and how people can work together towards a shared goal. Through understanding communities and the different communities at local, national and global level students will investigate barriers and enablers to problem solving within communities.

Area of Study 1: What is Community?

- Students develop the idea of community at local, national and global levels. Through gaining an understanding of the characteristics of how communities are formed, different groups within communities and what influences these groups, students investigate community participation and recognise that there are many ways to be involved in community life.

Area of Study 2: Community Cohesion

- **S**tudents will investigate and analyse issues affecting communities at a local, national and global level and how future challenges and different perspectives can impact that particular community's cohesion.

Area of Study 3: Engaging and Supporting Community

- Students consider the idea of community engagement and recognise its benefits and challenges. They investigate key features of how to participate in community and address any issues as well as implement initiatives.

Unit 3: Leadership and Teamwork:

Unit 3 looks at how interpersonal skills and social awareness can change in different settings and contexts. Students look at leadership qualities and what makes effective leaders and how these can be applied in daily life. We explore teamwork and how this can be effective and ineffective and how there are different roles within a community.

Area of Study 1: Social Awareness and Interpersonal Skills

- Students examine what it is to be socially aware and the range of interpersonal skills to facilitate respectful relationships with others. Students will focus on leadership qualities and how they can be used to achieve personal and community goals.

Area of Study 2: Effective Leadership

- Students investigate different leaders and identify their leadership qualities and skills. Students look at leadership in different contexts and how people become leaders, the idea of ethics and expectations of leadership in our democratic society.

Area of Study 3: Effective Teamwork

- Students examine the different roles of teamwork and leadership within teams. Students demonstrate these roles and attributes through various tasks and challenges presented to them and reflect on the team and their role within the team.

Unit 4: Community Project

In 'Community Project' students develop and present a project on a community issue. Students will research, analyse their findings and make a decision on how to present their work as a group while fulfilling specific roles within their team.

Area of Study 1: Planning a Community Project

- Students research a range of local issues and as a group select as a focus for their project. Students will gain an understanding of the issue and why it is important and then work to develop a project focus and explore opportunities to build awareness of the issue within the local community. Students will develop a detailed project.

Area of Study 2: Implementing a Community Project

- Students implement their detailed plan from AOS 1, students consider the key elements of the plan and the possible OHS considerations. Students will document evidence and make decisions as a group on how to organise, analyse and present their project.

Area of Study 3: Evaluating a Community Project

- Students evaluate the outcomes of the community project that they have implemented. They will continue to work as a team to ascertain how to best present these findings.

VM WORK RELATED SKILLS

VCE Vocation Major Work Related Skills (WRS) assists students in developing a broad understanding of workplace environments and the future of work in order to fully equip students in preparation for their desired pathway.

Unit 1 Careers and Learning for the Future

'Careers and Learning for the Future' ensures that students are able to source reliable information for future employment prospects and education. Students look at future employment, emerging industries, growth industries and trends and the impact of pursuing employment in different industries.

Area of Study 1: Future Careers

- Students learn to understand labour market information, look for and identify skill shortages, industry growth areas, emerging industries and current and future industry trends.

Area of Study 2: Presentation of Career and Education Goals

- Students consolidate their knowledge and understanding of future careers and link it to their personal aspirations, skills and capabilities and present these to their teacher.

Unit 2: Workplace Skills and Capabilities

Students analyse essential employability skills, specialist and technical work skills, personal capabilities and the importance of training and personal development.

Area of Study 1: Skills and Capabilities for Employment and Further Education

- Students develop an understanding of the changing nature of work and how this may impact them in the future. They learn to distinguish between transferable skills and specialist/technical skills and how to use these to their advantage to ensure future success.

Area of Study 2: Transferable Skills and Capabilities

- Students recognise the relationship between transferable and employability skills and capabilities. They investigate professional learning, training and development for specific specialist skills. Students apply for jobs and undertake mock interviews.

Unit 3 Industrial Relations, Workplace Environment and Practice

Unit 3 focuses on what is needed for a healthy, collaborative, inclusive and harmonious workplace by looking at the following 3 areas:

1. Wellbeing
2. Workplace Relations
3. Communication and Collaboration

Students will work on maintaining positive workplace relationships and understanding the key characteristics of a positive workplace and how this is linked to success.

Area of Study 1: Workplace Wellbeing and Personal Accountability

In Area of Study 1 we develop an understanding of the key features and characteristics of a healthy, collaborative and harmonious workplace. We look at workplace culture and work/life balance and the balance between employer and employee expectations.

Area of Study 2: Workplace Responsibilities and Rights

- Students outline the National Employment Standards and investigate pay and conditions, explain characteristics of workplace bullying, discrimination and sexual harassment and their consequences.

Area of Study 3: Communication and Collaboration

- Students apply effective and efficient workplace communication strategies, consider their strengths and weaknesses in a team and the importance of creating networks.

Unit 4: Portfolio Preparation and Presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

Area of Study 1: Portfolio Development

- Students investigate different styles and information presented to the audience. Students then begin to develop their own professional portfolio.

Area of Study 2: Portfolio Presentation

- Students develop and formally present their completed portfolio in a panel style interview. Students use a wide range of verbal, written and practical strategies to communicate skills and knowledge.

SCHOOL BASED APPRENTICESHIPS (SBAT)

A school-based apprenticeship or traineeship combines:

- part-time, practical experience in the workplace
- formal, structured training with a TAFE or training provider
- your school studies

A school-based apprenticeship may also give you credit towards your Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

What you need to know:

A school-based apprenticeship or traineeship must have the agreement of each of the following:

- your parent or guardian (if you are under 18 years of age)
- your school
- your employer
- your TAFE or training provider

You, your parent or guardian (if you are under 18 years of age) and your employer will be required to sign a training contract.

- Undertake training over two years at an average of 13 hours per week for employment and training per week. This 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program.
- Spend at least one timetabled day during the normal school week on the job or in training.

PATHWAYS TO FURTHER QUALIFICATIONS

- **Certificate:** This is an entry-level qualification which can set you on a path to further study or give you basic skills which can help prepare you for employment in some industries. Some of the Certificate I programs are pre-apprenticeships or pre-vocational courses.

- **Certificate II - VET:** These courses help you to further develop skills you may have learnt in the Certificate I, secondary school or on-the-job learning. Some industries will accept the Certificate II qualification as the minimum requirement for employment, or you could move onto further study at a higher level.

- **Certificate III - VET:** Certificate III courses take a more in depth look at your study area and can follow on from the Certificate II. A range of Certificate III courses are apprenticeship or traineeship programs, which means that along with your regular study, you'll also undertake paid on-the-job training.

- **Certificate IV:** This qualification is a higher-level entry point, where you'll expand your knowledge and prepare for employment in a skilled industry. Some of the Certificate IV qualifications require you to complete the Certificate III as a pre-requisite.

- **Diploma:** A diploma qualification is regarded in many industries as ideal for supervisory roles, managing a team or applying your skills in a complex technical environment. You will develop skills in analysis, planning, theoretical knowledge and management techniques.

- **Advanced Diploma:** This is the highest level of qualification at the TAFE level. You will develop high-level skills in problem-solving, data analysis and industry expertise. Some advanced diplomas feature guaranteed pathways into further study at university.

VET in Secondary Schools

- The VET in Secondary Schools program provides wide and varied options for our students at Ararat College. We can offer VET Courses within our school and we have access to the WASM (Wimmera and Southern Mallee VET Cluster) in Horsham and the Highlands VET Cluster in Ballarat. For information about the courses available please go to
  - https://www.llen.com.au/programs/vet/
  - https://www.highlandsllen.org/education/vocational-education-training/
- While these options are available, enrolment will only happen after an interview process with the Pathways team to ensure the student has all the supports in place for successful completion.
- The courses are nationally recognised and will support student learning outcomes and credits to VCE and VCAL pathways. Students will be required to operate with a lot of independent learning and a good level of maturity to ensure a successful completion.
- All applications to the Cluster VET Courses in the WASM and Highlands delivery will need VET Coordinator support, so please make sure you make an appointment with Andrew Sherwell to discuss this option.

What is VET in Secondary Schools?

Schools are able to offer senior secondary students VET qualifications selected from the range of industry areas approved by the VCAA.

Successful completion of VET in a senior secondary program can provide students with:

- a VCE and/or VCAL certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VET qualification
- Contribution towards your ATAR
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

Students value VET because it:

- allows combining general and vocational studies, which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

Travel arrangements will be in place to support any student wanting to take up these options. Students need to understand the commitment that is required for successful completion, as delivery of a VET subject may not be at Ararat College, and may require weekly attendance at another educational facility within the Wimmera or Highlands regions.

The learning opportunities that the current Industry qualified trainers give to our young people is one that will set them up for greater employment opportunities.

Vocational Education and Training subjects generally involve:

- The completion of a certificate which is a nationally recognised qualification;
- On the job training in the form of Structured Workplace Learning (SWL);
- Two year completion time

These subjects are a normal part of a VCE or VCE VM study program. As a general rule, every 90 hours of VET training equates to one VCE/VET unit contribution towards a student's study program. These programs can also contribute towards an ATAR score for tertiary entrance.

Vocational Education and Training subjects will be dependent on demand from students and where this demand is centred. For example, most schools in the Cluster offer a number of subjects within their school timetable, while some VET programs have shared access.

The form of delivery will vary according to the requirements of each subject. Some parts of a course may be delivered at a secondary school, via the internet, through on-the-job training, or a combination of these.

The delivery costs of VET programs are met by DEECD subsidies and school funding. The aim of the Cluster is to ensure that access to VET programs is available to all interested students.

Consult your VET Coordinator (Andrew Sherwell) for further information on any studies listed here.

Delivery and Travel Arrangements

At Ararat College VET can be accessed through our local clusters (off site) or here at the College in our standard timetable.

VET programs are delivered off-the-job in a partnership arrangement between the RTO (Registered Training Organisation) and participating secondary colleges. The proportion of school-based delivery has been determined by negotiation between the RTO and the VET student's home school. A structured work placement is strongly recommended for this program, while some certificates require a mandatory amount of work placement hours.

Vet Within the Timetable

Ararat College would like to offer the following VET Subjects in 2024. These will be onsite and within our standard timetable. These programs will only run if staffing requirements can be met and there is enough student interest.

- Certificate II Sport and Recreation
- Certificate II in Workplace Skills

Missing classes due to VET Programs

It is important that students undertaking VET programs fully understand the commitment they are making. It is required that they commit to the independent learning that will be asked of them. Students need to be good communicators with the program teachers and also their home school teachers. In the Wednesday VET block, students may miss some class time for other subjects. In these cases students are expected to follow up class work requirements from teachers and make up any missed class time during study periods. Commitment is needed to follow up on work missed if absent on that day of VET, due to the fact that students are missing **a whole week of class.**

Accessing VET programs at another location

Some VET programs are offered to students outside of their home schools. This allows for students to access specialist facilities and expert training that is not available at their own school. These programs are generally run each Wednesday and may require students to travel outside of school hours.

Transport Options

Students travelling to access VET programs are required to pay for the cost of public transport, however a travel allowance may be applied for though the school.

From Stawell to Ararat and Ararat to Stawell

- The Sandlant's Bus service operates between Stawell and Ararat each CGVET Cluster day. Students should register their intention to travel on the bus with the VET Coordinator and ask for a timetable.
- Students attending a WASM course will need to see Mr Sherwell about their transport options.

From Stawell / Ararat to Ballarat

- The VLine bus/train service operates between Stawell, Ararat and Ballarat. Students will be required to access Ballarat City public transport or walk to VET program locations. These programs MUST have agreements in place with VET Coordinators.

STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VET qualifications undertaken by VCE or VCE VM students. SWL complements the training undertaken at the school/provider and should be spread across the duration of the training program. It provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the registered training organisation (RTO)
- increased employment opportunities.

The school/provider should keep evidence of the student's SWL which may take place over the weekends and during school holidays as well as during the school week.

VET PROVIDERS

The following subjects are offered through our local VET providers. The subject listed below have been offered in 2023 but maybe subject to change. Please refer to the link for each provider for their current subjects.

Wimmera Southern Mallee (WSM) VET Cluster

The WSM VET Cluster is a partnership between 17 senior secondary education providers (member schools) and 4 Registered Training Organisations within the region and the Wimmera Southern Mallee Local Learning and Employment Network (WSMLLEN). Participating members are from all education sectors. We also have participation from students in non-cluster member schools from other regions where space permits.

Training is delivered by Federation TAFE (Horsham Campus), Longerenong College, Skillinvest and Horsham College.

Please refer to the WSM VET Cluster Program booklet for full details of the courses offered.

A digital copy can be found through this link.

https://vet.llen.com.au/

- Certificate II in Agriculture
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building & Construction
- Certificate III in Community Services
- Certificate II in Dance
- Certificate III in Early Childhood Education & Care
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Furniture Making Pathways
- Certificate II in Health Support Services (Client Support)
- Certificate II in Horticulture
- Certificate III in Information Technology
- Certificate II in Kitchen Operations
- Certificate II in Music Industry
- Certificate II in Plumbing (Pre-apprenticeship)
- Ready for Work Program
- Certificate II in Salon Assistant
- Certificate III in Screen & Media
- Certificate III in Sport & Recreation

The Highlands LLEN (HLLEN) VET Cluster

The HLLEN VET Cluster is a long-running partnership between a cluster of schools (over 30 secondary education providers within Ballarat and surrounding regions) and the Highlands Local Learning and Employment Network (HLLEN).

The Cluster provides a diverse range of programs for students that are nationally recognised and Victorian Curriculum and Assessment Authority (VCAA) approved.

Please refer to the HLLEN VET Cluster Program booklet for full details of the courses offered.

A digital copy can be found through this link.

https://www.highlandsllen.org/page/vet-cluster/

- Certificate III in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II in Applied Fashion Design & Technology
- Certificate III in Community Services
- Certificate II in Engineering
- Certificate III in Equine Studies
- Certificate II in Furniture Making
- Certificate II in Hospitality
- Certificate II in Music (Sound Production)
- Certificate II in Outdoor Recreation
- Certificate II in Retail Cosmetics

Ararat College (Onsite and in Standard Timetable)

Offered subject to staffing and student interest.

- Certificate II Sport and Recreation
- Certificate II in Workplace Skills

PATHWAY CONVERSATION & CAREER PLAN

In preparation for your pathway conversation, please take the time to reflect on your current career plans and aspirations by completing the following form. Please bring the form with you to your appointment.

Have you looked at your CATs and Semester 1 Report:

☐ Yes

☐ No

List three positives from your Semester 1 Report:

1._____

2._____

3._____

What is one area for improvement that you have identified from your report? Think about your learning behaviours:

_____

_____

_____

List three actions YOU can take to help you improve in this area:

1._____

2._____

3._____

What subjects have you enjoyed and why?:

_____

_____

_____

What are your top three interests?:

1._____

2._____

3._____

Do you have any occupations that currently interest you?:

☐ Yes

☐ Not sure yet

If yes, what are they?:

_____

_____

_____

Choose three attributes you currently have that help you do well at school:

- ☐ Commitment
- ☐ Honesty and Integrity
- ☐ Enthusiasm
- ☐ Reliability
- ☐ Hard working
- ☐ Positive attitude
- ☐ Sense of humour
- ☐ Ability to deal with pressure
- ☐ Motivation
- ☐ Adaptability
- ☐ Organisation
- ☐ Responsibility
- ☐ Resilience

Choose two employability skills you believe best describe you:

- ☐ Communication
- ☐ Team work
- ☐ Problem-solving
- ☐ Motivation and initiative
- ☐ Planning and organisation
- ☐ Following instructions
- ☐ Learning
- ☐ Technology
- ☐ Reliability

At this stage are you thinking about going onto further study after school?:

- ☐ Yes
- ☐ Not sure yet
- ☐ No

Extra Notes or Comments:

_____

_____

_____

_____

_____

_____

_____

YEAR 9 2024 SUBJECT SELECTION: PAPER FORM

Student Name:_____

List your choice of Year 9 electives in order of preference.

1. _____(Art Elective)
2. _____(Technology Workshop Elective)
3. _____(Technology Food Elective)
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Have you completed a Career Action Plan? YES ☐ NO ☐

Have you submitted an online expression of interest for a senior subject? YES ☐ NO ☐

Is so, please list in order of preference_____

Signatures

Student Name:_____

Signature:_____

Parent Name:_____

Signature:_____

Pathways Team Member:_____

Signature:_____

YEAR 10 2024 SUBJECT SELECTION: PAPER FORM

Student Name:_____

Core : English

Maths

Physical Education

List your choice of Year 10 electives in order of preference.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Have you completed a Career Action Plan? YES ☐ NO ☐

Have you submitted an online expression of interest for a senior subject? YES ☐ NO ☐

Is so, please list in order of preference_____

Signatures

Student Name:_____

Signature:_____

Parent Name:_____

Signature:_____

Pathways Team Member:_____

Signature:_____

YEAR 11 2024 VCE SUBJECT SELECTION: PAPER FORM

Student Name:_____

Year 11 students must study 6 units in the year. List your choice of Year 11 subjects for the year in order of preference and include any VET sequences.

1. English
2. _____
3. _____
4. _____
5. _____
6. _____

Please list additional units you would like to study if you do not get your first preference.

1. _____
2. _____
3. _____
4. _____

Have you completed a Career Action Plan? YES ☐ NO ☐

Have you submitted an online expression of interest for a Year 12 subject? YES ☐ NO ☐

Is so, please list in order of preference_____

Signatures

Student Name:_____

Signature:_____

Parent Name:_____

Signature:_____

Pathways Team Member:_____

Signature:_____

YEAR 12 2024 VCE SUBJECT SELECTION: PAPER FORM

Student Name:_____

Please fill in the VET/VCE subjects you have studied in Year 10 and 11.

1. English
2. _____
3. _____
4. _____
5. _____
6. _____

Year 12 students must study 5 units in the year. List your choice of Year 12 subjects for the year in order of preference and include any VET sequences.

1. English
2. _____
3. _____
4. _____
5. _____

Please list additional units you would like to study if you do not get your first preference.

1. _____
2. _____

Have you completed a Career Action Plan? YES ☐ NO ☐

Signatures

Student Name:_____

Signature:_____

Parent Name:_____

Signature:_____

Pathways Team Member:_____

Signature:_____

VCE VM 2024 SUBJECT SELECTION: PAPER FORM

Student Name:_____

Year Level:_____

VCE VM Subjects:

1. Literacy
2. Maths
3. Work Related Skills
4. Personal Development Skills

VET subject preferences

1. _____
2. _____
3. _____
4. _____
5. _____

Have you completed a Career Action Plan? YES ☐ NO ☐

Signatures

Student Name:_____

Signature:_____

Parent Name:_____

Signature:_____

Pathways Team Member:_____

Signature:_____

APPLICATION FOR ACCELERATED VCE OR VCE VM STUDY

This form must be submitted with selections for any student wishing to complete a VCE or VCE VM subject outside their year level. Please check that you meet the criteria over page before completing this form.

1. Student Name:_____

2. Accelerated subject you wish to undertake

_____

3. Why do you want to undertake this subject?

_____

_____

_____

_____

_____

4. What do you believe are your strengths and how would they enable you to undertake this subject?

_____

_____

_____

_____

_____

5. Explain how you believe you meet the criteria outlined below.

_____

_____

_____

_____

_____

Signatures

Student Name:_____ Parent Name:_____

Signature:_____ Signature:_____

The following criteria will be considered by the SIT Pathways Team when reviewing an Application for accelerated VCE, VCE VM or VET study.

Note: Students should achieve satisfactory or above to be considered for acceleration.

Assessment criteria:	**Below satisfactory**	**Satisfactory**	**Above satisfactory**
Attendance rate	Below 80%	80-90%	Above 90%
Learning behaviours on School reports	Rarely and Below in some subject	Mostly/Always in all subjects	Always in all subjects
Received satisfactory results across all subjects	Below 40% average	40-60% average	Average of 60% or higher
Models the school values of respect, responsibility and excellence (*guided by coord and teacher feedback)*	Needs improvement	Mostly	Always
Complete sections below if applying for VCE or VCE VM Unit 3 & 4 subject or VET:			
Satisfactory results on all VCE units studied thus far	Below 50% achieved and/or redemptions have been completed	Above 50% on all subjects	Above 70% on all subjects
Mid-year and end of year exam results	Below 50%	Above 50% on all subjects	Above 65% on all subjects
Comments:			

Based on the criteria listed above, _____

has been successful / not successful with their accelerated subject application.

Pathways Team Member:_____

Signature:_____

ARARAT COLLEGE

Respect - Responsibility - Excellence

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