

# SENIOR STUDIES HANDBOOK



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# MESSAGE FROM THE PRINCIPAL





# SENIOR STUDIES LEARNING PROGRAM

# PREAMBLE AND STRUCTURE

At Dandenong High School we create an empowering environment that ensures our students are independent, motivated and perseverant learners. Our senior students experience a holistic learning program that provides a balance between face-to-face teaching with an opportunity to enhance their learning through a highly personalised Learning Excellence Program. Each student is provided with targeted study support and the essential study skills required to be and independent, successful and resilient young people.

Dandenong High School offers a broad range of opportunities for students in Year 10, 11 and 12 under the Victorian Certificate of Education, including a large selection of VCE subjects, in addition to VET offerings, VCE/VM subjects and the Victorian Pathways Certificate. Our partnership with Chisholm TAFE and the DREAM Trade Training Centre enables students to choose from a range of VET options or undertake school-based apprenticeships, as well as a range of applied learning opportunities. Students are fully supported through our Course Counselling process to ensure every individual achieves success in their chosen pathway and future career paths beyond school.

In addition, the school has extensive community and industry links and is involved in many programs that assist student transition from school to work or further education and training. We have strong partnerships with Monash, RMIT, Federation and Deakin Universities which are all focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and be involved in Work Inspiration experiences that provide mentoring programs supported by large and significant corporations. Our close partnerships with the Australian Business Community Network (ABCN) and The Skyline Foundation provide our students with scholarships and bursaries during their time at our school and throughout university.

**Supported Study Tutorial** is a timetabled session for every Year 10, 11 and 12 student, staffed by senior teachers and attendance is monitored. These sessions provide students with targeted learning support in English/EAL, Maths, Sciences and Humanities. They also include the provision of VCE Subject lectures focusing on identified areas of need and whole-cohort assessment sessions for the larger VCE studies, such as English, senior Commerce, Maths and Science subjects. Supported Study Tutorial will also be used to provide catch-up, additional support or redemption preparation sessions for identified students.

## **Study Skills Program**

will support our students in becoming independent learners and provide the necessary skills to assist them in study, revision and assessment preparation. In this program students are explicitly taught essential skills such as peer tutoring, problem solving, note-taking, synthesizing information across texts, formal discussions (such as debate), transforming conceptual knowledge, organizing conceptual knowledge and identifying similarities and differences.

**Learning Tutor** is an opportunity for students and the Tutor to engage with learning that is focused on how one learns and the attributes and attitudes of effective learning. During Learning Tutor every individual student will explore their own uniqueness and contribution, which then provides deep satisfaction and motivation. It is intended to provide an environment for positive learning experiences that have high personal interest; are meaningful; encourage community engagement and foster the development of independent learners, thereby providing each student with the necessary skills to achieve success in their learning. The Learning Tutor supports each student through goal setting, reflection and pathway exploration. make informed choices that meet their individual needs and reflect their passions.

**Careers Education** offers a personalised and scaffolded program that provides students at the different year levels an opportunity to engage with the world of work, explore their own interests and strengths to inform possible pathway options and experience tertiary learning. Students develop individual future Career Action Plans, build their understanding of different industries and occupations and are introduced to the VCE, including VCE/VM, VET, and VPC, in addition to VCAA and the ATAR, before they are introduced to the tertiary application process and supports available to students.

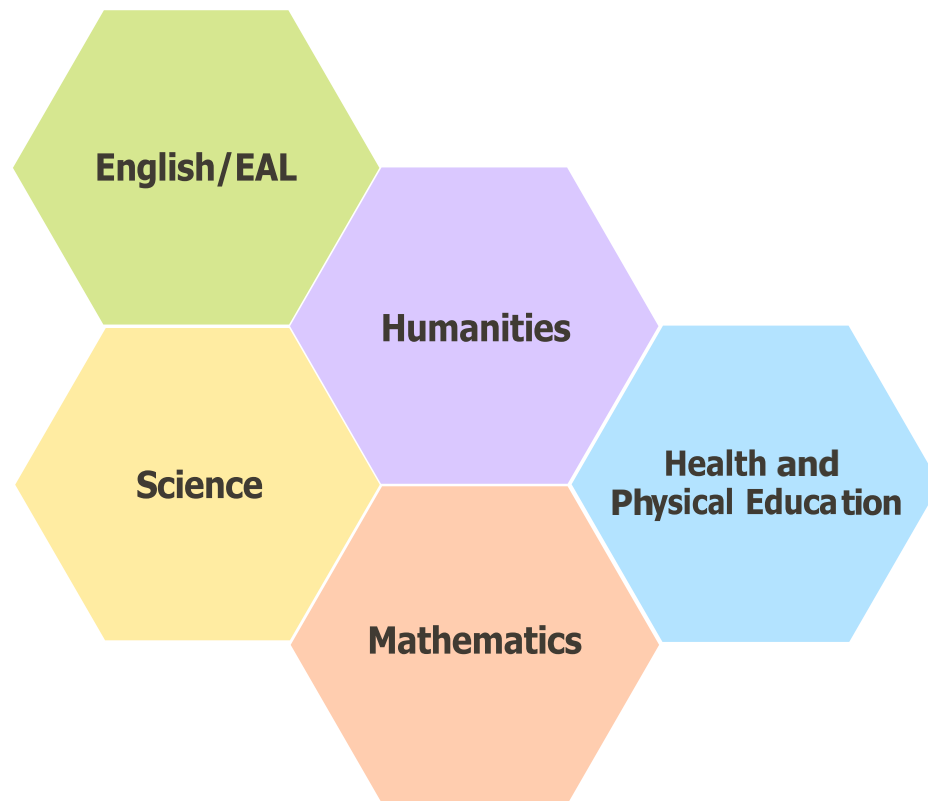


# YEAR 10 LEARNING PROGRAM

# STRUCTURE

Students study 7 subjects which include:

- 5 x Domain Requirement Subjects:



- 2 x Pathway Option Subjects

Year 10 students also have 5 periods of Learning Excellence Program per fortnight:

- Supported Study Tutorial - 1 period allocation per cycle and 2 for VET students
- Study Skills Program - 2 period allocation per cycle
- Learning Tutor - 1 period allocation per cycle
- Careers Education - 1 period allocation per cycle



# ADVANCED STUDIES

- ◆ Mainstream Year 10 students can choose to select a Unit 1 & 2 subject, with a possible maximum of two Unit 1 & 2 subjects. However, students will be required to satisfy the selection criteria in order to undertake a Unit 1 and 2 VCE subject
- ◆ Year 10 Accelerated and Enhanced Learning Program (AELP) students can select up to three Unit 1 and 2 subjects:
  - Can choose to study Units 1 and 2 Literature, a Units 1 and 2 Humanities subject and Units 1 and 2 Mathematics, either Maths Methods or General Further Maths. This can be outside the Approval process on advice of the classroom teachers and House Leadership team.
  - AELP students may choose to complete the Year 10 subject, such as Year 10 General Maths, to further prepare before entering a VCE program.
  - Year 10 AELP students will be required to go through the Approval Selection Process if they choose to select a Unit 1 and 2 subject in Science, Health/PE and Arts/DCT, as they have not been accelerated in these subjects
- ◆ **Year 10 Extension Maths:**
  - Year 10 Extension Maths is required of students who are studying Unit 1&2 General Mathematics in Year 10. It can also be taken as the Year 10 Mathematics option for students who know they intend to take Methods or Specialist in VCE. It follows the Level 10 & 10A of the Victorian Curriculum.
- ◆ **VCE Preparation Science:**
  - Any Year 10 student who is approved to select a Unit 1 & 2 Science subject (Biology, Chemistry or Physics) must also select VCE Preparation Science. This course will cover a range of Science topics not covered in their selected Unit 1 & 2 Science and will provide these students with the option of selecting another Unit 1 & 2 Science in Year 11. If approved, students may select Units 1 & 2 in Environmental Science or Psychology without doing VCE Preparation Science. However, these Unit 1 and 2 subjects do not meet the minimum Year 10 Domain Requirements for Science and can be studied in addition to Year 10 Science
- ◆ Advanced Studies Options:
  - VCE Subject (Unit 1 & 2)
  - VET Course





# YEAR 10 SUBJECT SUMMARIES

# SUBJECT OFFERINGS

## DOMAIN REQUIREMENT SUBJECTS - COMPULSORY:

- ENGLISH/EAL 13
- HUMANITIES 14
- MATHEMATICS
- SCIENCE 15
- PHYSICAL EDUCATION AND HEALTH

## PATHWAY OPTION SUBJECTS - SELECT 2 FROM ANY DOMAIN:

### **ENGLISH**

- ENGLISH SUPPORT 16
- LITERATURE

### **PHYSICAL EDUCATION AND HEALTH**

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# ENGLISH

## ADVICE TO STUDENTS:

This is a core domain requirement, preparing students skills in listening, speaking, reading and writing to prepare them for further study.

### DESCRIPTION

- Year 10 English is a pathways year of study, allowing students to try on the many English options at a VCE level whilst still working to the Victorian Curriculum English standard.
- In Term 1, students will engage in reading, understanding and crafting texts.
- In Term 2, students will engage in the functions of the English language from a linguistics standpoint.
- In Term 3, students will engage with language and argument used to persuade.
- In Term 4, students will complete a general text study with analytical writing focus.

### ASSESSMENT

Essays  
Reading,  
Speaking and Listening  
Writing Tasks



# EAL

## ADVICE TO STUDENTS:

All students in Year 10 must do English or EAL. If you speak English as an additional language and have been instructed by teachers in English for fewer than 7 years, you qualify for EAL.

### DESCRIPTION

Students will improve their skills in reading/viewing, writing, speaking and listening.

3 areas of study:

1. Reading and Creating
2. Analysing and Presenting Argument
3. Listening to Texts

### ASSESSMENT

Essays  
Creative response  
Oral presentation  
Comparative essay  
Language analysis task.  
Mid year & an end year exam.



## HUMANITIES

### ADVICE TO STUDENTS:

This subject extends the work of Year 9 Humanities, in the areas of Economics, Geography, and History. This unit allows the domain requirement to be met, and give a wide breadth of study.

### DESCRIPTION

- History: the Jazz Age, the Great Depression, World War II, Rights and Freedoms and Migration Experiences in a globalising world
- Geography: Environmental Issues in Australia and the World, Resources and Sustainability, Population, Patterns of Development and Global Development Issues
- Economics: My Finances, the Performance of an Economy, How we Measure it and Conducting Business in a Global Economy

### ASSESSMENT

Field Work  
Case Studies  
Topic Tests  
Presentations  
Examinations.



## MATHEMATICS

### ADVICE TO STUDENTS:

This unit is the continuation of Year 9 Mathematics studies. This option allows students to continue into any mathematics study in Year 11 and 12.

### DESCRIPTION

- Measurement
- Algebra and its applications including Indices and Equation Solving
- Graphing
- Further Trigonometry and Geometry
- Statistics

### ASSESSMENT

School Assessed Tasks  
(Assignments)  
Topic Tests  
Mid & End Year Exams



# SCIENCE

## ADVICE TO STUDENTS:

This unit will give you an insight into the various field of science, and will enable you to decide what area of science you would like to study in VCE.

### DESCRIPTION

- How the universe came to be, and how it is still evolving
- Why the periodic table looks the way it does, and how each of the elements on it react
- Reasons why everyone is unique as you explore genetics
- Understand how forces are acting all around you

### ASSESSMENT

Laboratory work  
 Practical reports  
 Research Projects  
 Topic tests



# PHYSICAL EDUCATION AND HEALTH

## ADVICE TO STUDENTS:

This core subject is for everyone who wants to be healthy, safe and active!

### DESCRIPTION

Students learn how to manage the health of themselves and others in areas such as relationships, mental health, wellbeing, identity and sexuality. Students also learn the benefits of being physically active, and participate in a range of physical activities, working in teams to organise tournaments, providing feedback to other students, and learn how to manage their own fitness.

### ASSESSMENT

Assessment based on participation and feedback in a variety of physical activities, research, written & presentation tasks.



# ENGLISH SUPPORT

**ADVICE TO STUDENTS:**  
 EAL Support is a targeted program for students who have had less than 5 years English instruction.

DESCRIPTION	ASSESSMENT
Focus on developing English language skills in reading, writing speaking and listening, to manage more confidently in Year 10 mainstream studies and any future pathways. Often the teacher will cover the same skills and knowledge learnt in EAL mainstream classroom.	Analytical Essays Creative Responses Listening Tasks Oral Presentations

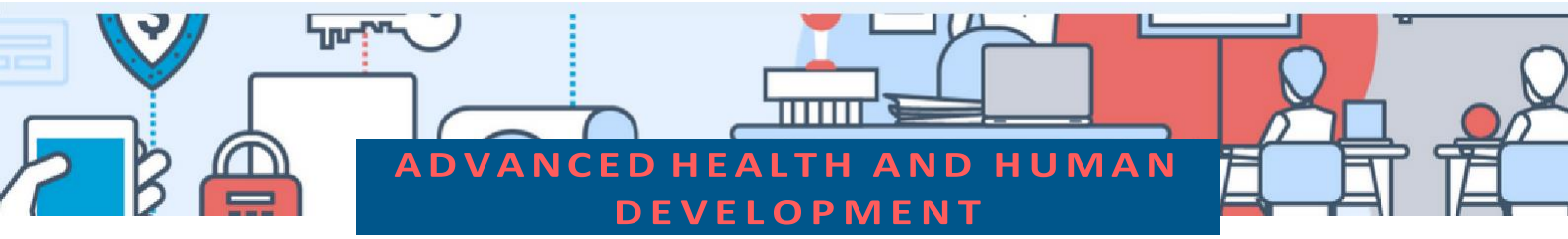


# LITERATURE

**ADVICE TO STUDENTS:**  
 The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts.

DESCRIPTION	ASSESSMENT
Ways texts represent human experience Reading practices which contribute to the development of interpretation such as prediction The significance of characters, settings and events in shaping a student's response The structures, linguistic and literary features of particular forms of text Strategies for developing an informed response	Film and Book comparative analysis Film text analysis Major text analysis





## ADVANCED HEALTH AND HUMAN DEVELOPMENT

### ADVICE TO STUDENTS:

Advanced Health will give you with the skills and knowledge to understand yourself and others better, the choices people make around eating and exercise, where to locate reliable sources of information, how to manage the changes as you transition from youth to Adulthood, and the Australian Health Care System. This class attracts a materials fee of \$50.00

### DESCRIPTION

Students in this subject will learn about a variety of aspects of a person Health. These include, individual choices and nutrition and exercise, changes to a person’s health due to maturing, the health care system, and various health conditions.

### ASSESSMENT

Project assessment based on collection and analysis of Health Data, persuasive writing, and a reflective journal.



## YEAR 10 SPORT SCIENCE

### ADVICE TO STUDENTS:

Do you want to know how the human body works? Do you want to know how to improve fitness and sporting performance? Do you like to analyse the physiological requirements of sport? Do you want apply your knowledge and skills to practical settings? Then you should choose Sport Science.

**This class attracts a materials fee of \$80.00**

### DESCRIPTION

Learn about the systems of the human body and how it functions when exercising. Participate in practical activities that examine the changes to the body when exercising and how this impacts sporting performance. Explore the different fitness requirements of a variety of sports to design and implement your own training program to improve your fitness and performance. Learn about various performance enhancing strategies and the physiological and ethical impact these have on an athletes.

### ASSESSMENT

Participate in practical activities to collect and analyse primary data to explain the function of the body in sport. Design and implement a training program to improve personal fitness levels and performance



## SPORTS COACHING, FITNESS AND RECREATION

**ADVICE TO STUDENTS:**  
 Sports Coaching, Fitness and Recreation is a subject that is perfect for the student who loves both the practical and theoretical aspects of Sport and Recreation, and is interested in working in a sporting industry. **This class attracts a materials fee of \$80.00**

### DESCRIPTION

Students learn how to be an effective coach and to get the best out of athletes through training programs, and fitness plans. Learn how to effectively run sporting programs and how to assess, monitor and evaluate risks in a sporting context. Learn about the variety of ways that people can participate in physical recreation and try a range of different activities.

### ASSESSMENT

Practical assessment through participation in physical and class activities  
 Peer coaching and assessment.  
 Risk assessments and risk minimisation of sporting programs.



## OUTDOOR AND ENVIRONMENTAL EDUCATION

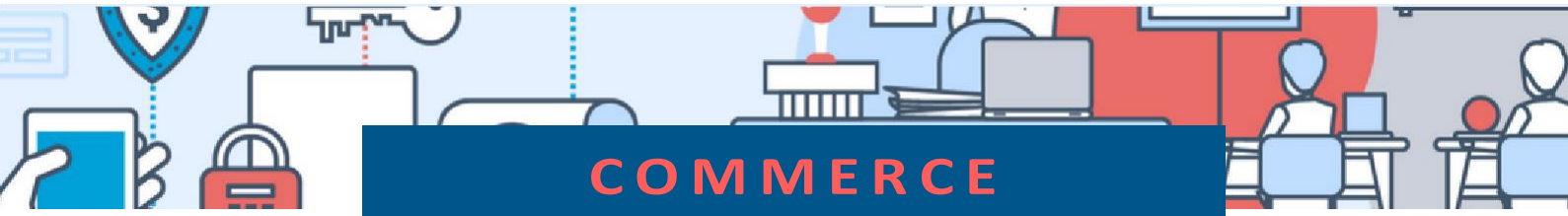
**ADVICE TO STUDENTS:**  
 Outdoor Education will allow students to experience different outdoor environments and challenge themselves in adventurous outdoor activities. The skills, experiences and relationships developed during these expeditions provide students with the confidence to face future challenges both during and beyond school. **This class attracts a materials fee of \$250.00**

### DESCRIPTION

Students will develop personal and social skills such as communication, resilience, self-confidence, leadership, teamwork, goal setting, self-sufficiency and initiative. These will be built through a series of outdoor activities, such as caving, rock climbing, abseiling, snorkelling, camping, canoeing, cycling and orienteering.

### ASSESSMENT

Observation of participation in activities, reflective journals, and safety skill tasks.



# COMMERCE

## ADVICE TO STUDENTS:

Commerce enhances skills learnt in Year 9 Humanities, with a dedicated focus on Business, Economics, and Finance.

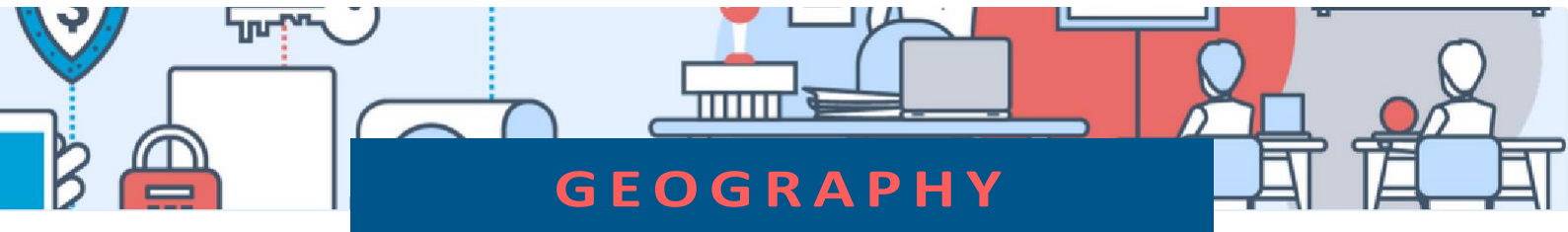
### DESCRIPTION

In this course, students will learn:

- The performance of an economy and how we measure it
- Consumerism
- Conducting business in a global economy
- The nature of work in a global economy
- Entrepreneurs and society

### ASSESSMENT

Case studies  
Presentations  
Tests  
Examinations.



# GEOGRAPHY

## ADVICE TO STUDENTS:

This subject is perfect for those who found an interest in Year 9 Humanities units in geography

### DESCRIPTION

Build a variety of Geographical Skills, including, observing, questioning & planning, collecting, recording, evaluating & representing, interpreting, analysing & concluding, communicating, reflecting and responding.

### ASSESSMENT

Field Work  
Case Studies  
Topic Tests  
Presentations  
Examinations



# HISTORY

**ADVICE TO STUDENTS:**

The study of History helps students to understand themselves, others and the world by developing social, political, economic and cultural understanding. Year 10 History builds upon the foundation laid in Year 9 Humanities and covers several broad topics of twentieth-century history.

### DESCRIPTION

Study the years between WWI and WWII, the Second World War, human rights in the post-war era, and migration in a globalising world. Learn how to ask searching questions, engage in research and construct arguments based on historical evidence. Learn how to critically evaluate sources and further develop understanding of continuity and change.

### ASSESSMENT

Particular depth study relevant to each area of study

Two exams during the year  
(Among others forms, this assessment will include a primary source analysis and a research-based task)



# LANGUAGE STUDY - JAPANESE

**ADVICE TO STUDENTS:**

Students who have an interest in the study of languages, and a focus on study in Japanese.

### DESCRIPTION

Participate in listening, speaking, reading, viewing, writing and excursion activities, designed to build confidence in communicating, both orally and in writing, about topics that compare students world and lifestyles to that of a typical Japanese youth.

### ASSESSMENT

Listening, reading and responding verbally or in writing

Dialogues/scenarios

Writing tasks, including Workbook activities

Tests



## LANGUAGE STUDY - FRENCH

**ADVICE TO STUDENTS:**  
 Student who have an interest in the study of languages, and a focus on study in French.

### DESCRIPTION

In this course, students will consolidate their skills in listening, reading and responding to texts to interpret meaning and use the target language in new contexts.  
 They will collect, analyse and organise information, and share their findings with others, such as in presentations, or scenarios.

### ASSESSMENT

Listening, reading and responding verbally or in writing  
 Dialogues/scenarios  
 Writing tasks, including Workbook activities  
 Tests



## PHILOSOPHY

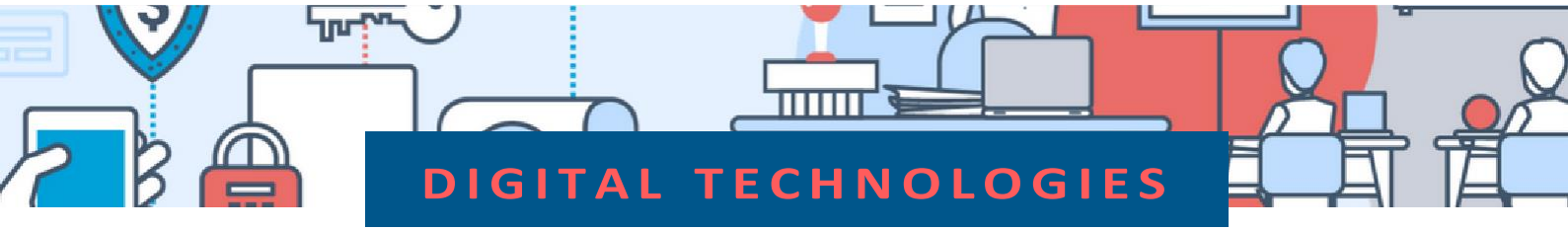
**ADVICE TO STUDENTS:**  
 Philosophy is a subject that introduces students to a powerful way of learning: Community of Inquiry. The Essential Questions of life are asked and explored by the whole group through structured dialogue.

### DESCRIPTION

- Gain knowledge of the views of famous philosophers from many countries and cultures throughout history.
- Learn how the philosophers of ancient civilizations influenced modern education and thought.
- Understand the basis for cross cultural understanding as they discover the common links between philosophies.
- Learn how to construct a logical argument.

### ASSESSMENT

Participation in the Community of Inquiry  
 Research Project  
 Written feedback



# DIGITAL TECHNOLOGIES

## ADVICE TO STUDENTS:

Digital Technologies involves students creating digital solutions through the use of information systems and specific ways of thinking about problem solving.

### DESCRIPTION

Develop computational thinking and programming skills by learning how to decompose problems, recognise patterns, and create algorithms to solve problems using flow charts and pseudocode.  
Learn how to program games, working collaboratively to design, create, and evaluate a solution. Build understanding of the role of Networking and how they manage, control and secure the movement of and access to data.

### ASSESSMENT

Demonstrate ability to use software programs  
Folio  
Skills & Application Tasks  
Project & Examinations.



# PSYCHOLOGY

## ADVICE TO STUDENTS:

Students who are curious about human behaviour, the way the mind works, and the effect that mental health can have on a person.

### DESCRIPTION

- How the brain functions as part of the nervous system
- Have an understanding of how psychology is used in forensics and sporting fields
- Understand how to write detailed research reports using scientific language
- How to use statistics to support your research

### ASSESSMENT

Research Activities  
Analysing the media assignment  
Oral presentations  
Working through case studies

[CLICK HERE](#)

## STEM INNOVATORS



### ADVICE TO STUDENTS:

Students who are interested in exploring a career in the fields of STEM and gaining industry experience. As students will be representing the school in external organisations, students will require approval from their House Leadership Team to enrol.

### DESCRIPTION

Students will work in teams with industry partners to engineer solutions to authentic problems. Utilising design thinking, students will work with partners to understand the problem, research, prototype, manufacture and create. Students will be supported by teachers, industry mentors and tertiary partners.

### ASSESSMENT

Demonstrate ability to define and investigate problems, prototype and model options and develop, present & evaluate a preferred solution.

Demonstrate development of enterprise skills, collaboration and critical thinking.

Detailed design portfolio

[CLICK HERE](#)

## DESIGN ENGINEERING ACADEMY

The Design Engineering Academy supports students to solve real world problems through the engineering process.

Students will enhance their understanding of Science, Technology, Engineering and Math while preparing for a VCE pathway.

Students in the Academy will complete their core subjects with their class. Instead of selecting pathways subjects, Design Engineering Academy students will undertake real world engineering challenges.

In year 9, students will also take on two semester-based specialisms which will allow them to develop specific skills and competencies such as digital design, robotics and advanced manufacturing.

In year 10 students undertake real world engineering projects with a focus on academic research and one specialism. Students are also supported to be able undertake a Year 11 subject in the STEM area.

In year 11 students complete the year 12 subject Extended Investigation, where they will undertake an independent research project. Students are supported to select another year 12 subject.

In year 12, where appropriate, students are supported to complete a first-year university subject through the Centre of Higher Education Studies.



# ART

## ADVICE TO STUDENTS:

Art is a creative, fun subject, which offers students a variety of skills, techniques and processes geared towards a more independent way of exploring, experimenting and thinking. **This class attracts a materials fee of \$60.00**

## DESCRIPTION

Experience a fun environment and further explore painting, drawing, printmaking, mixed media, sculpture, clay work, digital art and photography. This subject is also designed to develop student skills and knowledge to prepare for further study in the Arts field. Excursions will be directly linked to folio and theory units covered in class.

## ASSESSMENT

- Making and presenting artworks that explore themes and ideas
- Demonstration of planning, experimentation, annotation and independent development



# DANCE

## ADVICE TO STUDENTS:

Are you interested in movement, exploring different dance styles/genres and analysing dance works? Then do Year 10 Dance!

**This class attracts a materials fee of \$30.00**

## DESCRIPTION

In Dance, you will develop your physical skills and your own movement vocabulary. This is achieved through practical lessons in Contemporary, Hip Hop and Cultural Dance genres. You will create and perform your own dance works, as well as studying the dance works of others through performance and analysis.

## ASSESSMENT

- Practical lessons
- Reflective Journal tasks
- Written Exams
- Performance Exam





## DRAMA

### ADVICE TO STUDENTS:

You should choose Year 10 Drama if you are interested in acting, the history of theatre and analysing these conventions in order to create innovative, dramatic works to perform to your peers.

### DESCRIPTION

Develop an understanding of the history of theatre and how this has shaped contemporary culture. Use these conventions to devise your own innovative dramatic works. Transform your ideas into practical performances using your expressive skills such as voice, movement, gesture and facial expression, as well as production areas to bring your work to life, which you will perform to large audiences of your peers.

### ASSESSMENT

Practical lessons,  
Workbook folio  
(that contains script work and production design)  
Major practical performances  
Journal tasks  
Written Exams  
Performance Exam



## FOOD STUDIES

### ADVICE TO STUDENTS:

Food Studies is offered to introduce and extend student's interest and ability in numerous food related skills, practical experiences and to promote furthering their knowledge about Food today. **This class attracts a materials fee of \$130.00**

### DESCRIPTION

Explore food design, food preparation and packaging, properties of foods and the impact of Multicultural aspects in foods preparation.

Students will also explore the preparation of foods using different methods, tools and equipment, and will then compare and evaluate the written and production results in order to improve their skills in preparing a diverse range of foods.

### ASSESSMENT

Theoretical Research and  
Investigation of Food Properties  
  
Planning Tasks  
  
Food Practical Sessions.  
  
Evaluation of food Sessions



## MEDIA

### ADVICE TO STUDENTS:

Media is a photography unit which includes theory and practice of contemporary photography. Students will engage in up to date applications which will allow them to create unique and creative images. **This class attracts a materials fee of \$80.00**

### DESCRIPTION

Develop skills in composition, depth of field, portraiture and landscape and work with lighting in a professional studio setting. Various hardware and software applications options will be applied to edit and manipulate images, to gain knowledge to effectively use technology in the preparation images and digital artwork.

### ASSESSMENT

Folio work  
Final images display and presentation to an audience  
Photoshop editing



## MUSIC

### ADVICE TO STUDENTS:

If you have a passion for Music, want to improve your performance skills, enjoy singing or playing an instrument, or have an interest in working in the music industry, then Year 10 Music is for you!

### DESCRIPTION

Explores four areas of the music industry: musical interpretation, creating music, performing music and promoting yourself as a musician. Learn technical and aural skills important to life as a musician as well as analytical listening and writing skills that will support you in VCE music. Write, rehearse, perform and record music from a variety of periods and styles.

### ASSESSMENT

Practical work (performances)  
Aural training  
Written analyses  
Examinations



# VISUAL COMMUNICATION DESIGN

## ADVICE TO STUDENTS:

Students that are interested in drawing, designing and communicating and are willing to solve design problems will be interested in Visual Communication Design. Students will have an interest and a willingness to search for their own unique and original solutions to design problems.

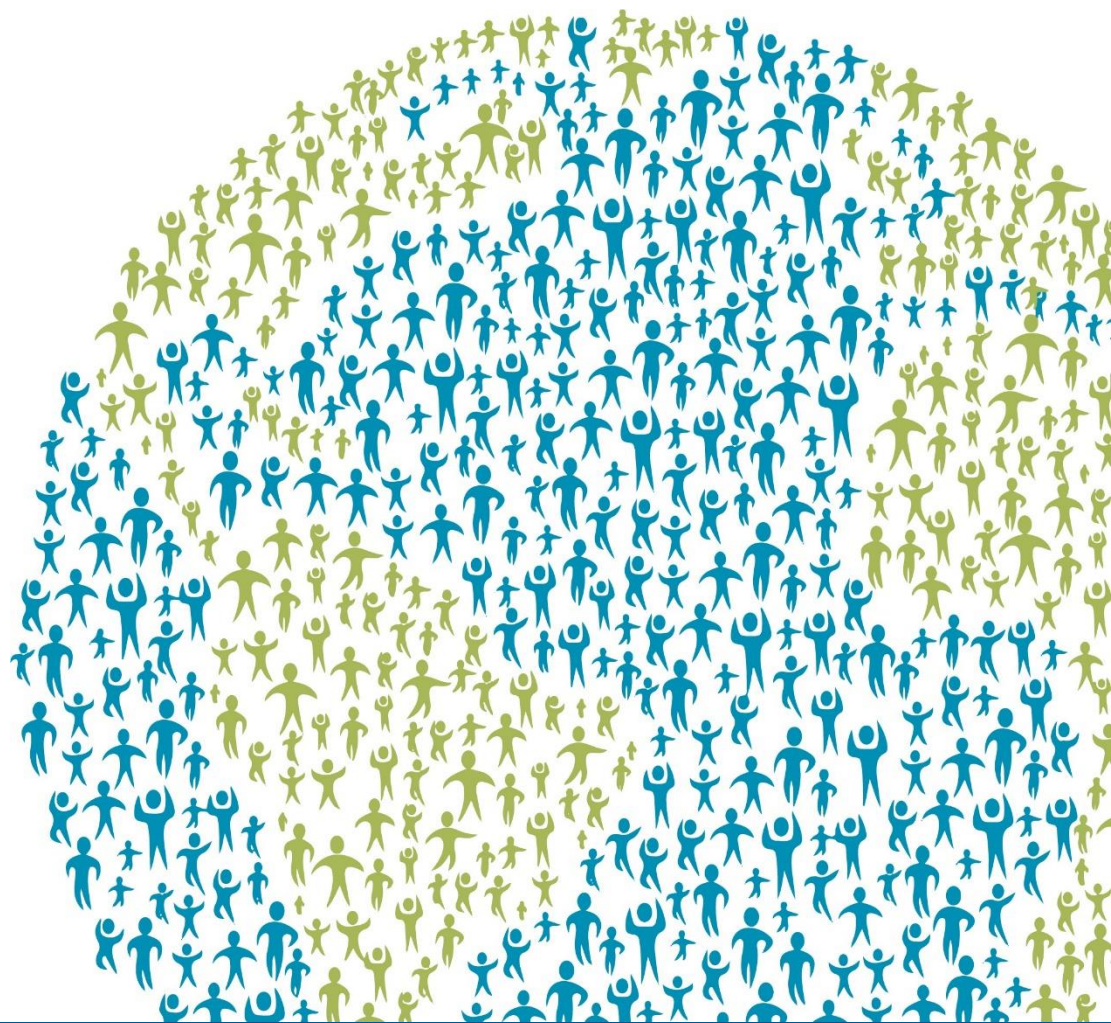
**This class attracts a materials fee of \$20.00**

### DESCRIPTION

Explore three fields of design practice including Communication Design, Environmental Design and Industrial Design.  
Build confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices.  
Develop creative and innovative ways to communicate ideas and information.  
Build respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

### ASSESSMENT

Development of a folio of design concepts and skills.





## EXTENSION MATHS

### ADVICE TO STUDENTS:

This subject is designed particularly for students who have strongly established Mathematics skills who want to prepare for Methods in VCE. It is also required of students who are completing VCE Unit 1 & 2 General Mathematics as an advanced study.

### DESCRIPTION

- Algebra and its applications including indices and equation solving
- Graphing including non-linear functions and relations
- Further trigonometry and geometry
- Statistics and probability
- Technological applications using the CAS calculator

### ASSESSMENT

School assessed tasks

Topic Tests

Examination



## VCE PREPARATION SCIENCE

### ADVICE TO STUDENTS:

This unit will be most useful if you have chosen to complete a Unit 1 & 2 Science subject in year 10, as you will develop excellent scientific skills to succeed in further science studies.

### DESCRIPTION

- How each cell is formed and how it functions
- Body systems all work together to enable us to live healthy lives
- That species have changed over long periods of time
- Elements are grouped due to certain characteristics and can form different types of bonds
- Forces are acting all around you and can affect the motion of objects

### ASSESSMENT

Completion of laboratory work and practical reports

Research Projects

Topic Tests

# AVAILABLE MATHS PATHWAYS

## YEAR 10 OPTIONS

### Year 10 General Maths

This is a year 10 Maths course aligned to the level 10 standard of the Victorian Curriculum. It prepares you for any of the VCE Mathematics or VCE VM Numeracy options.

### Year 10 Extension Maths

This is a year 10 Maths course for students with strongly established Mathematics skills who want to prepare for Methods. This course follows the Level 10 and Level 10A standard of the Victorian Curriculum.

### Year 10 Extension Maths + General Maths Units 1&2\*

This option allows for 3&4 Further Maths study while completing unit 1 & 2 Methods

### Maths Methods Units 1&2\*

This option is only suited for students working well above level and potentially wanting to complete multiple Mathematics subjects

## YEAR 11 OPTIONS

Foundation Maths General  
Maths Unit 1 & 2  
Maths Methods Unit 1 & 2  
Specialist Maths Unit 1 & 2  
VCE/VM Numeracy

General Maths Units 1&2  
Maths Methods Units 1&2  
Specialist Maths Units 1&2

\*Further Maths Units 3&4  
Maths Methods Units 1&2  
Specialist Maths Units 1&2

General Maths Units 1&2  
\*Maths Methods Units 3&4  
Specialist Maths Units 1&2

## YEAR 12 OPTIONS

Foundation Maths Units 3&4  
Further Maths Unit 3 & 4  
Maths Methods Unit 3 & 4  
Specialist Maths Unit 3 & 4  
VCE/VM Numeracy

Further Maths Units 3&4  
Maths Methods Units 3&4  
Specialist Maths Units 3&4

Maths Methods Units 3&4  
Specialist Maths Units 3&4

Further Maths Units 3&4  
Specialist Maths Units 3&4

\*Students wishing to undertake any \*Advanced Studies must be approved through the advance studies application process. NOTE: Specialist Maths requires completion or concurrent studies in Maths Methods.



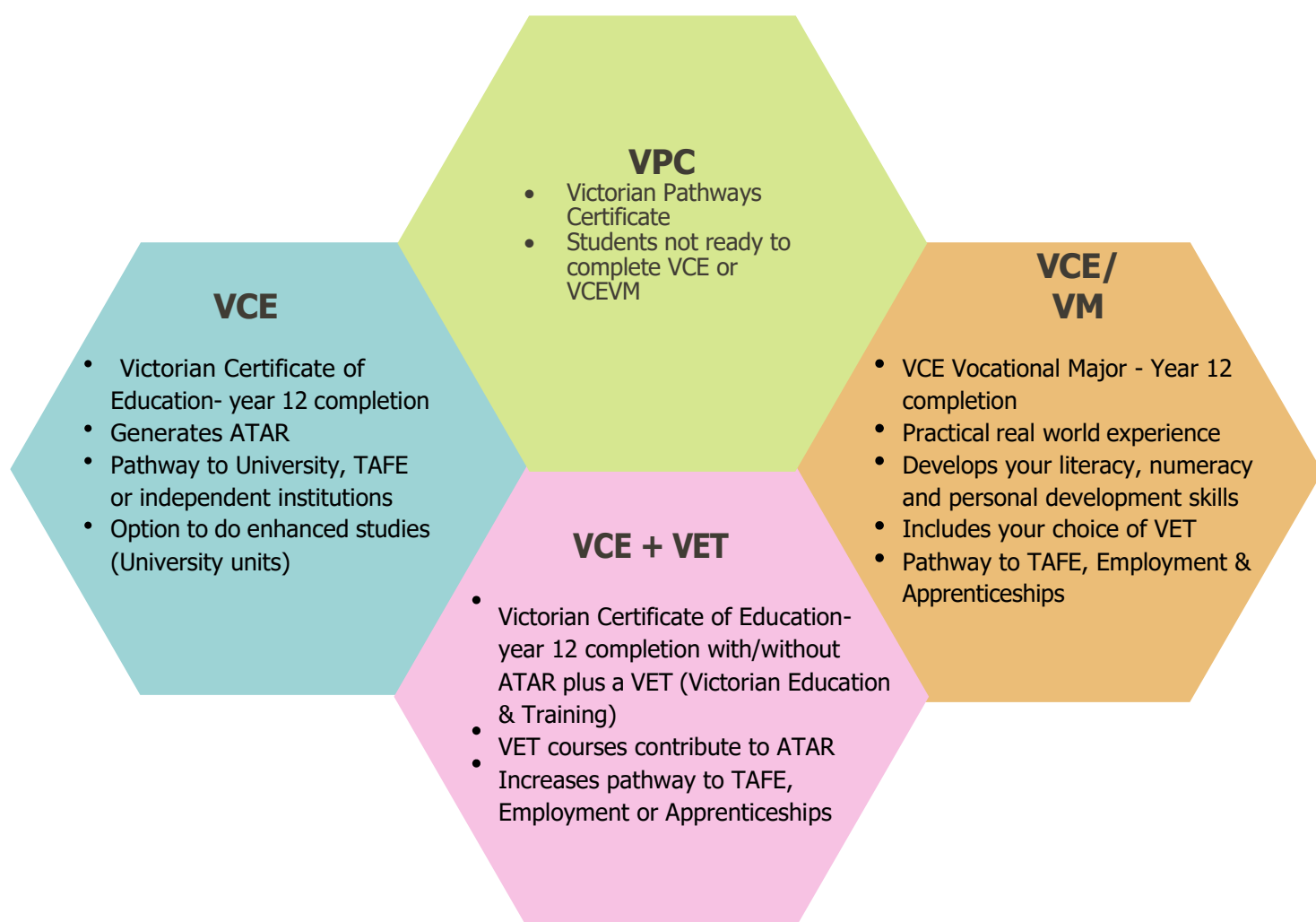
# YEAR 11 AND 12

## PATHWAY AND CAREERS ADVICE

# SENIOR STUDIES PATHWAY OPTIONS

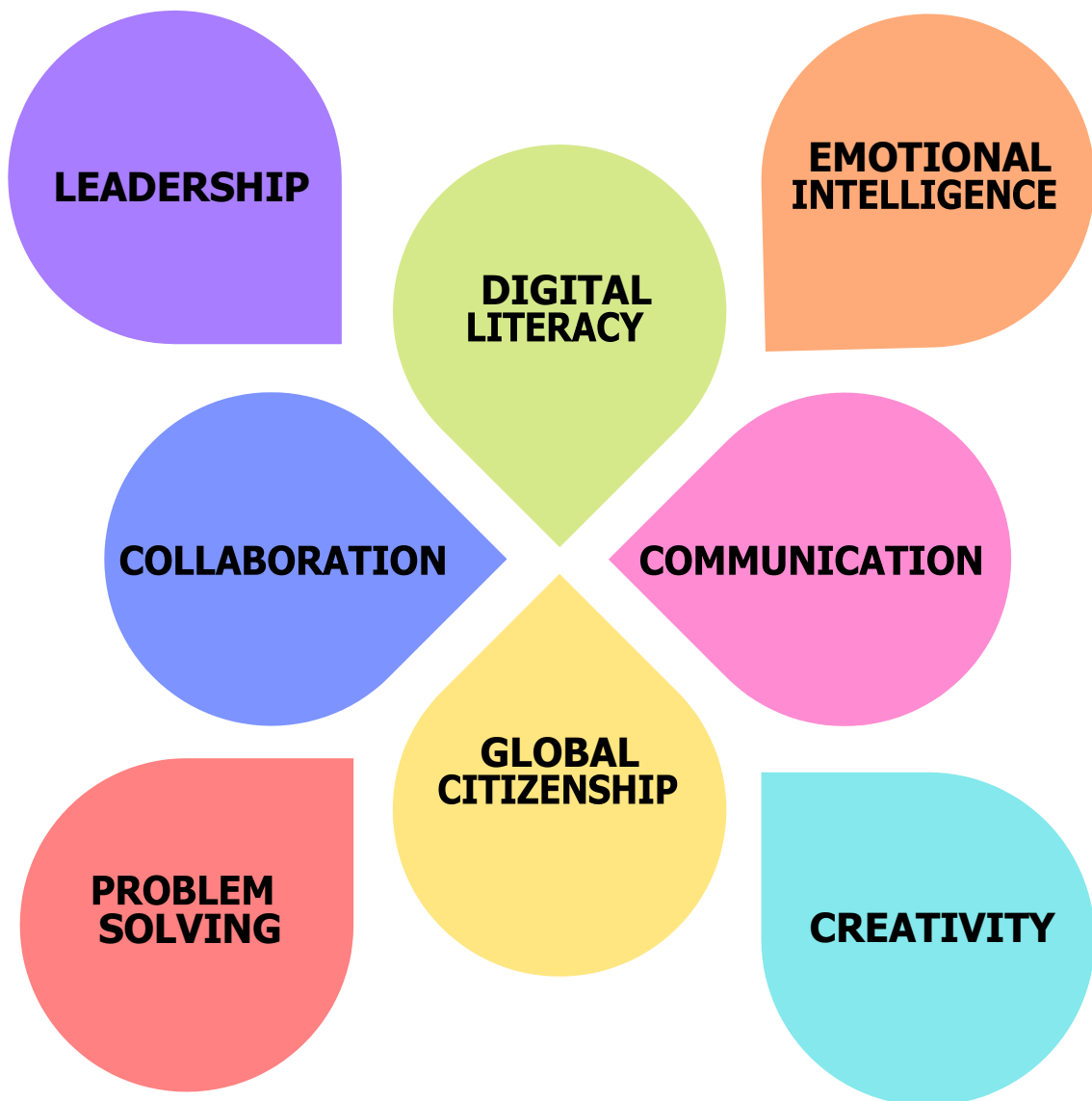
Dandenong High School students can choose from a range of senior studies pathways. When choosing a senior studies program, it is important that you select a program that inspires and motivates you and offers the best chance for future success for you.

## SENIOR STUDIES OPTIONS



# THE NEW WORLD OF WORK

The New World of Work requires you to have key 21st Century Skills to succeed. These skills are sought after by all employers no matter what career path you decide to take. As a young person you will have the opportunity to develop these skills throughout your education, extracurricular activities and employment.







# VCE

## STRUCTURE AND ASSESSMENT



# LEARNING PROGRAM

## Year 11 Learning Program

- Students can choose a VCE, VCE/VM pathway and undertake a VET subject in either pathway or undertake the VPC
- In VCE, Year 11 students study 6 subjects or 5 plus VET
- Year 11 students also have 4 periods of Learning Excellence Program per fortnight –
  - Supported Study Tutorial – 1 period allocation per cycle and 2 for VET students
  - Study Skills Program – 1 period allocation per cycle
  - Learning Tutor – 1 period allocation per cycle
  - Careers Education – 1 period allocation per cycle

## Year 12 Learning Program

- Students can choose a VCE, VCE/VM pathway and undertake a VET subject in either pathway or undertake the VPC
- In VCE, Year 12 students study 5 subjects or 4 plus VET
- Year 12 students also have 5 periods of Learning Excellence Program per fortnight
  - Supported Study Tutorial – 6 period allocation per cycle and 4 for VET students
  - Study Skills Program – 2 period allocation per cycle
  - Learning Tutor – 1 period allocation per cycle
  - Careers Education – 1 period allocation per cycle



# VCE

**UNITS 1-4**

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# ACCOUNTING

UNIT	DESCRIPTION	ASSESSMENT
<p><b>Unit 1</b></p>	<p>Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students will learn about the recording of financial data and the preparation of financial reports for service businesses owned by sole proprietors.</p>	<p>School assessed tasks</p> <p>Examination</p>
<p><b>Unit 2</b></p>	<p>In Unit 2 students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.</p>	<p>School assessed tasks</p> <p>Examination</p>
<p><b>Unit 3 &amp; 4</b></p>	<p>In Unit 3 students focus on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system.</p> <p>In Unit 4 students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

The VCE Accounting course is for those students who wish to pursue a career in business. It prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

## APPLIED COMPUTING AND DATA ANALYTICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Students investigate how data can be used within software tools such as databases and spreadsheets to create data visualisations. They use Python programming language to create a working software solution.	School assessed tasks Examination
Unit 2	Students create an innovative solution collaboratively. It can be presented as a proof of concept, a prototype or a product. Students are also introduced to cybersecurity, investigate networks as well as the threats, vulnerabilities and risks to data and information.	School assessed tasks Examination
Unit 3 & 4	In Unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as spreadsheet and data visualisation software to create infographics. In unit 4 students focus on determining the findings of a research question by developing infographics based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

### ADVICE TO STUDENTS:

Year 12 Data Analytics is for students exploring career in business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

# APPLIED COMPUTING AND SOFTWARE DEVELOPMENT

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Students investigate how data can be used within software tools such as databases and spreadsheets to create data visualisations. They use Python programming language to create a working software solution.	School assessed tasks  Examination
Unit 2	Students create an innovative solution collaboratively. It can be presented as a proof of concept, a prototype or a product. Students are also introduced to cybersecurity, investigate networks as well as the threats, vulnerabilities and risks to data and information.	School assessed tasks  Examination
Unit 3 & 4	In Unit 3 students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the various stages of the problem-solving methodology. In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the use of the software solution by an organisation.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

## ADVICE TO STUDENTS:

Year 12 Software Development is for students exploring career in business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.



## AUSTRALIAN AND GLOBAL POLITICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	In Unit 1 students are introduced to the key ideas relating to the exercise of political power. They consider the nature of power in our Australian democracy and also in a non-democratic political system. Students also explore the nature and influence of key political actors in Australia, such as political parties, interest groups and the media.	School assessed tasks  Examination
Unit 2	In Unit 2, students learn about the global community and the global actors that are part of this community. Students explore the many ways that our lives have been affected by the process of globalisation. Students investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.	School assessed tasks  Examination
Unit 3 & 4	<p>In Unit 3, students investigate the key global actors of contemporary global politics (such as countries, and organisations such as the UN), and their aims, roles and power.</p> <p>In Unit 4, students investigate key global challenges facing the international community in the 21st century.</p>	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

### ADVICE TO STUDENTS:

This subject is for those students who are interested in the country and the globalised world in which we live. It is for students who are looking to understand the workings of power, both within our Australian democracy, and at an international level.

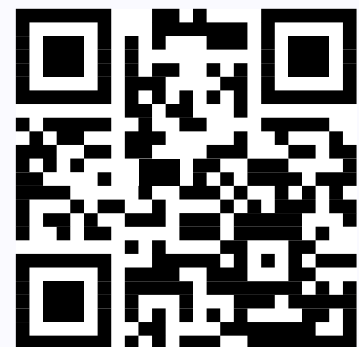


# BIOLOGY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>The cell as the basic building block of life. What are its parts? How do they work? How do they combine to form organs and systems?</li> <li>How living things are able to adapt to survive in a changing environment</li> <li>How we control our internal environment like regulating our temperature</li> <li>The classification of living things into different groups</li> <li>How living things interact with their surroundings in ecosystems</li> </ul>	<p>Topic Tests</p> <p>Practical Work (Student Designed Experiment)</p> <p>Fieldwork</p> <p>Examination</p>
Unit 2	<ul style="list-style-type: none"> <li>The different ways that living things reproduce to continue life</li> <li>Exploring the concept of a gene and how genetic information is passed from one generation to the next. Looking at patterns of how different things are inherited in generations</li> </ul>	<p>Topic Tests</p> <p>Practical Work</p> <p>Fieldwork</p> <p>Investigation of an Issue</p> <p>Examination</p>
Unit 3 & 4	<p>Exploring the specifics of how cells work including gene regulation and protein production, crossing membranes, and photosynthesis and cellular respiration</p> <ul style="list-style-type: none"> <li>How cells communicate with each other and the immune response</li> <li>Exploring how related living things are and how they have evolved over time</li> <li>How human technology is influencing genetics</li> </ul>	<p>Topic Tests</p> <p>Extended Investigation</p> <p>Examination</p> <p>Scientific Poster</p>

## ADVICE TO STUDENTS:

You should consider studying biology if you have shown strengths in science, in particular studies of the human body, cells and cellular function, ecosystems, animal classification, genetics and evolution. This subject **may** be required for pathways into medicine, health care, zoology, sports science, veterinary science, pharmacology and scientific research.





## BUSINESS MANAGEMENT

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Unit 1 students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.	School assessed tasks  Examination
Unit 2	Unit 2 students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.	School assessed tasks  Examination
Unit 3 & 4	In Unit 3 students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. In Unit 4 students study a theoretical model and consider strategies to manage change in the most efficient and effective ways to improve business performance, investigating effective management and leadership in change management strategies.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

### ADVICE TO STUDENTS:

Business Management is suitable for students who are considering owning and operating their own business at some point in the future. It will expose students to a variety of factors to consider when planning and starting a business.



# CHEMISTRY

UNIT	DESCRIPTION	ASSESSMENT
<p><b>Unit 1</b></p>	<ul style="list-style-type: none"> <li>• The different types of elements and the periodic table</li> <li>• Different types of chemical bonding and reactions</li> <li>• The properties of different materials and how they relate to their chemistry</li> <li>• How we can count atoms using the mole</li> <li>• The amazing range of compounds from carbon</li> </ul> <p>Using Chemistry to create sustainable futures</p>	<p>Research Investigation</p> <p>Practical Investigations</p> <p>Topic Tests</p> <p>Examination</p>
<p><b>Unit 2</b></p>	<ul style="list-style-type: none"> <li>• The amazing properties of water</li> <li>• Understanding acids and bases</li> <li>• The processes of oxidation and reduction</li> <li>• Dissolving and measuring substances in water</li> </ul> <p>Analysing water samples for different substances</p>	<p>Student Designed Practical Investigations</p> <p>Topic Tests</p> <p>Examination</p>
<p><b>Unit 3 &amp; 4</b></p>	<ul style="list-style-type: none"> <li>• The various energy options and the chemical production of materials, focussing on efficiency, renewability and the impact on the environment</li> <li>• Understanding reaction rates and yields of products in equilibrium systems.</li> <li>• Exploring the conversions between chemical and electrical energy in both directions</li> <li>• Exploring the chemistry of the food we eat</li> </ul> <p>Organic Chemistry</p>	<p>Practical Investigation</p> <p>Student Designed Experiment</p> <p>Topic Tests</p> <p>Examination</p>

## ADVICE TO STUDENTS:

You should consider studying Chemistry if you have shown strengths in science, in particular your studies of elements, substances and mixtures, chemical reactions, energy and writing laboratory reports. It would also be beneficial if you enjoy or are good at mathematics. This subject may be required for pathways into medicine, dietetics, veterinary science, pharmacology and scientific research.



# CLASSICAL STUDIES

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>Classical Greece and Rome have greatly influenced Western society and culture. This study introduces students to universal ideas, issues and values that are at the core of humanity, explored through a study of ancient cultures, their mythology, literature, art and architecture.</p>	<p>School assessed tasks  Examination</p>
Unit 2	<p>In these units students explore the field of archaeology, and then explore the links between archaeology and mythology. They then study works from these cultures.</p>	<p>School assessed tasks  Examination</p>
Unit 3 & 4	<p>Classical Greece and Rome have greatly influenced Western society and culture. This study introduces students to universal ideas, issues and values that are at the core of humanity, explored through a study of ancient cultures, their mythology, literature, art and architecture. In this sequence students study works in more detail, analysing and commenting on the ideas, issues and values which they represent and illustrate. By exploring the cultures of Greece and Rome students are able to reflect on the values and origins of modern society.</p>	<p>Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

Classical Studies is for students who are fascinated by the ancient world – especially the societies and cultures of Ancient Greece and Rome – and want to explore it in more detail.

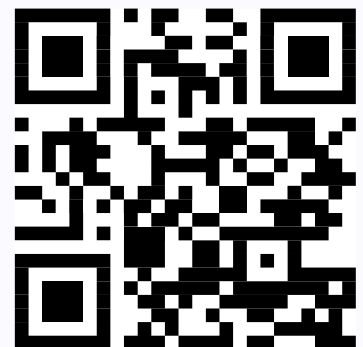


# DRAMA

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>In Drama, you will learn about playwrights and artists that revolutionised theater in the 20th century, as well as innovative modern playwrights of our time. You will learn how to use their theatrical conventions to create your own exciting works. You will get to workshop and create your own exhilarating pieces about characters and topics that you are extremely passionate about, both as part of an ensemble as well as a solo task.</p>	<p>Performance skills assessed through various performances, which may be individual or in groups.</p>
Unit 2	<p>You will be given thought provoking stimulus material that you will then use to workshop your ideas through storytelling, improvisation and blocking. Then you will learn how to bring your ideas to life with stage blocking and incorporating production areas such as costumes, props, lighting and technologies.</p>	<p>Performance skills assessed through various performances, which may be individual or in groups.</p>
Unit 3 & 4	<p>In Drama, you will develop an understanding of performance and acting through a variety of practical workshops and by reflecting on the processes involved in creating theater. By interpreting various stimulus materials, you will create your own performances using the processes of play making to create your own unique characters. The main performance style you will study is non-naturalism and you will use this style to further explore different ways of performing.</p>	<p>Solo Performance  Self-Devised Ensemble Performance.</p>

**ADVICE TO STUDENTS:**

Drama is for you if you want to learn more about drama and improve your acting skills. If you want to develop your confidence, collaborative skills and charisma, then VCE Drama is for you!





# ECONOMICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>In Unit 1, students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.</p>	<p>School assessed tasks</p> <p>Examination</p>
Unit 2	<p>In Unit 2, students analyse two contemporary economics issues from a local, national and international perspective. They will investigate the economic factors influencing the issue and consider the perspectives of relevant economic agents, evaluating the validity and effectiveness of responses to the issue.</p>	<p>School assessed tasks</p> <p>Examination</p>
Unit 3 & 4	<p>Unit 3- Investigate the role of the market in allocating resources and examine factors that are likely to affect the price and quantity of goods/services. Investigate the influencing factors on the levels of aggregate demand/supply in the economy and use theories to explain how changes might influence the achievement of the Australian Government's domestic macroeconomic goals.</p> <p>Unit 4- Build understanding of how the Australian Government manages budget and monetary policies to influence aggregate demand and supply to achieve domestic macroeconomic goals and improved living standards.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

Economics is suitable for students who wish to consider how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society.



# ENGLISH LANGUAGE

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>ASSESSMENT</b>
<h2>Unit 1</h2>	<p>In Unit 1 Language and Communication, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. They explore the various functions of language and the nature of language as an elaborate system of signs. Students examine the relationship between speech and writing as the dominant modes of language and the impact of situational and cultural context on language choices. They also investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.</p>	<p>School assessed tasks</p> <p>Examination</p>
<h2>Unit 2</h2>	<p>In Unit 2 Language Change, students focus on language change as an inevitable and a continuous process. They consider factors contributing to change over time in the English language and factors contributing to the spread of English. Students explore texts from the past and from the present, considering how all subsystems of the language system are affected with consideration of the various attitudes towards language change. They also explore the various possibilities for the future of English.</p>	<p>School assessed tasks</p> <p>Examination</p>
<h2>Unit 3 &amp; 4</h2>	<p>Unit 3- Examine the differences between formal and informal language, as well as the relationship between these registers and their social context/purpose. Examine through analysis the various discourse strategies that interlocutors employ to achieve the function of any given discourse.</p> <p>Unit 4- Focuses on English language variation within Australian society and how this variation can be used to construct identity within and outside speech communities. Determine that language usage has a range of given norms based on social purpose, culture and context.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

### **ADVICE TO STUDENTS:**

Students who have a very strong proficiency in English and are looking to challenge themselves in the intricacies of the English language, and elements of linguistics.



# ENGLISH

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	In this unit, students will engage in the creation of multiple text types, leaning on close analysis of mentor texts, explaining their authorial choices and actioning meaningful peer and teacher feedback. They will read and analyse a set text and present personal responses to the set text in making text to text, text to self and text to world connections.	School assessed tasks  Examination
Unit 2	In this unit, students will engage in analysis and presentation of language and argument for persuasive purposes. Students will also read and analyse a set text, presenting a sustained analytical response in essay form.	School assessed tasks  Examination
Unit 3 & 4	Throughout units 3&4 English, students will engage with a framework of ideas and engage in written responses to mentor texts. They will complete written and analytical responses to a set texts and persuasive texts. They will also develop and present their own point of view text.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

## ADVICE TO STUDENTS:

Students must choose at least one study from English, EAL, Literature or English Language in order to fulfil their English VCE requirements. Students who select English will learn analysis of text, film and persuasive argument as well as developing their skills in presenting ideas and arguments orally.





## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>• Reading and Exploring Texts</li> <li>• Creating Texts</li> </ul>	<p>School assessed tasks</p> <p>Examination</p>
Unit 2	<ul style="list-style-type: none"> <li>• Reading and Exploring Texts</li> <li>• Exploring Texts</li> </ul>	<p>School assessed tasks</p> <p>Examination</p>
Unit 3 & 4	<ul style="list-style-type: none"> <li>• Reading and Responding to Texts</li> <li>• Creating Texts</li> <li>• Analysing Argument</li> </ul>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

### ADVICE TO STUDENTS:

Students who select EAL will learn analysis of text, film and persuasive argument as well as developing their skills speaking and listening.



# ENVIRONMENTAL SCIENCE

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>ASSESSMENT</b>
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>♦ How is life sustained on Earth?</li> <li>♦ The major systems that exist on Earth and how they sustain life</li> <li>♦ The inputs and outputs for life forms</li> <li>♦ Earth systems</li> <li>♦ How environmental factors affect Earth over time</li> </ul>	Practical Investigations  Student Designed Practical Activities  Topic Tests  Examination
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>♦ Exploring pollution management</li> <li>♦ Measuring, monitoring and treating pollution</li> <li>♦ The complex management of pollution including air, water and soil pollution</li> <li>♦ Case study of a selected pollutant</li> <li>♦ Maintaining food and water security</li> <li>♦ Minimising human impacts on the Earth’s systems</li> </ul>	Practical Investigations  Topic Tests  Scientific communication  Examination
<b>Unit 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>♦ Exploring biodiversity. Why is it important? How does it change over time and how do we measure it?</li> <li>♦ Threats to biodiversity and how we can protect and restore it</li> <li>♦ Sustainable environmental development</li> <li>♦ Reducing the impacts of human energy use</li> <li>♦ Exploring the climate, how it is measured and changes over time</li> </ul> <p>Organic Chemistry</p>	Written Reports Tests Practical Investigations Student Designed Experiment Case Study Analysis Scientific poster

**ADVICE TO STUDENTS:**

You should consider studying Environmental Science if you have shown strengths in science, in particular your studies of our Earth (ecosystems and plate tectonics), energy, and biology and chemistry units. This subject may be useful for pathways into Environmental consultancy, Environmental education, Environmental engineering, Nature conservation and Town planning.



## EXTENDED INVESTIGATION

### Unit 3

Students who undertake this subject will learn to construct a rigorous research question and how to apply research methods to research a chosen area of investigation. Students will learn to become more independent learners as well as critical and reflective thinkers.

Written Assessments  
Research Tasks  
Oral Report

### Unit 4

Students who undertake this subject will learn to construct a rigorous research question and how to apply research methods to research a chosen area of investigation. Students will learn to become more independent learners as well as critical and reflective thinkers.

Written Assessments  
Research Tasks  
Oral Report

### ADVICE TO STUDENTS:

Students who are autonomous and self-motivated. Students who would like to learn in a University Style and have the time and commitment to give to a year- long investigative project.

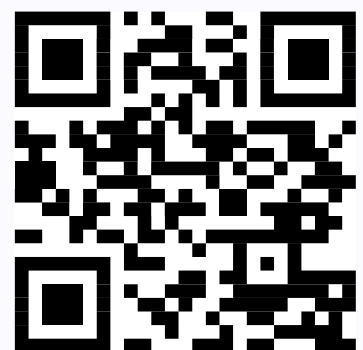


# FOOD STUDIES

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>If you are curious about where your food comes from and how our “Australian cuisine” came about, then this subject is for you. Learn how our food is produced and how many different factors can have a positive and negative impact on the food that is available to us.</p> <p>If you like conducting research, cooking and planning your own foods and recipes to meet a particular situation then this subject is for you.</p>	<p>Practical Activities</p> <p>Oral Presentation</p> <p>Written Report</p> <p>Practical Demonstration</p>
Unit 2	<p>If you are curious about where your food comes from and how our “Australian cuisine” came about, then this subject is for you. Learn how our food is produced and how many different factors can have a positive and negative impact on the food that is available to us.</p> <p>If you like conducting research, cooking and planning your own foods and recipes to meet a particular situation then this subject is for you.</p>	<p>Practical Activities</p> <p>Oral Presentation</p> <p>Written Report</p> <p>Practical Demonstration</p>
Unit 3 & 4	<p>Investigate the many roles and everyday influences of food. You will explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviors develop within social environments.</p> <p>Examine debates about global and Australian food systems, investigating issues about the environment, ecology, ethics and farming practices.</p>	<p>Various practical and written assessments 60%</p> <p>End-of-year examination: 40 per cent</p> <p>This class attracts a materials fee of \$100</p>

## ADVICE TO STUDENTS:

VCE Food Studies is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small scale perspective to mass production. Throughout the units, students will develop skills in the planning, preparation and evaluation of food products.





# FRENCH

## UNIT

## DESCRIPTION

## ASSESSMENT

### Unit 1

Students will learn about French Language and culture. They will learn how to write, read and speak in French. Students will be required to learn French grammar and vocabulary in order to achieve success in this subject.

Written work  
Oral presentations  
Conversations  
Comprehension tasks

### Unit 2

Students will learn about French Language and culture. They will learn how to write, read and speak in French. Students will be required to learn French grammar and vocabulary in order to achieve success in this subject.

Written work  
Oral presentations  
Conversations  
Comprehension tasks

### Unit 3 & 4

Students will learn about French Language and culture. They will learn how to write, read and speak in French. Students will be required to learn French grammar and vocabulary in order to achieve success in this subject.

Written work  
Oral presentations  
Conversations  
Comprehension tasks

### ADVICE TO STUDENTS:

French is for students who have a passion for learning a language. Those students who have demonstrated a commitment to French through earlier years of study are encouraged to select French in VCE. Students with little to no prior study in French are able to apply but MUST be fully committed to this study in order to gain success.



# GEOGRAPHY

UNIT	DESCRIPTION	ASSESSMENT
<p><b>Unit 1</b></p>	<p>The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Units 1 and 2 focus on Hazards and disasters, and Tourism.</p>	<p>Fieldwork Exercises</p> <p>Written Reports</p>
<p><b>Unit 2</b></p>	<p>The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Units 1 and 2 focus on Hazards and disasters, and Tourism.</p>	<p>Fieldwork Exercises</p> <p>Written Reports</p>
<p><b>Unit 3 &amp; 4</b></p>	<p>The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Units 3 and 4 focus on the Changing Land, and Human Population..</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

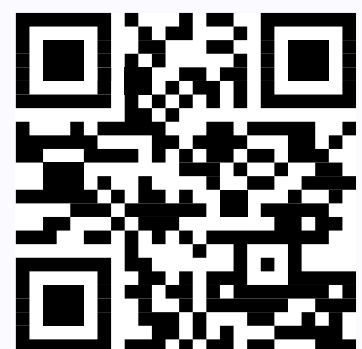
Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

# HEALTH AND HUMAN DEVELOPMENT

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Learn about the wellbeing issues that impact on young people in Australia, and how to promote change and action. Learn which foods are beneficial to eat and why, and the different stages that people go through in their lives, from conception until death.	Research tasks Presentations End of unit SAT's
Unit 2	Learn about the wellbeing issues that impact on young people in Australia, and how to promote change and action. Learn which foods are beneficial to eat and why, and the different stages that people go through in their lives, from conception until death.	Research tasks Presentations End of unit SAT's
Unit 3 & 4	Learn about the role of the World Health Organisation and United Nations in promoting health across the world, and how that influences the health of people here in Australia. Learn about how people and governments have viewed health over time, and how big changes can lead to big improvements in the health of our community.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

## ADVICE TO STUDENTS:

Students who are passionate about the health, wellbeing and development of young people, and want to understand how governments and organisations promote and support the health of the community.





# 20TH CENTURY HISTORY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p><b>1918 - 1939</b></p> <p>Learn about the effects of WWI and the rise of fascism in the interwar years.</p> <p>Examine social and cultural change in places such as the USA &amp; Germany during the 1920s and 30s.</p> <p>Learn to analyse written, visual and spoken texts and use this analysis as evidence to support their ideas.</p>	<p>Source Analysis</p> <p>Historical Inquiry</p> <p>Essay</p> <p>Analysis of Historical Interpretations</p>
Unit 2	<p><b>1945 - 2000</b></p> <p>Explore the competition between capitalism and communism in the context of the Cold War between the USA and the USSR. Study challenges to and changes in existing societies, such as the Civil Rights Movement or the Troubles in Northern Ireland.</p> <p>Learn to evaluate a range of sources to critically compare the way different perspectives have been represented in the past to influence people's views.</p>	<p>Source Analysis</p> <p>Historical Inquiry</p> <p>Essay</p> <p>Analysis of Historical Interpretations</p>
Unit 3 & 4	<p><b>UNITS 3 &amp; 4 REVOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>• Russian Revolution, 1917-1927</li> <li>Chinese Revolution 1949-1971</li> </ul> <p><b>UNITS 3 &amp; 4 ANCIENT HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>Ancient Rome</li> </ul> <p><b>UNITS 3 &amp; 4 AUSTRALIAN HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Colonial Society to Nation</li> <li>Old Certainties and New Visions</li> </ul>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

**ADVICE TO STUDENTS:**

This subject is for students who are interested in exploring the historical past and the people, ideas and events that have created today's societies. It is also for those who want to better understand themselves, others and our world. This subject builds on knowledge from Year 10 History and Humanities.





# ANCIENT HISTORY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p><b>Ancient Mesopotamia</b></p> <p>Students learn about the rise of civilisation, city-states and the growth of empires. They also examine pivotal human inventions such as writing. Students will exam patterns of change and continuity over time using primary source evidence.</p>	<p>Source Analysis</p> <p>Historical Inquiry</p> <p>Essay</p> <p>Analysis of Historical Interpretations</p>
Unit 2	<p><b>Ancient Egypt</b></p> <p>Students explore the civilisation of ancient Egypt which remained relatively stable for 3000 years. Students consider the importance of primary sources to historical inquiry and consider how historical interpretations can differ.</p>	<p>Source Analysis</p> <p>Historical Inquiry</p> <p>Essay</p> <p>Analysis of Historical Interpretations</p>
Unit 3 & 4	<p><b>UNITS 3 &amp; 4 REVOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>• Russian Revolution, 1917-1927</li> <li>Chinese Revolution 1949-1971</li> </ul> <p><b>UNITS 3 &amp; 4 ANCIENT HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>Ancient Rome</li> </ul> <p><b>UNITS 3 &amp; 4 AUSTRALIAN HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Colonial Society to Nation</li> <li>Old Certainties and New Visions</li> </ul>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

**ADVICE TO STUDENTS:**

This subject is for students who are interested in exploring the historical past and the people, ideas and events that have created today's societies. It is also for those who want to better understand themselves, others and our world.



# JAPANESE

UNIT	DESCRIPTION	ASSESSMENT
<p><b>Unit 1</b></p>	<p>Students will learn about Japanese Language and culture. They will learn how to write, read and speak in Japanese. Students will be required to learn Japanese grammar and vocabulary in order to achieve success in this subject.</p>	<p>Written Work</p> <p>Oral Presentations</p> <p>Conversations</p> <p>Comprehension Tasks</p>
<p><b>Unit 2</b></p>	<p>Students will learn about Japanese Language and culture. They will learn how to write, read and speak in Japanese. Students will be required to learn Japanese grammar and vocabulary in order to achieve success in this subject.</p>	<p>Written Work</p> <p>Oral Presentations</p> <p>Conversations</p> <p>Comprehension Tasks</p>
<p><b>Unit 3 &amp; 4</b></p>	<p>Students will learn about Japanese Language and culture. They will learn how to write, read and speak in Japanese. Students will be required to learn Japanese grammar and vocabulary in order to achieve success in this subject.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

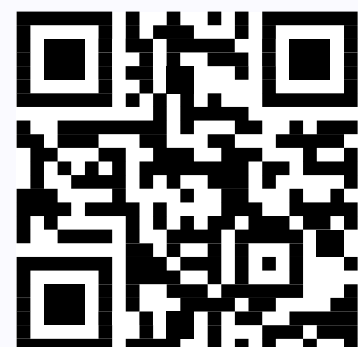
Japanese is for students who have a passion for learning a language. Those students who have demonstrated a commitment to French through earlier years of study are encouraged to select Japanese in VCE. Students with little to no prior study in Japanese are able to apply but **MUST** be fully committed to this study in order to gain success.

# LEGAL STUDIES

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>Unit 1 - Develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.</p> <p>Investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 2	<p>Unit 2 - Focus on how when rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed.</p> <p>This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 3 & 4	<p>Unit 3 - Examine the methods and institutions in the justice system and consider their appropriateness in resolving disputes. Consider the different courts within the Victorian court hierarchy, as well as other legal institutions.</p> <p>Unit 4 - Examine how Australia's laws and legal system involve an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. Explore how the Australian Constitution establishes and limits law making powers.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

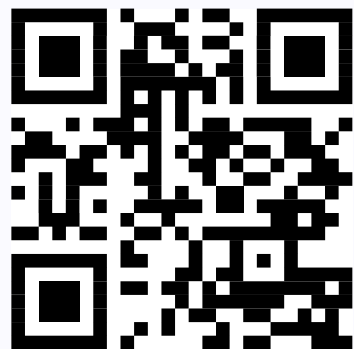
Legal Studies is suitable for those who have an interest or curiosity about the range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. Students will investigate how laws are made, applied, along with specific examples of different types of crimes and civil infractions.



# LITERATURE

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Students who choose literature will learn how to be more critical readers of texts. They will learn to engage with classic texts, as well as more modern examples of literature. They will explore how authors create texts in order to comment on a range of issues and views and values present within the world.	School Assessed Tasks  Examination
Unit 2	They will also have the opportunity to reflect upon themselves as readers and how their own backgrounds, culture and experiences impact the ways in which they engage with texts from different times and representing different cultures or societies. Look at how texts relate to one another and how they can influence the development of other texts. Look at other viewpoints of texts and different interpretations.  Units 1 and 2 will focus on Approaches to Literature and Context and Connections.	School Assessed Tasks  Examination
Unit 3 & 4	In these units, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning shifts as a result. In the second half of the year, students consider the context of their responses to texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

**ADVICE TO STUDENTS:**  
Students must choose at least one study from English, EAL, Literature or English Language in order to fulfil their English VCE requirements. Students who select Literature will approaches to literature, context and connections in literature, form and transformation and how to interpret texts.



# FOUNDATION MATHEMATICS

UNIT	DESCRIPTION	ASSESSMENT
<h2>Unit 1</h2>	<ul style="list-style-type: none"> <li>• Every day use of number</li> <li>• Data analysis &amp; statistics</li> <li>• Financial &amp; consumer mathematics</li> <li>• Measurement</li> </ul>	Assignments/tests Portfolio Modelling & Problem solving Mathematical Investigations Examination
<h2>Unit 2</h2>	<ul style="list-style-type: none"> <li>• Generalisations &amp; pattern in number</li> <li>• Data analysis &amp; statistics</li> <li>• Financial &amp; consumer mathematics</li> <li>• Shape &amp; location</li> </ul>	Assignments/tests Portfolio Modelling & Problem solving Mathematical Investigations Examination
<h2>Unit 3 and 4</h2>	<ul style="list-style-type: none"> <li>• Algebra, number &amp; structure</li> <li>• Data analysis, probability &amp; statistics</li> <li>• Financial &amp; consumer mathematics</li> <li>• Space &amp; Measurement</li> </ul>	Mathematical Investigations Examination

### ADVICE TO STUDENTS:

These units are for those students who require VCE maths skills to support other subject, including VET, and for future work & life goals. The key knowledge, skills & understanding of these units are strongly based in the use of mathematics for daily life.

# GENERAL/FURTHER MATHEMATICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>Investigating and comparing data distributions</li> <li>Financial mathematics</li> <li>Linear functions: graph, equations, and models</li> <li>Matrices</li> </ul>	<p>Problem solving &amp; modelling</p> <p>Assignments/test</p> <p>Mathematical investigations</p> <p>Examinations</p>
Unit 2	<ul style="list-style-type: none"> <li>Bivariate data</li> <li>Graphs &amp; networks</li> <li>Variation</li> <li>Space, measurement &amp; trigonometry</li> </ul>	<p>Problem solving &amp; modelling</p> <p>Assignments/test</p> <p>Mathematical investigations</p> <p>Examinations</p>
Unit 3 & 4	<ul style="list-style-type: none"> <li>Data &amp; statistics</li> <li>Recursion &amp; financial modelling</li> <li>Matrices &amp; their applications</li> <li>Networks &amp; decision mathematics</li> </ul>	<p>Application tasks</p> <p>Problem solving &amp; modelling</p> <p>Examination</p>

## ADVICE TO STUDENTS:

These units are designed to prepare students for general employment, business or further study and are accessible to a wide range of students

# MATHEMATICAL METHODS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>Polynomial &amp; power functions</li> <li>Calculus: rates of changes</li> <li>Probability &amp; counting techniques</li> </ul>	Problem solving & modelling  Mathematical investigation  Examination
Unit 2	<ul style="list-style-type: none"> <li>Trigonometric functions</li> <li>Exponentials &amp; Logs</li> <li>Calculus: Differentiation &amp; anti-differentiation</li> <li>Advanced probability</li> </ul>	Problem solving & modelling  Mathematical investigation  Examination
Unit 3 & 4	<ul style="list-style-type: none"> <li>Functions &amp; relations: including related algebra, transformations, graphing &amp; equation solving.</li> <li>Trigonometric functions: including graphing &amp; equation solving</li> <li>Calculus: differentiation &amp; integration</li> <li>Applications of calculus</li> <li>Advanced probability &amp; statistics</li> </ul>	Application task  Problem solving & modelling  Examination

## ADVICE TO STUDENTS:

These units explore the application of mathematics to practical and theoretical contexts. They provide background knowledge for future study in STEM fields, humanities, economics & medicine. Methods is recommended for students who are good at, an enjoy maths, like graphing & algebra and more abstract maths. 1&2 Methods is a pre-requisite for 3&4 Methods & Specialist.



# SPECIALIST MATHEMATICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>Arithmetic and Number – including surds and complex numbers</li> <li>Geometry and trigonometry – including Pythagoras, Basic trigonometry, Trigonometry in all quadrants</li> <li>Algebra and Structure – including indices, equation solving, variation and polynomials, quadratics and partial fractions</li> <li>Use of appropriate technology (CAS)</li> </ul>	Assignments/Tests  Problem solving & Modelling  Mathematical investigation  Examination
Unit 2	<ul style="list-style-type: none"> <li>Geometry, measurement and trigonometry – including vectors and proofs</li> <li>Algebra and structure – including trigonometric transformations</li> <li>Graphs of linear and non linear relations – including circles, ellipses and reciprocal functions, and kinematics</li> <li>Use of appropriate technology (CAS)</li> </ul>	Assignments/Tests  Problem solving & Modelling  Mathematical investigation  Examination
Unit 3 & 4	<ul style="list-style-type: none"> <li>Complex Numbers</li> <li>Trigonometry</li> <li>Vector</li> <li>Coordinate Geometry</li> <li>Calculus -Differentiation and its applications</li> <li>Calculus – Antidifferentiation and its applications</li> <li>Kinematics , Dynamics and statics</li> <li>Probability and Sampling</li> <li>Use of appropriate technology (CAS)</li> </ul>	Application Tasks  Problem solving & Modelling  Examination

## ADVICE TO STUDENTS:

These units explore mathematical structures, reasoning, and proof. They provide background knowledge for advanced studies in mathematics and other STEM fields. Students should select this subject if they are very good at maths and are looking for a challenging extension subject. You must also select (or have completed) Methods to select Specialist Maths.



# MEDIA

UNIT	DESCRIPTION	ASSESSMENT
<p><b>Unit 1</b></p>	<p>In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
<p><b>Unit 2</b></p>	<p>In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
<p><b>Unit 3 &amp; 4</b></p>	<p>In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form and reflect on and document their progress.</p> <p>In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.</p>	<p>Unit 3 &amp; 4 Coursework: 20 per cent</p> <p>Unit 3 &amp; 4 Production: 40 per cent</p> <p>End-of-year examination: 40 per cent</p>

## ADVICE TO STUDENTS:

VCE Media provides students with the opportunity to develop skills in various forms of media. Students learn about how various people and places are represented by the media and how the media influences what we think and what we think about. This study will also allow students to learn how to deconstruct text such as film and photography.



# MUSIC PERFORMANCE

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>Explore five musical skills - performance, theory, aural, analysis, and composition. Perform as a soloist and as a member of an ensemble and select various styles of music to learn and perform. Develop your technical skills (on your instrument or vocals) to support your musical accuracy, agility, expression and communication of performance pieces.</p> <p>Explore advanced music theory and improve your aural skills, as well as developing language to analyse music.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 2	<p>In Semester Two, you will have the opportunity to write your own music and investigate ways of recording and performing your own compositions.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 3 & 4	<p>You will explore four areas of musicianship - performance, analysis and interpretation, technical skills, as well as theory and aural skills.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

Do you have a passion for performing and playing musical instruments or singing? Are you interested in working in the music industry? Then you should choose VCE Music.

# OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>What motivates people to participate in outdoor experiences, and the benefits it can provide. How to safely and sustainably undertake outdoor adventurous activities. The different types of environments that make up the Australian outdoors.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 2	<p>What motivates people to participate in outdoor experiences, and the benefits it can provide. How to safely and sustainably undertake outdoor adventurous activities. The different types of environments that make up the Australian outdoors.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 3 & 4	<p>Students will understand the characteristics of Australian environments and how people have changed their interactions with these environments over time. You will also participate in outdoor activities in a safe and sustainable way, and learn how to manage and maintain outdoor environments for future generations.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

Students who are drawn to nature and want to participate in outdoor experiences, and want to understand the impact and perceptions that people have of the outdoors.





# PHILOSOPHY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Topics from the Nature of Existence, and The Study of Knowledge, Thinking and Reasoning, Evaluating and deciding, Problems with value Theories, and Techniques of Inquiry.	School Assessed Tasks Examination
Unit 2	Topics from the Nature of Existence, and The Study of Knowledge, Thinking and Reasoning, Evaluating and deciding, Problems with value Theories, and Techniques of Inquiry.	School Assessed Tasks Examination
Unit 3 & 4	Areas of Study will be taken from, Mind and Body, Theories of personal Identity, Conception of the Good Life, Living a Good Life in the 29th Century.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

## ADVICE TO STUDENTS:

Philosophy is a subject for student who wish to ask themselves the big questions. Who am I? What is Knowledge? Students will be asked to think deeply about their own beliefs and values, and share openly with the class.

# PHYSICAL EDUCATION

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	The bones, muscles and body systems that create movement. How to maximise your performance based on these structures. Students learn about the factors that influence participation in physical activity.	School Assessed Tasks  Examination
Unit 2	The bones, muscles and body systems that create movement. How to maximise your performance based on these structures. Students learn about the factors that influence participation in physical activity.	School Assessed Tasks  Examination
Unit 3 & 4	What effective coaching looks like and the skills a good coach needs to have. Applying biomechanical principles to improve technique and performance. Understanding and applying how energy systems in the body work together to drive movement.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

**ADVICE TO STUDENTS:**

This subject is for students who want to understand how our body creates movement, how to improve physical performance, and how to assess and increase participation in physical activity.





# PHYSICS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>How we can explain thermal effects and the principles of thermodynamics</li> <li>The relationship of thermodynamics with climate science</li> <li>Issues with thermodynamics</li> <li>How electric circuits work including uses and safety considerations</li> <li>Exploration of the atom</li> </ul>	Practical Activities Topic Tests Modelling Activities
Unit 2	<ul style="list-style-type: none"> <li>How we can explain and describe motion</li> <li>Choosing from a variety of options including: What are stars? How do heavy things fly? How do forces act on the human body? What is the difference between nuclear fusion and nuclear fission? How is radiation used to maintain human health? How do particle accelerators work? How can performance in ball sports be improved?</li> </ul>	Practical Activities Topic Tests Modelling Activities
Unit 3 & 4	<ul style="list-style-type: none"> <li>How fields explain motion and electricity</li> <li>Describing gravitation, magnetism and electricity</li> <li>Generation and transmission of electricity</li> <li>Exploring motion and how fast can objects travel</li> <li>Using two contradictory models to explain light and matter</li> </ul>	Practical Activities Topic Tests Student Designed Investigation Report

## ADVICE TO STUDENTS:

Consider studying Physics if you have shown strengths in science, in particular your studies of forces and machines, motion and energy in the form of heat, light and sounds. It would also be highly beneficial if you enjoy or are good at mathematics. It is recommended that students studying physics also consider choosing Systems Engineering as many of the topics are related. This subject may be required for pathways into specialised fields of medicine (such as radiology and radiation therapy), engineering, nuclear science and energy research.

# PRODUCT DESIGN AND TECHNOLOGY

UNIT	DESCRIPTION	ASSESSMENT
<h2>Unit 1</h2>	<p>Experience the satisfaction of designing and making real and multimedia objects, with meaning and function. Learn about sustainable materials and the skills in this production. Develop a range of skills and knowledge, such as designing, drawing, planning, presenting and producing, in preparation for further studies in Unit 3&amp;4.</p> <p>In Unit 1 students apply the design process to projects in a team environment.</p>	<p>School Assessed Tasks</p> <p>Design Folio</p> <p>Examination</p>
<h2>Unit 2</h2>	<p>Experience the satisfaction of designing and making real multimedia objects, with meaning and function. Learn about sustainable materials and the skills in this production. Develop a range of skills and knowledge, such as designing, drawing, planning, presenting and producing, in preparation for further studies in Unit 3&amp;4.</p> <p>In Unit 2 students apply the design process to projects in a team environment.</p>	<p>School Assessed Tasks</p> <p>Design Folio</p> <p>Examination</p>
<h2>Unit 3 &amp; 4</h2>	<p>Experience the satisfaction of creating designed solutions to real problems and opportunities, creating wood and multimedia objects, with meaning and function. Learn about sustainable materials and the skills in this production. Develop a range of skills and knowledge, such as designing, drawing, researching, planning and production, in preparation for further studies in the industrial design area or building/construction.</p> <p>In Unit 3&amp;4, students apply the design process to complete a folio, practical production and an exam.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

### ADVICE TO STUDENTS:

Product Design is a practical subject where students learn and apply practical skills and techniques to designed sustainable and functional items. This subject gives students an understanding of materials and design thinking in our physical world. In unit 2, students learn to work in a team to complete their projects.





# PSYCHOLOGY

UNIT	DESCRIPTION	ASSESSMENT
<p>Unit 1</p>	<p>Psychological development</p> <ul style="list-style-type: none"> <li>• Conducting psychological research</li> <li>• The structure of the brain, and the role it plays in the human nervous system</li> <li>• How brain injury can affect psychological function</li> </ul>	<p>School Assessed Tasks</p> <p>Scientific investigation</p> <p>Examination</p>
<p>Unit 2</p>	<ul style="list-style-type: none"> <li>• Perceptions and distortions of perception</li> <li>• Social cognition, individual and group behaviour</li> <li>• Behaviour can be influenced in many ways</li> <li>• Using scientific investigation</li> </ul>	<p>School Assessed Tasks</p> <p>Scientific investigation</p> <p>Examination</p>
<p>Unit 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>• A greater understanding of the nervous system</li> <li>• The causes of and how to manage stress</li> <li>• How memories are created, and how this can assist learning and change behaviour</li> <li>• The nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour</li> <li>• Influences on mental wellbeing</li> <li>• Scientific Inquiry</li> </ul>	<p>Analysis &amp; evaluation of data, media texts &amp; case studies</p> <p>Comparison &amp; evaluation of practicals</p> <p>Scientific poster</p> <p>Examination</p>

## ADVICE TO STUDENTS:

You should consider studying Psychology if you have shown strengths in science, in particular studies of the human body, cells and writing practical reports. This subject will be useful for pathways into medicine, health care, psychiatry and counselling.





# RELIGION AND SOCIETY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Unit 1 examines the nature and purpose of religion in the daily lives of adherents and how it provides them with meaning. It examines what elements make up a religion and examines the development of religion through the ages. It sources its examples from Christianity, Islam, Hinduism, Buddhism, and Judaism, as well as ancient religions, at the teacher's discretion. It then examines how these systems of belief, where relevant, interact within modern society.	School Assessed Tasks  Examination
Unit 2	Unit 2 examines religion and its ethical framework and how this informs and is also informed by society in general with the exchange of ideas and values.	School Assessed Tasks  Examination
Unit 3 & 4	Unit 3 explores how religion is a response to the search for meaning, whereby adherents express and understand themselves through the aspects of religion, and how this translates into significant life experiences. Unit 4 examines how religions respond to challenges with the last area of study examining in detail a specific case study.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

## ADVICE TO STUDENTS:

This subject is for those students who are interested in other cultures and people, or are interested in exploring their own ideas and beliefs in an objective manner when it comes to how individuals connect and interact within society.



# SOCIOLOGY

## UNIT

## DESCRIPTION

## ASSESSMENT

<b>Unit 1</b>	There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. Students will learn about youth and family, social norms and why people break social rules.	School Assessed Tasks  Examination
<b>Unit 2</b>	There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. Students will learn about youth and family, social norms and why people break social rules.	School Assessed Tasks  Examination
<b>Unit 3 &amp; 4</b>	There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. Students will learn about culture and ethnicity and community, social movements and social change.	Unit 3: 25 per cent  Unit 4: 25 per cent  End-of-year examination: 50 per cent

### ADVICE TO STUDENTS:

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

# ART MAKING & EXHIBITING

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>In this unit students explore materials, techniques, and processes in a range of artforms. They expand their knowledge and understanding of characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific artforms and how they can be used in making artworks. Students also explore the historical development of specific artforms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Students will investigate galleries and research and present their understanding.</p>	<p>School Assessed Tasks</p> <p>Visual Diary</p> <p>Examination</p>
Unit 2	<p>In unit 2 students continue to research how artworks are made by investigating how artist use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understanding how artworks are displayed to audiences, and how ideas are represented to communicate meaning.</p>	<p>School Assessed Tasks</p> <p>Visual Diary</p> <p>Examination</p>
Unit 3 & 4	<p>In this unit students are actively engaged in art making using materials, techniques, and processes. They explore context, subject matter, and ideas to develop art works in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meanings in artworks. Students will research and plan an exhibition of 3 artists.</p> <p>In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating, and extending their ideas and art making to further refine and resolve artworks in a specific art form. This is documented in the student's Visual Arts journal, demonstrating their developing technical skills. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Students will also understand presentation, conservation, and care of artworks, including the conservation and care of their own artworks.</p>	<p>Unit 3: 35 per cent</p> <p>Unit 4: 35 per cent</p> <p>End-of-year examination: 30 per cent</p>

## ADVICE TO STUDENTS:

Studio Art is a creative subject with opportunity for personal growth which will further develop knowledge into the visual arts stream which will enhance any design aspects for future endeavors within the art world. This subject allows an opportunity to work in a variety of materials from traditional 2D/3D to contemporary 2D/3D digital technology and will give students opportunities to explore and experiment in depth. Students will gain self-discipline which will allow you to think deep and problem solve.

# SYSTEMS ENGINEERING

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>In Unit 1 students will learn a wide range of mechanical theory (including mechanical advantage and components), which will be useful in their subsequent project. They will then design and construct their own mechanical system.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 2	<p>In Unit 2 students will learn a wide range of electronics theory (including programming, circuit use and components). They have the option of constructing an entirely electronic system or integrating electronic functionality into their Unit 1 project.</p>	<p>School Assessed Tasks</p> <p>Examination</p>
Unit 3 & 4	<p>In Unit 3, students will dive deeper into mechanical engineering and electrical engineering concepts and learn how to integrate the two concepts into a single project.</p> <p>In Unit 4, students will learn how to build, test, and evaluate the project concept started in Unit 3.</p>	<p>Unit 3: 25 per cent</p> <p>Unit 4: 25 per cent</p> <p>End-of-year examination: 50 per cent</p>

## ADVICE TO STUDENTS:

Year 11 Systems engineering is for students who are interested in an engineering job and/or want to find out what an engineering design process is like on a small scale.





# VISUAL COMMUNICATION AND DESIGN

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>This unit focuses on applying research methods to identify human-centered design problems and the using a brief to define a communication need. They identify and analyse past, present, and personal conceptions of good design and use design terminology in research, analysis, and evaluation. Students formulate ideas about 'good design' and experiment with design elements and principles and typographic conventions and apply this to presentations. Students learn about technical drawing conventions and apply these to resolved documentation drawings.</p>	<p>School Assessed Tasks</p> <p>Folio</p> <p>Examination</p>
Unit 2	<p>Students learn about design of environments and interactive experiences. They use presentation drawing methods to communicate information and ideas associated with the architecture, and interior design and the role of the interactive designer of user-experience.</p> <p>They present environmental design solution based on a chosen design style and investigate culturally appropriate design practices and apply the design process relevant to user-experience and interaction and design projects.</p>	<p>School Assessed Tasks</p> <p>Folio</p> <p>Examination</p>
Unit 3 & 4	<p>This unit focuses on design practice and analysing the work by contemporary designers and the role of visual language when communicating and resolving ideas. Students experiment with the use of manual and digital drawing methods and discover, define design ideas, and write design brief, based on communication needs. They share ideas and gain feedback to be used to further evolve design concepts in Unit 4.</p> <p>This unit focuses on the development of design concepts. Students refine their ideas in response to brief to create two final presentations of visual communications. They devise a pitch communicate concepts and evaluate their designs. They also produce final presentations based on the defined need outlined in their brief.</p>	<p>Unit 3: 35 per cent</p> <p>Unit 4: 35 per cent</p> <p>End-of-year examination: 30 per cent</p>

## ADVICE TO STUDENTS:

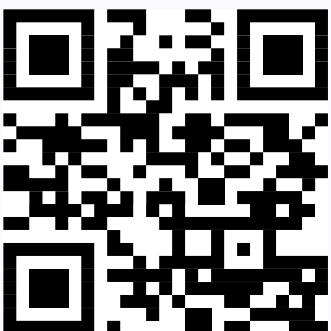
Students that are interested in drawing, designing and communicating and are willing to solve design problems will be interested in Visual Communication Design. Students should have an interest and a willingness to search for their own unique and original solutions to design problems.



[CLICK HERE](#)

# VCEVM

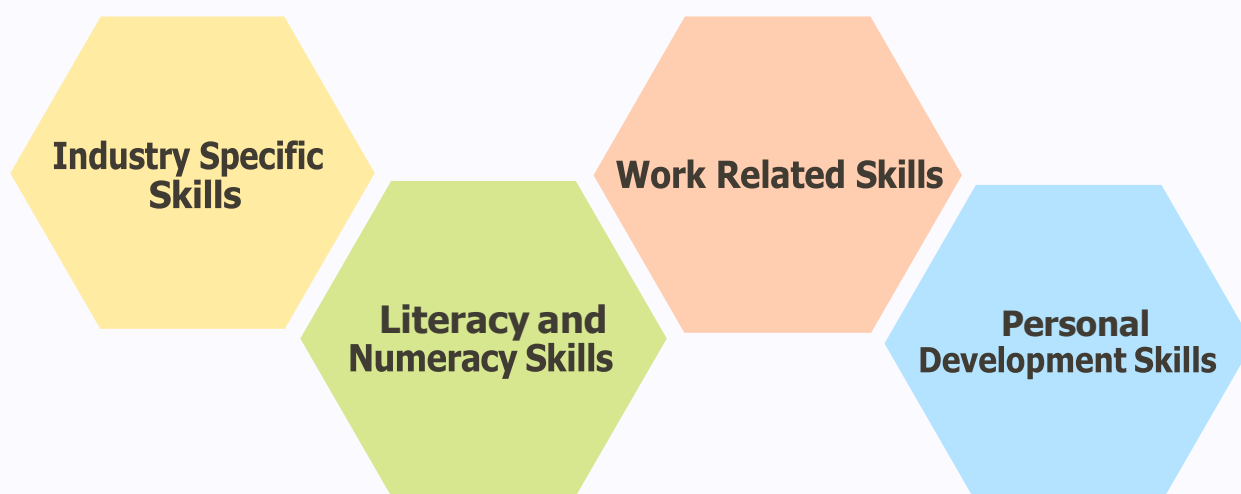
**VICTORIAN CERTIFICATE OF  
APPLIED LEARNING**



# PREAMBLE

Do you really want your Year 12 Certificate, but need a more project based and workplace relevant program? Are you keen to move into an apprenticeship or employment after year 12? The Victorian Certificate of Education, Vocational Major (VCE/VM) is a Year 12 equivalent and is a practical option for students in Years 11 and 12. You will complete a combination of school, work placement and vocational education (VET) in your chosen field, such as Building and Construction or Health Services (choose from over 30 different courses).

VCE/VM is designed to prepare students for further education, training or employment by providing them with hands-on work-related experience, literacy and numeracy skills and an opportunity to develop personal skills. Fully accredited modules and units are selected for four compulsory strands, including:



Students who choose VCE/VM are most likely to go on to start an apprenticeship get a job after completing school or enroll in training at TAFE institutes, rather than applying for university directly. However, further study at University is definitely an option via a TAFE pathway. Students who successfully complete VCE-VM receive a Year 12 Certificate and a statement of results that details the areas of study completed. VCE/VM students do not receive an ATAR.

# STRUCTURE AND ASSESSMENT

The following principles will guide the structure and program access for all students participating in the VCE/VM Certificate. These principles are:

- Participation in applied learning in the VCE/VM is a Senior School Learning Program
- As a Senior School Study Program with an Applied Learning focus, the VCE/VM program may consist of components from the VCE, VET and VM specific units.
- To complete the VCE/VM Certificate, you will satisfactorily complete a minimum 16 units over 2 years. These must include 4 Unit 3&4 Sequences, and units in Maths, Personal Development and Work Related Skills.

- Students are expected to maintain the highest level of study in Literacy (VCE/VM English) and Numeracy (VCE/VM Maths) as core elements that contribute to a VCE/VM program.
- 

- All VCE/VM study units of learning should be selected in accordance with the individual need of each student as identified in the ILP or MIP's Pathway Plan as an annual guide. These units will develop and promote independent learning skills in a planned environment that improves their future options.
- 

- Participation in a VET study, (Industry Specific Skills) is compulsory at Intermediate and Senior Certificate levels.

- Opportunities to complete relevant work-based experience can be tailored to individual student needs.

- Assessment tasks in all units of study, VCE, VET and VCE/VM are extensive and will require a strong commitment to each study to satisfactory complete learning outcomes.

- VCE/VM participants, who do not achieve success in their units of study, will be subject to a program review when necessary to ensure the opportunity of a successful outcome at the Certificate Level can be achieved.

- VCE-VM student will need to be successful in ALL elements of their course, to achieve the Vocational Major certificate at the end of year 12.





**VCE /**

**VM**

**STUDY SUMMARIES**



# LITERACY

## UNIT

## DESCRIPTION

## ASSESSMENT

<p><b>Unit 1</b></p>	<p>In Unit 1 Students will focus on the structures and features of a range of different text formats.</p>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>
<p><b>Unit 2</b></p>	<p>In Unit 2 students expand their knowledge of text formats, and construct responses to current issues.</p>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>
<p><b>Units 3 &amp; 4</b></p>	<p>Unit 3&amp;4 Literacy takes on a more practical approach to literacy. Unit 3 guides student through the use of Literacy in the real world, in understanding documents, forms, and procedures. Unit 4 focusses on advocacy. Being able to communicate effectively, structure arguments and logical reason.</p>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>

### ADVICE TO STUDENTS:

The writing texts will deal with general situations and include some abstract concepts and technical details. Students will produce texts that incorporate a range of ideas, information, beliefs or processes and understand the language devices appropriate to the type of writing text. In reading, students will identify the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the conclusion of VCE- VM Literacy, students will be able to read, comprehend, write a range of complex texts, and be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.



# NUMERACY

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<p>In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.</p>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>
Unit 2	<p>In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.</p>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>
Unit 3 & 4	<p>Units 3 and 4 focus on building the students Mathematical Toolkit. They will build the numeracy over a variety of focus areas.</p> <ul style="list-style-type: none"> <li>• Personal numeracy</li> <li>• Civic numeracy</li> <li>• Financial numeracy</li> <li>• Health numeracy</li> <li>• Vocational numeracy</li> <li>• Recreational numeracy</li> </ul>	<p>Assessments will be designed to reflect the interests of students relevant to outcomes</p>

## ADVICE TO STUDENTS:

Exploring mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. The mathematics involved will include numbers and data, financial numeracy, time and location, measurement and design, the use of software tools and devices, and an understanding of the use of formulae and problem-solving strategies. Students also develop an understanding of the practical components of planning and undertaking an in-depth numeracy-based project, linked to an unfamiliar industry area. At the conclusion of the Unit 3&4 level, students will have the capacity to interpret and analyse how mathematics is represented, and can recognise and use some of the conventions and symbolism of formal mathematics.



## WORK RELATED SKILLS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals.	Assessments will be designed to reflect the interests of students relevant to outcomes
Unit 2	In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation	Assessments will be designed to reflect the interests of students relevant to outcomes
Unit 3 & 4	In Unit 3 students will build knowledge of the role of an individual in a work environment, building positive relationships and impact on others. Unit 4 focuses on the preparation and presentation of a portfolio outlining their learnings and employability skills.	Assessments will be designed to reflect the interests of students relevant to outcomes

### ADVICE TO STUDENTS:

Emphasis is placed on the importance of self and connection to the community through external partnerships. Students are encouraged to apply their learning through community based projects, both internally and externally. Application of learning is achieved by contributing to complex, self-directed projects under supervision; self-direction is required in the planning and work activities. At the conclusion of Unit 3 & 4 level, students will be able to demonstrate critical and creative thinking, planning and organisational skills, problem solving and interpersonal skills, collaborative skills, leadership and decision making skills for teamwork and discuss how these attributes can transfer to their work contexts.

# PERSONAL DEVELOPMENT SKILLS

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.	Assessments will be designed to reflect the interests of students relevant to outcomes
Unit 2	This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.	Assessments will be designed to reflect the interests of students relevant to outcomes
Unit 3 & 4	Unit 3 & 4 of Personal Development is focussed on Leadership, Teamwork and Community. In Unit 3 Students will undertake projects to develop leadership and Team work skills. Drawing on Interpersonal and social awareness skills. Unit 4 leads students into the wider school community, completing a project to raise community social awareness, and engage in community improvement.	Assessments will be designed to reflect the interests of students relevant to outcomes

## ADVICE TO STUDENTS:

To consolidate students' understanding of the complex nature and the importance of OHS in the workplace including the OHS Act, communicating OHS information and conducting risk assessments. Students undertake a self-directed complex OHS project and critically evaluate its success using the skills gained at Intermediate level. Students conduct an in-depth analysis on the current trends and long-term viability of their industry and deliver a sustained presentation of this data.



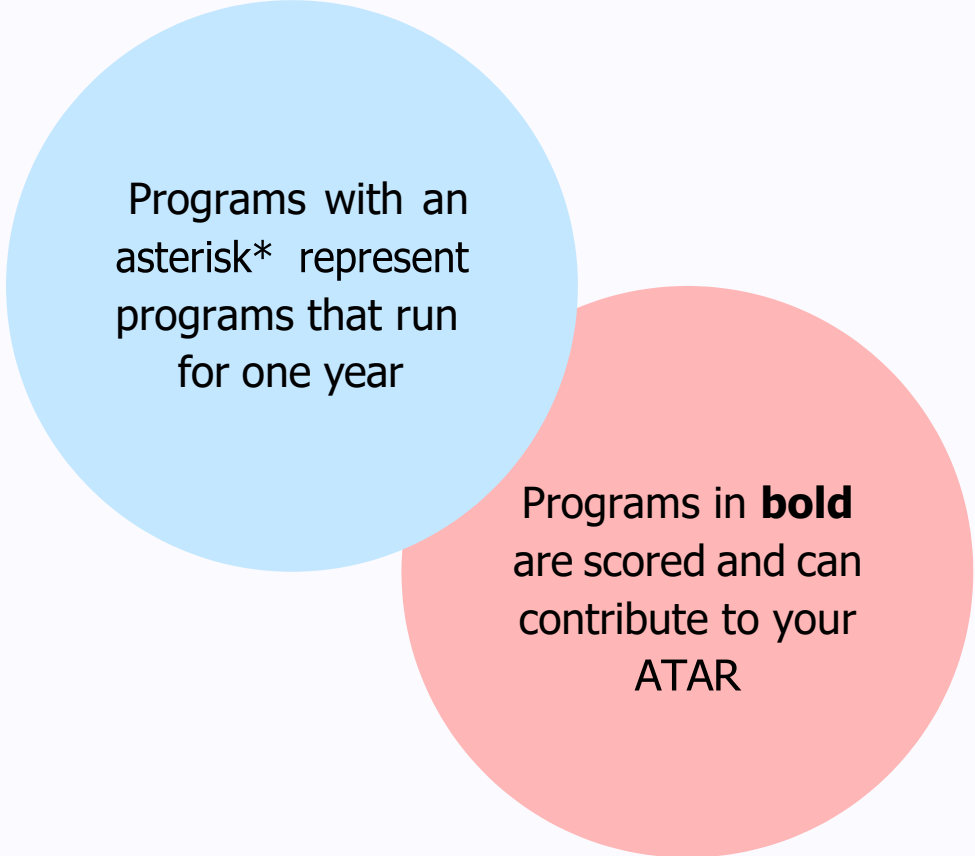
# VETiS

## VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS PROGRAM

# VET PROGRAMS LIST 2023

A VET course is a nationally recognised vocational certificate in a specific industry and interest area. VET courses can contribute to your VCE ATAR or can contribute to successful completion of the VCE Vocational Major.

You will have the opportunity to develop skills and knowledge which will prepare you for employment or further study in your chosen industry. VET courses are also a great way to test out a future career option, while still at school. There are a range of locations available and students must be prepared to travel to the location for their chosen course. Note that students are not always able to obtain their first preference of location, as this is ultimately determined by the VET provider and is dependent on availability.



Programs with an asterisk\* represent programs that run for one year

Programs in **bold** are scored and can contribute to your ATAR

Automotive	Duration	Providers
Certificate II in Automotive Vocational Preparation AUR20720	2 years part time	Chisholm, Skillinvest, other Secondary Colleges
Beauty & Hair		
Certificate III in Beauty Services	2 years part time	TBC
Certificate III in Make-Up SHB30221	2 years part time	TBC
Certificate II in Salon Assistance (Hair) SHB20216	1 year part time	TBC
Building Related Trades		
Certificate II in Building and Construction – Pre-apprenticeship – Bricklaying 22338VIC	2 years part time	Chisholm
Certificate II in Building and Construction – Pre-apprenticeship – Carpentry 22338VIC	2 years part time	Chisholm, Skillinvest, other Secondary Colleges
Certificate II in Plumbing – Pre-apprenticeship 22569VIC	2 years part time	Chisholm, other Secondary Colleges
Certificate II in Electrotechnology (Career Start) UEE22020 Extremely limited places and requires strong maths results	2 years part time	Chisholm, other Secondary Colleges
Business		
Certificate III in Business BSB30120	2 years part time	Chisholm, other Secondary Colleges
Engineering		
Certificate II in Engineering Studies 22470VIC	2 years part time	Chisholm
Health, Community & Childcare		
Certificate III in Health Services Assistance HLT33115	2 years part time	Chisholm, other Secondary Colleges
Certificate III in Early Childhood Education and Care CHC30121	2 years part time	Chisholm, FLC, other Secondary Colleges
Certificate III in Community Services CHC22015	2 years part time	<b>Dandenong High School,</b> Chisholm and other Secondary Colleges
Hospitality & Tourism		
Certificate II in Hospitality SIT20316	2 years part time	Chisholm, FLC, other Secondary Colleges
Certificate II in Kitchen Operations SIT20416	1 year part time	Chisholm, other Secondary Colleges
Certificate III in Tourism SIT30116	2 years part time	Chisholm
Information Technology		
Certificate II in Computer Assembly and Repair UEE20520	2 years part time	Chisholm
Certificate III in Information Technology ICT30120	2 years part time	Chisholm, FLC other Secondary Colleges
Sport & Recreation		
Certificate III in Sport and Recreation SIS30115	2 years part time	<b>Dandenong High School,</b> Chisholm and other Secondary Colleges
Certificate III in Aquatics and Community Recreation SIS31015	1 year part-time	Chisholm
<b>Please note courses at Chisholm maybe located at Dandenong, Berwick or Frankston campus. We will endeavor to enroll you in the closest course, but in selecting a VET study you must be prepared to travel to alternate locations including to other providers and secondary colleges.</b>		



# CERTIFICATE II DANCE

## UNIT

## DESCRIPTION

## ASSESSMENT

### Unit 1

In first year of VET Dance, you will learn some of the basics of developing further on your own dance technique. You will learn about how to dance safely as well as how to build your own dance ability and work on conditioning your body to further develop your dance skills. The first year of VET Dance is about building your skills to be a self-sufficient performer.

Elective Choices: Basic Street Dance Technique, Basic Jazz Technique, Basic Ballet Technique and Basic Tap Dance Technique.

Practical Tasks  
Workbook Activities

### Unit 2

In first year of VET Dance, you will learn some of the basics of developing further on your own dance technique. You will learn about how to dance safely as well as how to build your own dance ability and work on conditioning your body to further develop your dance skills. The first year of VET Dance is about building your skills to be a self-sufficient performer.

Practical Tasks  
Workbook Activities

### Unit 3 & 4

In the 2nd year of dance, you will learn more about the dance industry and what it means to be a professional performer. You will further develop your knowledge and skill in different dance genres as well as further building on your own dance repertoire. You will learn about the audition process and working with others in a collaborative choreographic environment

Elective Choices: Increase Street Dance Technique, Increase Contemporary Dance Technique, Increase Jazz Dance Technique, Increase Ballet Technique, Increase Tap Dance Technique

Practical Tasks  
Workbook Activities

### ADVICE TO STUDENTS:

Are you interested in exploring different elements of dance? Then VET Dance is for you!



# CERTIFICATE III SPORT AND RECREATION

UNIT	DESCRIPTION	ASSESSMENT
Unit 1	<ul style="list-style-type: none"> <li>•</li> <li>• Develop/extend critical thinking skills</li> <li>• Organise personal work priorities/development</li> <li>• Provide First Aid</li> <li>• Use social media tools for collaboration</li> <li>• Provide customer service</li> <li>• Respond to emergency situations</li> <li>• Follow work health and safety policies</li> <li>• Assist with recreation games not requiring equipment</li> </ul> <p>Plan outdoor recreation activities</p>	<p>Practical Tasks</p> <p>Workbook Activities</p>
Unit 2	<ul style="list-style-type: none"> <li>•</li> <li>• Organise and complete daily work activities</li> <li>• Prepare a pre or post event meal</li> <li>• Develop a personal management plan</li> <li>• Develop personal media skills</li> <li>• Develop a personal financial plan</li> <li>• Develop and update sport, fitness and recreation industry knowledge</li> </ul> <p>Follow work health and safety policies</p>	<p>Practical Tasks</p> <p>Workbook Activities</p>
Unit 3 & 4	<ul style="list-style-type: none"> <li>•</li> <li>• Plan and conduct sport and recreation sessions</li> <li>• Facilitate groups</li> <li>• Manage conflict</li> <li>• Conduct basic warm-up and cool down programs</li> <li>• Provide public education on the use of resources</li> <li>• Undertake risk analysis of activities</li> <li>• Interpret weather conditions in the field</li> </ul> <p>Officiate games or competitions</p> <p>Students who complete the Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence.</p>	<p>Practical Tasks</p> <p>Workbook Activities</p>

### ADVICE TO STUDENTS:

This course places an emphasis on sporting skills and industry knowledge. In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills of instructing and officiating in a variety games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered which will be tailored to your interests. The second year of the program brings a focus on fitness training and instruction. You will also develop knowledge of sport and recreation markets and participation patterns, and go on to develop public education programs in a related area.



# VCE SUBJECT MATERIAL FEES

CHEMISTRY	\$10.00 PER YEAR
FOOD STUDIES	\$120.00   \$100.00
MEDIA	\$100.00 PER YEAR
OUTDOOR AND ENVIRONMENTAL STUDIES	\$250.00 PER YEAR
PHYSICS	\$10.00 PER YEAR
PRODUCT DESIGN AND TECHNOLOGY - WOOD	\$60.00 PER YEAR
STUDIO ARTS	\$60.00 PER YEAR
VISUAL COMMUNICATION AND DESIGN	\$40.00 PER YEAR

Please note some subject costings are subject to change

**Faber  
Quisque  
Fortunae –  
Every  
person is the  
Architect of  
their own  
Destiny.**

