



FAIRHILLS
HIGH SCHOOL
KNOX



Fairhills High School

2025

**VCE Subject Selection
Handbook**

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“Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment”

Information in this subject selection handbook is correct as of 17/07/2023.

INSTRUCTIONS FOR SENIOR SUBJECT SELECTION

Senior Secondary Reform

In 2024, students will be enrolled in either the VCE General or the VCE Vocational Major. The VCE Vocational Major VM is recognised internationally, valued by employers and builds on the strengths of students.

The certificate provides the following:

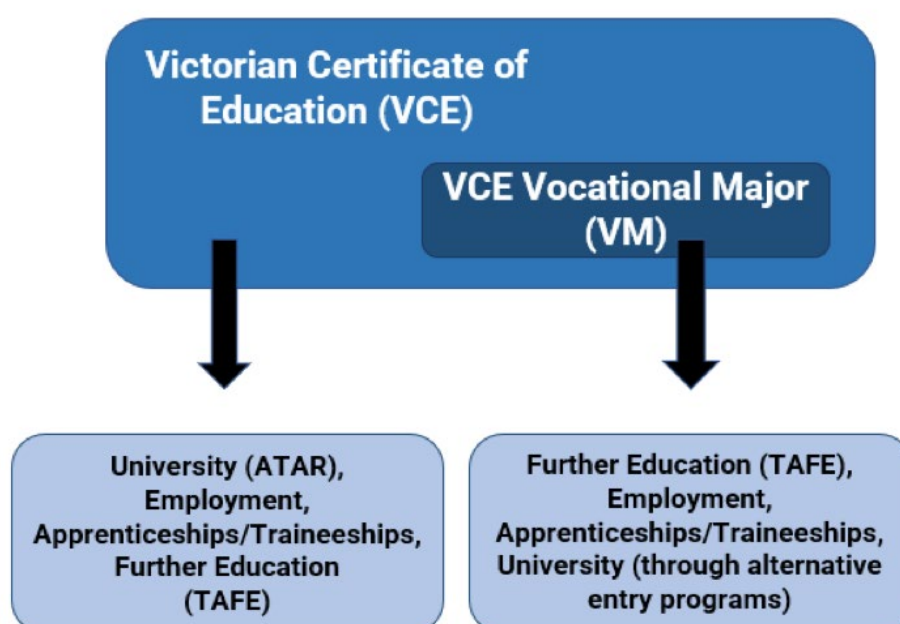
- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE
- opportunities to engage in VCE units of study

Course Selection for 2024

We are supporting all students in their course selections for 2024 and are providing the following advice and information to students considering a VCE Vocation Major VM pathway.

This approach provides assurance and clarity to current Year 11 students some of whom will be among the first cohort to receive a VCE Vocational Major VM Certificate in 2024.

Understanding the different pathways



This is a three-step process

1. **Preliminary subject selections** – to be completed online.
2. **Subject Selection Interviews** – Students and Parents will be required to attend a one-on-one interview with a member of the senior school team to select and finalise their choices. Staff will ensure that the students program supports their Career aspirations, and any prerequisite subjects are included. All student subject selections will be cross checked by staff to ensure that they have included any prerequisites required to meet their career pathway.

These interviews will be held in the week five on 10 August from 9:00am- 6:30pm

3. Programs will be confirmed at the end of semester two, with the distribution of reports. Any student who has not met the grade average will be required to attend a program planning interview.
- **Mainstream Year 11 students** (those entering Year 12 in 2024) are required to select **five Year 12 subjects** in total. This can include VET subjects.
 - **Mainstream Year 10 students** are required to select **six Year 11 subjects** usually including a VET
 - **First year accelerated students** (those entering their first year of VCE) are required to select **six Year 11 subjects** usually including a VET.
 - **Second year accelerated students** (those entering their 2nd year of VCE) may select either **three or four Year 11 subjects** (including Year 11 Literature) plus **two Year 12 subjects** (one of which may be a VET).
 - **Students in Years 11/12 who choose to study only four or five subjects** have timetabled private study periods each week to ensure that they keep fully up to date with their work and have time to fully prepare for their unit SACs (assessment tasks) and end of year exams.

Some units offered at Fairhills High School may incur a fee

VCE, Victorian Baccalaureate and VCAL 2023

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is an internationally recognised certificate which is normally studied over a two-year period; however, it can take longer for some students to complete the certificate. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated. Students typically study between 20 and 24 units (five or six studies) between Years 10 to 12.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units to be awarded the VCE. Included in these 16 units must be:

- At least three English related units
- At least 3 sequences of units 3 and 4 other than English

NOTE: Tertiary entrance students must satisfactorily complete Units 3 and 4 English

It may be possible, depending upon teacher recommendation, for a student in Year 11 to undertake a Unit 3 and 4 sequence. This should be discussed with the student's Course Counsellor.

Satisfactory Completion of a Unit

Satisfactory completion of a VCE unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE unit has at least 2 to 4 Outcomes. Successful completion of the Outcomes is based on the teacher's assessment of a student's performance on School Assessed Coursework (SACs).

Fairhills High School, in accordance with the VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of units. If students completed the work requirements and assessment set for each Outcome, then the student will gain credit for the unit and this will be reported on the mid or end-of semester report as an 'S' – Satisfactory Completion.

A student who does not meet the requirements will not gain a credit for the unit and this will be reported as an 'N' – Not Satisfactory Completion.

VCE/VM subject selection

- Select VCE/VM level appropriate for you –Year 11 Units 1 & 2 / Year 12 Units 3 & 4
- Vocational Major core subjects must select these:
 - VCE/VM Literacy
 - VCE/VM Personal development
 - VCE/VM Work related skills
 - Foundation Maths or VCE/VM Unit 1 & 2 Numeracy
- In addition, you need to select a VET

Victorian Baccalaureate – Subjects to select

Year 12 students

If you select the following subject combination you will be eligible for the Victorian Baccalaureate:

- any **Language**
- **Maths Methods**
- a **Science, Humanities** or **Arts**

You will be eligible for the **Victorian Baccalaureate** certificate (recognised around the World). You will only be awarded the certificate if you achieve the required study scores of 35+. If you don't achieve the study scores you will be awarded the VCE certificate.

When selecting a VET subject

- A list of VET programs offered at Fairhills and Mullum VET Cluster can be found on the Mullum VET Cluster website: www.mullumvetcluster.com.au
- Make sure the VET program is offered on a Wednesday.
- Students currently studying Year 1 VET need to re-apply for 2024. Students are not automatically enrolled for the 2nd year.
- A VET COURSE IS MANDATORY FOR A VCAL PROGRAM
- If you have any questions, please contact Liz Rundle – Careers/VET.
- Complete the VET application form and return to the General Office with the required deposit.
- The 2024 VET Application form can be located on Compass under school documentation. Hardcopies can also be obtained from the kept in the General Office.

VCE – 2 year VCE (Mainstream)							
	English/ Literacy Units	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	VET
Year 11							
Year 12							
Possible pathway ideas	<u>Plan A</u> Training required / courses		Pre requisite subjects – Subjects I must do (list any score requirements)	Plan A			
				Plan B			
	<u>Plan B</u> Training required / courses		Helpful subjects (subjects that will give me a bonus towards my ATAR)	Plan A			
				Plan B			
VCE – 3 year VCE (Accelerated)							
	English/ Literacy Units	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	VET
Year 11							
Year 11 / 12		Year 12 Subject	Year 12 Subject				
Year 12							
Possible pathway ideas	<u>Plan A</u> Training required / courses		Pre requisite subjects – Subjects I must do (list any score requirements)	Plan A			
				Plan B			
	<u>Plan B</u> Training required / courses		Helpful subjects (subjects that will give me a bonus towards my ATAR)	Plan A			
				Plan B			
VCE Vocational Major - 2 years							
	English/ Literacy Units (min. 3)	Numeracy Units (min. 2)	Work related Skills Units (min. 2)	Personal Development Units (min. 2)	Work Placement options	VET	Possible Additional VCE subject
Year 11							
Year 12							
Possible pathway ideas	<u>Plan A</u> Training required / courses		Pre requisite subjects – Subjects I must do (list any score requirements)	Plan A			
				Plan B			
	<u>Plan B</u>		Helpful subjects	Plan A			
	x		bonus-towards my-ATAR)x	Plan-B¶ x			

ENGLISH UNIT 1 & 2

ENGLISH UNIT 1

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Assessment:

- Text response essays
- Creative responses to Mentor texts
- Semester exam

Prerequisites/Recommendations:

- Year 10 English teacher recommendation

Other Requirements:

- Read set texts before commencement of the unit

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ENGLISH UNIT 2

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Text response essay
- Language analysis essay
- Persuasive oral presentation
- Semester exam

Prerequisites/Recommendations:

- Year 10 English teacher recommendation

Other Requirements:

- Read set texts before commencement of the unit

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting arguments

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay

- Language analysis essay
 - Written persuasive essay
 - Semester exam
1. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ENGLISH UNIT 3 & 4

ENGLISH UNIT 3

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Semester exam

Prerequisites/Recommendations:

- Satisfactory completion of at least one of Unit 1 and Unit 2 English

Other Requirements:

- Read set texts prior to the commencement of unit.

VCAA Description – Areas of Study:

1. Reading and Responding to texts
2. Creating texts

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Analytical text essay
- Creative text

Prerequisites/Recommendations:

- Read set texts prior to commencement of unit

Other Requirements:

- Read set texts prior to commencement of unit

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ENGLISH UNIT 4

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Assessment:

- Analytical Text response essay
- Point of View oral
- Analytical analysis to Argument essay

Prerequisites/Recommendations:

- Satisfactory completion of at least one of Unit 1 and Unit 2 English

Other Requirements:

- Read set texts prior to the commencement of unit
-

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

LITERATURE UNIT 1 & 2

LITERATURE UNIT 1

Students read a selection of texts, ranging from novels, to plays, short stories, poetry and memoirs. They are expected to interpret these texts through a close reading of them. In Unit 1, emphasis is on passage analysis and views and values essays.

Assessment:

- A passage analysis essay
- A views and values essay
- A mid-semester exam

Prerequisites/Recommendations:

- A pass in Year 10 English

Other Requirements:

- Students ideally should be keen readers.

VCAA Description – Areas of Study:

1. Reading practices
2. Exploration of literary movements and genres

Assessment:

- As directed by the classroom teacher

LITERATURE UNIT 2

Students read a selection of texts, ranging from novels, to plays, short stories, poetry and memoirs. They are expected to interpret these texts through a close reading of them. In Unit 2, emphasis is on creative responses to texts and comparative studies of texts.

Assessment:

- As directed by the classroom teacher

Prerequisites/Recommendations:

- A recommendation from Year 10 English teacher

Other Requirements:

- Students ideally should be keen readers

VCAA Description – Areas of Study:

1. The text, the reader and their contexts
2. Exploring connections between texts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Social Sciences, Veterinary Science, Dentistry, Engineering, Psychology, Law For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

LITERATURE UNIT 3 & 4

LITERATURE UNIT 3

Students consider how the form of a text can affect the meaning and how writers construct their texts. They investigate ways that writers adapt and transform texts and how meaning is affected as they are adapted and transformed.

Assessment:

- As directed by the classroom teacher

Prerequisites/Recommendations:

- A pass grade in either Units 1 or 2 or English or Literature

Other Requirements:

- Students should be keen readers.

VCAA Description – Areas of Study:

1. Adaptations and transformations
2. Creative responses to texts

LITERATURE UNIT 4

Students develop critical and analytical responses to texts. They consider the context of their responses to texts, as well as the ideas explored in the texts, the style of the language and the point of view.

Assessment:

- As directed by the classroom teacher

- An examination

Prerequisites/Recommendations:

- A pass grade in either Units 1 or 2 in English or Literature

Other Requirements:

- Students should be keen readers

VCAA Description – Areas of Study:

1. Literary perspectives
2. Close analysis of texts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Social Sciences, Veterinary Science, Dentistry, Engineering, Psychology, Law For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ENGLISH AS AN ADDITIONAL LANGUAGE UNIT 1 & 2

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNIT 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Semester exam

Prerequisites/Recommendations:

- Pass in Year 10 English or EAL

Other Requirements:

- Must satisfy VCAA eligibility requirements for EAL

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting argument

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNIT 2

Students compare the presentation of ideas, issues and themes in text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Language analysis essay
- Written persuasive essay
- Semester exam

Prerequisites/Recommendations:

- Recommendation of successful completion of Unit 1 EAL.

Other Requirements:

- Must satisfy VCAA eligibility
- requirements for EAL

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE Diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF.

ENGLISH AS AN ADDITIONAL LANGUAGE UNIT 3 & 4

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNIT 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Persuasive oral presentation
- Listening comprehension
- Semester exam

Prerequisites/Recommendations:

- Eligibility as determined by VCAA

Other Requirements:

- Read set texts prior to commencement of unit

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting argument
3. Comprehension of spoken text

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNIT 4

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Language analysis essay
- Written persuasive essay

- Semester exam

Prerequisites/Recommendations:

- Eligibility as determined by VCAA

Other Requirements:

- Read set texts prior to commencement of unit

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

GENERAL MATHEMATICS UNIT 1 & 2

GENERAL MATHEMATICS UNIT 1

The areas of study are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. Students are expected to be able to apply techniques, routines and processes involving arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of a CAS graphic calculator.

Assessment:

- School Assessed Coursework – SAC comprising of solutions to sets of worked questions, Assignments, Problem-solving and modelling tasks and Topic tests
- Semester exam

Prerequisites/Recommendations:

The subjects that prepare students for General Mathematics are:

- Year 10 General Mathematics
- Year 10 Maths Methods
- Year 9/10 Algebra Elective

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description -Area of Study:

1. Statistics -Univariate Data
2. Sequences, Recursion and financial modelling
3. Linear Graphing
4. Matrices

GENERAL MATHEMATICS UNIT 2

The areas of study are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Students are expected to be able to apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams, networks

and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of a CAS graphic calculator.

Assessment:

- School Assessed Coursework – SAC
- comprising of solutions to sets of worked questions, Assignments, Problem-solving and modelling tasks and Topic tests
- Semester exam

Prerequisites/Recommendations-

The two subjects that prepare students for Further Maths are:

- Year 10 General Mathematics
- Year 9/10 Algebra Elective

Students need to have a 60% average. Students also need to have passed Unit 1 General Mathematics.

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description –Area of Study:

1. Statistics - Bivariate Data
2. Graphs and networks
3. Graphs of Non-linear data
4. Space, measurement and applications of trigonometry

Maths is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

GENERAL MATHEMATICS UNIT 3 & 4

GENERAL MATHEMATICS UNIT 3

Unit 3 focuses on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics – Recursion and Financial Modelling'. Students are required to demonstrate that they meet three outcomes in each area: Key knowledge and skills, Problem-solving, modelling and application tasks and Use of technology in analysing situations.

Assessment:

- Application tasks (School Assessed Coursework – SAC)
- Final exam

Prerequisite/Recommendations:

- General Mathematics Units 1 and 2

Other Requirements:

- CASIO Classpad Graphics Calculator

VCAA Description –Areas of Study:

1. Data analysis
2. Recursion and financial modelling

GENERAL MATHEMATICS UNIT 4

Unit 4 focuses on the Discrete mathematics topics of Matrices and Networks and decision mathematics. Students are required to demonstrate that they meet three outcomes in each area: Key knowledge and skills, Problem-solving, modelling and application tasks and Use of technology in analysing situations.

Assessment:

- Application tasks (School Assessed Coursework – SAC)
- Final exam

Prerequisite/Recommendations:

- General Mathematics Unit 3

Other Requirements:

- CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Matrices
2. Networks and decision mathematics

Maths is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

MATHEMATICAL METHODS UNIT 1 & 2

MATHEMATICAL METHODS UNIT 1

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. Competent use of a graphics calculator is essential.

Assessment:

- Topic tests
- Assignments, investigations and problem solving
- Semester exam

Prerequisites/Recommendations:

The two subjects that prepare students for Maths Methods are:

- Year 10 Core Maths
- Students need to have 70% average

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus

4. Probability and statistics

MATHEMATICAL METHODS UNIT 2

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They apply these skills in problem solving situations. Competent use of a graphics calculator is essential.

Assessment:

- Topic tests
- Assignments, investigations and problem solving
- Semester exam

Prerequisites/Recommendations:

- Students should complete Mathematical Methods Unit 1 to be eligible for Unit 2

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Veterinary Science, Laboratory Technology, Aviation, Economics, Actuarial, Engineering For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

MATHEMATICAL METHODS UNIT 3 & 4

MATHEMATICAL METHODS UNIT 3

The Units 3 and 4 course aims to prepare students for advanced Maths, Science and Engineering post-secondary courses. Students are expected to be competent in the use of the Classpad Graphics Calculator.

Assessment:

- School Assessed Coursework – application task
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Mathematical Methods Units 1 and 2

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs

2. Algebra
3. Calculus
4. Probability and statistics

MATHEMATICAL METHODS UNIT 4

In Units 3 and 4 students will be expected to demonstrate skills and knowledge in Algebra, functions and relations, graphing techniques, calculus and probability. They apply these skills in a variety of problem-solving situations.

Assessment:

- School Assessed Coursework – two modelling and problem-solving tasks
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Mathematical Methods Units 1 and 2

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Veterinary Science, Laboratory Technology, Aviation, Economics, Actuarial, Engineering. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

SPECIALIST MATHEMATICS UNIT 1 & 2

SPECIALIST MATHEMATICS UNIT 1

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Assessment:

- Topic tests
- Assignments, investigations and problem solving tasks
- Semester exam

Prerequisites/Recommendations:

- Students need to have 70% average in Year 10 Core Maths
- Successful completion of Specialist Maths Entrance Test
- Have successfully completed Units 1 and 2 of Mathematical Methods

Other Requirements:

- A CASIO Classpad graphics calculator

VCAA Description – Areas of Study:

1. Algebra and structure

Arithmetic and number

2. Discrete mathematics
3. Geometry, measurement and trigonometry
4. Graphs of linear and non-linear relations
5. Statistics

SPECIALIST MATHEMATICS UNIT 2

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Assessment:

- Topic tests
- Assignments, investigations and problem solving tasks
- Semester exam

Prerequisites/Recommendations:

- Students should complete Specialist Mathematics Unit 1 to be eligible for Unit 2

Other Requirements:

- A CASIO Classpad graphics calculator

VCAA Description – Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Business & Data Analytics, Engineering, Laboratory Medicine, Dentistry, Occupational Therapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

SPECIALIST MATHEMATICS UNIT 3 & 4

Potentially offered in 2025

SPECIALIST MATHEMATICS UNIT 3

Specialist Mathematics Units 3 and 4 provide a course of study for students who wish to undertake a high-level study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Assessment:

- School Assessed Coursework – Application task

- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Successful completion of Mathematical Methods Units 1 and 2
- Successful completion of Specialist Mathematics Units 1 and 2
- Have completed or concurrently undertaking Mathematical Methods Units 3 and 4

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

SPECIALIST MATHEMATICS UNIT 4

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Assessment:

- School Assessed Coursework – two modelling and problem-solving tasks
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Successful completion of Mathematical Methods Units 1 and 2
- Successful completion of Specialist Mathematics Units 1 and 2
- Have completed or concurrently undertaking Mathematical Methods Units 3 and 4

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Business & Data Analytics, Engineering, Laboratory Medicine, Dentistry, Occupational Therapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

BIOLOGY UNIT 1 & 2

BIOLOGY UNIT 1

In this unit students examine the cell as the structural and functional unit of life, from single celled to multicellular organism. They explore how systems function in plants and in animals and the mechanisms for maintaining animals' internal environment. Students will design, conduct and report on an experiment relating to this topic.

Assessment:

- Topic tests
- Assignments, investigations or problem-solving task
- Practical report
- Semester exam

Prerequisites/Recommendations:

- Year 10 General Science or
- Year 10 Biology/Psychology

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Cellular structure and function
2. Systems structure and function
3. Design conduct and report on a practical lesson

BIOLOGY UNIT 2

In this unit students explore reproduction and the transmission of biological information between generations. Students look at adaptations to enhance an organism's survival and the relationships that occur between different animal groups. Students will do a research investigation into a contemporary ethical issue.

Assessment:

- Topic tests
- Assignments, investigations or
- Problem-solving tasks
- Research task
- Semester exam

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Biology/Psychology
- Unit 1 Biology

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Genetics and reproduction
2. Adaptations and diversity
3. Research topic on ethical issue

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Physiotherapy, Sport Development, Software Development, Sport & Outdoor Recreation, Zoology. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

BIOLOGY UNIT 3 & 4

BIOLOGY UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Assessment:

- School Assessed Coursework – Unit 3 – 20%
- School Assessed Coursework – Unit 4 – 30%
- End of Year External Exam – 50%

Prerequisites/Recommendations:

- Units 3 and 4 must be taken in sequence

Other Requirements:

- Units 1 and 2 are highly recommended

BIOLOGY UNIT 4

In this unit students consider the continual change and challenges to which life on earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics.

VCAA Description – Areas of Study:

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

Assessment:

- As stated for Unit 3

Prerequisites/Recommendations:

- Units 3 and 4 must be taken in sequence

Other Requirements:

- A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, outcome 3.

VCAA Description – Areas of Study:

1. How do organisms respond to pathogens?
2. How are species related over time?
3. Student designed investigation

Science is a prerequisite for a variety of courses – Medical careers, Science, Environmental Science & Zoology. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

CHEMISTRY UNIT 1 & 2

CHEMISTRY UNIT 1

Students investigate the chemical structures and properties of a range of materials. They are introduced to ways that chemical quantities are measured. Students consider how manufacturing innovations lead to more sustainable products being produced for society.

Assessment:

- Practical reports and logbook
- Topic tests
- Research investigation
- Semester exam

Prerequisites/Recommended:

- Year 10 mainstream maths

Other Requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

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

CHEMISTRY UNIT 2

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Assessment:

- Practical reports and logbook
- Topic tests
- Practical investigation
- Semester exam

Prerequisites/Recommendations:

- Students should complete Unit 1 Chemistry to be eligible for Unit 2

Other Requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Sport Development, Allied Health, Food Sciences, Agricultural Sciences, Orthotics, Medical Imaging. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

CHEMISTRY UNIT 3 & 4

CHEMISTRY UNIT 3

Students compare and evaluate different fuel sources. They investigate how reactions can be influenced to improve efficiency and yield, and apply the electrochemical series to predict redox reactions.

Assessment:

2 from the following;

- comparison and evaluation from at least 2 practical activities
- analysis and evaluation of primary and/or secondary data
- problem solving task applied to real-world contexts
- analysis and evaluation of a chemical innovation, research/case study, socio-scientific issue or media communication

Prerequisites/Recommendations:

- Students should complete Unit 1 and 2 Chemistry, as key concepts carry over.

Other Requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

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

CHEMISTRY UNIT 4

Students explore the major families of organic compounds including those in food. They apply analytical techniques to identify key features and consider the reaction pathways required to produce particular compounds.

Assessment:

2 from the following;

- comparison and evaluation from at least 2 practical activities
- analysis and evaluation of primary and/or secondary data

- problem solving task applied to real-world contexts
- analysis and evaluation of a chemical innovation, research/case study, socio-scientific issue or media communication
- Scientific poster

Prerequisite/Recommendations:

- Students must undertake Chemistry Unit 3 to be eligible for Unit 4

Other Requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Sport Development, Allied Health, Food Sciences, Agricultural Sciences, Orthotics, Medical Imaging. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PHYSICS UNIT 1 & 2

PHYSICS UNIT 1

Students are expected to understand laws of thermodynamics, electrical energy, circuits, matter and radiation. They are to apply this knowledge to practical problems, experiments and presentations.

Assessment:

- Topic tests
- Assignments – including oral presentation
- Experimental reports
- Semester exam

Prerequisites/Recommendations:

- The 2 subjects that prepare students for Unit 1 and 2 of Physics are Maths and Science.
- Students should be competent in areas of mathematics such as trigonometry, Pythagoras and Algebra.

Other Requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of Study:

1. Thermodynamics and Light
2. Atoms and Nuclear Physics
3. Electrical Circuits

PHYSICS UNIT 2

Students are to be expected to understand laws of motion, forces and vectors. They are expected to commence on individual study in an area of interest (from a selection) and to design and implement a study from the areas studied in Units 1 and/or 2.

Assessment:

- Topic tests
- Assignments
- Experimental reports
- Presentation poster
- Semester exam

Prerequisites/Recommendations:

- The two subjects that prepare students for Unit 1 and 2 Physics are Maths and Science
- Students should be competent in areas of mathematics such as Trigonometry, Pythagoras and Algebra.

Other Requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of Study:

1. Motion and Forces
2. Focused area of study (student chosen from 18 possibilities)
3. Independent investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Medical Bioscience, Chiropractic, Engineering, Artificial Intelligence, Wildlife & Conservation. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PHYSICS UNIT 3 & 4

PHYSICS UNIT 3

Students are expected to understand non-contact forces, electrical energy, circuits, matter and radiation. They are to apply this knowledge to practical problems, experiments and presentations.

Assessment:

- Presentations
- Area of study tests
- Experimental reports
- Exam

Prerequisites/Recommendations:

- It is not compulsory to have completed Unit 1 and 2 Physics, but it is strongly recommended.
- Students should be competent in areas of mathematics such as Trigonometry, Pythagoras and Algebra

Other Requirements:

- Scientific calculator

- Practical logbook

VCAA Description – Areas of Study:

1. Newton's Laws of Motion
2. Non-contact Forces
3. Electrical Fields

PHYSICS UNIT 4

Students are expected to understand, utilise and explain the different models that explain light. They are expected to implement a practical investigation focused on an area studied in Unit 3 and/or 4 and provide a report on it.

Assessment:

- Topic tests
- Assignments
- Experimental reports
- Presentation poster
- Exam

Prerequisites/Recommendations:

1. It is compulsory to complete Unit 3 Physics to be able to commence Unit 4 Physics
2. Students should be competent in areas of mathematics such as Trigonometry, Pythagoras and Algebra

Other Requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of study:

1. Waves and Competing models of light
2. Independent investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: • Medical Bioscience, Chiropractic, Engineering, Artificial Intelligence, Wildlife & Conservation. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PSYCHOLOGY UNIT 1 & 2

PSYCHOLOGY UNIT 1

In this unit students examine the complex nature of psychological development. They look at the contribution that classical and contemporary knowledge has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain.

Assessment:

- Practical activities and reports
- Data analysis
- Media analysis/response

- Tests
- Research investigation

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Psychology/Biology
- Year 10 General Maths

Other Requirements:

- None

VCAA Description – Areas of study:

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

PSYCHOLOGY UNIT 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Assessment:

- Practical activities and reports
- Data analysis
- Media analysis/response
- Tests
- Research investigation

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Psychology/Biology
- Year 10 General Maths

Other Requirements:

- None

VCAA Description – Areas of study:

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. Student-directed practical investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Forensic Science, Podiatry, Pharmacy, Biotechnology, Prosthetics, Speech Pathology. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PSYCHOLOGY UNIT 3 & 4

PSYCHOLOGY UNIT 3

In this unit students investigate functioning of the nervous system and factors that influence learning and memory. They explore how stress may affect a person's psychological functioning. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

Assessment:

- Practical activities
- Research evaluation
- Student investigation report
- Media analysis/response
- Tests

Prerequisites/Recommendations:

- Units 1 and 2 of Psychology

Other Requirements:

- None

VCAA Description – Areas of study:

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

PSYCHOLOGY UNIT 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a multidimensional and holistic framework to wellbeing.

Assessment:

- Practical activities
- Research evaluation
- Student investigation report
- Media analysis/response
- Tests

Prerequisites/Recommendations:

- Unit 1 and 2 Psychology
- Unit 3 Psychology

Other Requirements:

- None

VCAA Description – Areas of study:

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Research investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Forensic Science, Podiatry, Pharmacy, Biotechnology, Prosthetics, Speech Pathology. For

comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

HISTORY – REVOLUTIONS UNITS 3 & 4

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

UNIT 3 – THE RUSSIAN REVOLUTION

UNIT 4 – THE CHINESE REVOLUTION

Causes of Revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Consequences of Revolution

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed and revolutionary ideas achieved or compromised?

Assessment:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.

Prerequisites/Recommendations:

- None

Other Requirements:

- None

VAA description- Areas of Study

- To be decided
- To be decided

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Law, Legal Industry, Journalism, Creative Arts – Performance, Politics. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

MODERN HISTORY UNIT 1 & 2

MODERN HISTORY UNIT 1

Change of Conflict

In Unit 1, students investigate the nature of political, social and cultural change in the later part of the nineteenth century and the first half of the twentieth century. Modern history provides students with an opportunity to explore the significant ideas, events, movements and individuals that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Assessment:

- Evaluation of historical sources
- Extended responses

Prerequisites/Recommendations:

- None

Other Requirements:

- None

VCAA Description – Areas of study:

1. Ideology and conflict
2. Social and cultural change

MODERN HISTORY UNIT 2

The changing world order

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to existing political, economic and social structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Assessment:

- Short answer responses
- Essay

Prerequisites/Recommendations:

- None

Other Requirements:

- None

VCAA Description – Areas of study:

1. Causes and consequences of the Cold War
2. Challenge and Change

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Law, Legal Industry, Journalism, Creative Arts – Performance, Politics. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

BUSINESS MANAGEMENT UNIT 1 & 2

BUSINESS MANAGEMENT UNIT 1

Planning a Business

Businesses of all sizes are a major contributors to the economic and social wellbeing of a nation. How businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the corner stones of economic and social development. In this unit students explore factors affecting business ideas and the internal and external environments

Assessment:

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 1 are school based. Suitable tasks for assessment will be selected from the following:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis

Prerequisites/Recommendations:

- Year 10 Commerce

Other Requirements:

- None

VCAA Description – Areas of Study:

- The business idea
- External environment
- Internal environment

BUSINESS MANAGEMENT UNIT 2

Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. 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.

Assessment:

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 2 are school based. Suitable tasks for assessment will be selected from the following:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis

Prerequisites/Recommendations:

- Year 10 Commerce

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Students interested in any Commerce or Business Course are encouraged to complete this subject. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

BUSINESS MANAGEMENT UNIT 3 & 4

BUSINESS MANAGEMENT UNIT 3

Managing a Business

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

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 3 is determined by School Assessed Coursework and contributes to 25% of the study.

Prerequisites/Recommendations:

- Units 1 and 2 Business Management

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Business foundations
2. Managing employees
3. Operations management

BUSINESS MANAGEMENT UNIT 4

Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against history.

Assessment:

The student are required to demonstrate the set of outcomes specified for the unit and will be determined by School Assessed Coursework and will contribute to 25% to the study score. Students will also undertake an end-of-year examination. All the key knowledge and key skills that underpin the outcomes of Unit 3 and 4 are examinable.

Prerequisites/Recommendations:

- Units 1, 2 and 3 Business Management

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Reviewing performance – need for change
2. Implementing change

Students interested in any Commerce or Business Course are encouraged to complete this subject. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

LEGAL STUDIES UNIT 1 & 2

LEGAL STUDIES UNIT 1

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Assessment:

- Legal foundations test
- Proving guilt test
- Sanctions test

Prerequisites/Recommendations-

- None

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Legal foundations
2. Proving Guilt
3. Sanctions

LEGAL STUDIES UNIT 2

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.

Assessment:

- Civil liability test
- Remedies Test
- Human rights investigation

Prerequisites/Recommendations-

- None

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Civil Liability
2. Remedies
3. Rights

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Law, Legal Practice, Policing, Criminology, Real Estate, Surveying. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

LEGAL STUDIES UNIT 3 & 4

LEGAL STUDIES UNIT 3

Rights and Justice

In this unit students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment:

- The Victorian criminal justice system SAC 50%
- Victorian civil justice system SAC 50%

Prerequisites/Recommendations:

- Units 1 and 2 Legal Studies

Other Requirements:

- None

VCAA Description – Areas of Study:

1. The Victorian criminal justice system
2. The Victorian civil justice system

LEGAL STUDIES UNIT 4

The People and the Law

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment:

- The people and the law-makers SAC 60%
- The people and reform SAC 40%

Prerequisites/Recommendations:

- Unit 1, 2, 3 Legal Studies

Other Requirements:

- None

VCAA Description – Areas of Study:

1. The people and the law-makers
2. The people and reform

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Law, Legal Practice, Policing, Criminology, Real Estate, Surveying. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

GEOGRAPHY UNIT 1 & 2

GEOGRAPHY UNIT 1

Students investigate how people have responded to different hazards and disasters in different locations (both local and global). Hazards have the potential to cause harm to people and or the environment, whereas disasters are defined as more serious disruptions to humans, our economy and the environment. Hazards could include the likelihood of coastal erosion, to regional, to regional and global issues such as drought and infectious disease.

Assessment:

- All assessments for Unit 1 are school based. A key based assessment task for all geography units is a fieldwork report.

- Other forms of assessment will be selected from structured questions, case studies, research reports the analysis of geographic data (especially maps, photographs, satellite images, etc) or a multimedia presentation.

Prerequisites/Recommendations:

- A broad interest in the world, different places, cultures and environments is useful

Other Requirements:

- None

VCAA Description – Areas of Study:

1. To analyse the nature of hazards and the impacts of hazard events at a range of scales
2. To analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters

GEOGRAPHY UNIT 2

Students investigate the characteristics of “tourism” – what it is, where has it developed, different forms of tourism, how it has changed and continues to change. Importantly the impact of tourism on people, places and environments is a major consideration (both positive and negative). Based on areas that interest them students are able to select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Assessment:

- All assessments for Unit 2 are school based.
- School-based assessment for this unit again must include fieldwork to collect information and view real-world issues related to tourism.
- Further assessment tasks will also involve using case studies, research reports, the analysis of geographic data (especially maps, satellite images, etc) or a multimedia presentation.

Prerequisites/Recommendations:

- A broad interest in the world, different places, cultures and environments is useful

Other Requirements:

- None

VCAA Description – Areas of Study:

1. To analyse the nature of tourism at a range of scales such as local, state and national and international
2. To analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Environmental Science, Engineering, Surveying, Urban planning. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ART MAKING AND EXHIBITING UNIT 1 & 2

ART MAKING AND EXHIBITING UNIT 1

In this unit students explore materials, techniques and processes in a range of art forms. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Assessment:

- Outcome 1 - Visual Arts journal. Students record and document art making in the Visual Arts journal using written and visual material.
- Outcome 2 - Finished artworks - Students develop at least one finished artwork from the experimental works completed in Area of Study 1.
- Outcome 3 - Information for an exhibition - Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist

Prerequisites/Recommendations:

- An interest in art and artmaking

Other Requirements:

- None

VCAA Description – Areas of Study:

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

ART MAKING AND EXHIBITING UNIT 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Assessment:

- Outcome 1 – Thematic exhibition Students design and curate a thematic exhibition of six artworks
- Outcome 2 – Experimental artworks and documentation Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion

- Outcome 3 - Finished artworks Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal. The artwork(s) is developed from the experimental works made in Area of Study 2

Prerequisites/Recommendations:

- Completion of Unit 1 Studio Art

Other Requirements:

- An interest in art and artmaking

VCAA Description – Areas of Study:

1. Area of Study 1. Understand – ideas, artworks and exhibition
2. Area of Study 2. Develop – theme, aesthetic qualities and style
3. Area of Study 3. Resolve – ideas, subject matter and style

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Creative Arts, Visual Arts, Graphic Design, Teaching Primary/Early Childhood. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ART MAKING AND EXHIBITING UNIT 3 & 4

ART MAKING AND EXHIBITING UNIT 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.

Assessment:

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

Prerequisites/Recommendations:

- Completion of Unit 1 and Unit 2 Studio Art

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

ART MAKING AND EXHIBITING UNIT 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Assessment:

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

Prerequisites/Recommendations:

- Completion of Unit 3 Studio Art

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Creative Arts, Visual Arts, Graphic Design, Teaching Primary/Early Childhood. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

VISUAL COMMUNICATION AND DESIGN UNIT 1 & 2

VISUAL COMMUNICATION AND DESIGN UNIT 1

Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Assessment:

- Outcome 1 - On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need
- Outcome 2 - On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process
- Outcome 3 - On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design
- End of semester exam

Prerequisite/Recommendations:

- Interest in drawing and design
- Knowledge of Design Elements and Principles, Design Process

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on designs

VISUAL COMMUNICATION AND DESIGN UNIT 2

Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Assessment

- Outcome 1- On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style
- Outcome 2 - On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography
- Outcome 3 - On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service
- End of semester exam

Prerequisite/Recommendations:

- Interest in drawing and design
- Knowledge of Design Elements and Principles, Design Process

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Design, place and time
2. Cultural ownership and design

3. Designing interactive experiences

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Creative Arts, Visual Arts, Graphic Design, Teaching Primary/Early Childhood. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

VISUAL COMMUNICATION AND DESIGN UNIT 3 & 4

VISUAL COMMUNICATION UNIT 3

Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Assessment:

- A comparative case study of designers in selected design field(s)
- Two practical design exercises documenting emerging skills in selected field(s) of practice
- A comparative analysis of design examples.
- Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.
- Mid-year semester exam

Prerequisites/Recommendations:

- Completion of Unit 1 and 2

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

VISUAL COMMUNICATION UNIT 4

Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Assessment:

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

Prerequisites/Recommendations:

- Completion of Unit 1, 2 and 3

Other Requirements:

- None

VCAA Description – Areas of Study:

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Visual Arts, Graphic Design, Illustration, Fashion Technology, Design, Multimedia. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

MUSIC UNIT 1 & 2

MUSIC UNIT 1

Organisation of music

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

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Assessment:

- Outcome 1 - On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at

least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

- Outcome 2 - On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
- Outcome 3 - On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Prerequisites/Recommendations:

- At least two years' experience on a musical instrument

Other Requirements:

- None

VCAA Description – Areas of Study

1. Performing
2. Creating
3. Analysing and responding

MUSIC UNIT 2

Effect in music

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

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Assessment:

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

Prerequisites/Recommendations:

- At least two years' experience on a musical instrument

Other Requirements:

- None

VCAA Description – Areas of Study

1. Performing
2. Creating
3. Analysing and Responding

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Performing Arts & Teaching. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

MEDIA UNIT 1 & 2

MEDIA UNIT 1

Media forms, representations and Australian stories

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

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. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Assessment:

- Outcome 1 - On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
- Outcome 2 - On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Outcome 3 - On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Prerequisites/Recommendations:

- None

Other Requirements:

- None

VCAA Description – Areas of Study

- Media representations.
- Media forms in production
- Australian stories

MEDIA UNIT 2

Narrative across media forms

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

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, 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.

Assessment:

- Outcome 1 - On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
- Outcome 2 - On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.
- Outcome 3 - On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Prerequisites/Recommendations:

- None

Other Requirements:

- None

VCAA Description – Areas of Study

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Performing Arts & Teaching. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

DRAMA UNIT 1 & 2

DRAMA UNIT 1

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment:

- Documentation/research in the form of a hard or digital journal
- Performance
- Oral/multimedia presentation
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

- There are no prerequisites for entry to Units 1 and 2. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

DRAMA UNIT 2

In this unit students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Assessment:

- Documentation/Research in the form of a hard or digital journal.
- Performance
- Oral/multimedia presentation
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

- There are no prerequisites for entry to Units 1 and 2. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing an Australian drama performance

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Performing Arts, Musical Theatre, Drama & Business degrees. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

DRAMA UNIT 3 & 4

DRAMA UNIT 3

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise, develop and present an ensemble performance. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

Assessment:

- Development (journal) and presentation of devised performance
- Written analysis – structured questions on devised ensemble performance
- Written analysis – structured questions on professional performance

Prerequisites/Recommendations:

- There are no prerequisites for entry to Unit 3
- Students must undertake Unit 3 and Unit 4 as a sequence

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Devising and presenting ensemble (group) performance
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance

DRAMA UNIT 4

This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play making techniques to develop and present a short solo performance. Students further develop and refine these skills as they create a performance in response to a prescribed structure. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment:

- Mini performance of devised solo
- Oral/written statement
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

1. Students must complete Unit 3
2. Students must undertake Unit 3 and Unit 4 as a sequence

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Demonstrating techniques of a solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance
4. End of year performance and written exam.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Performing Arts, Musical Theatre, Drama, Business Degrees. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

FOOD STUDIES UNIT 1 & 2

FOOD STUDIES UNIT 1

Food origins This unit focuses on food from historical and cultural perspectives. Investigating the origins and roles of food through time and across the world, exploring the progression from hunter gatherer to rural-based agriculture, to today's urban living and global trade in food. There is a focus on Australian indigenous food and how food patterns have changed, through the influence of; European settlement with a focus on changes in Australian food production, processing and manufacturing industries and immigration. Throughout this unit students complete topical and contemporary practical tasks to enhance and demonstrate their learning.

Assessment:

- Practical reports planning, production and evaluation of products
- Selection of written reports,
- Investigations, tests

Prerequisites/Recommendations:

- Food studies in the middle school is beneficial but not a requirement

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Food around the world
2. Food in Australia

FOOD STUDIES UNIT 2

Food Makers Focuses on commercial food production industries and small-scale food production in a domestic setting. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Practical tasks will enable the students to compare their food to commercial products and design new food products and adapt recipes to suit particular needs and circumstances.

Assessment:

- Practical reports – planning, production and evaluation of products
- Selection of written reports/investigations/tests
- Design and develop a practical food solution in response to a need in school community, or small scale setting

Prerequisites/Recommendations:

- Food studies in the middle school is beneficial but not a requirement.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Food industries
2. Food in the home

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Nutrition and dietetics, Health Science, Nursing, Early Childhood Education & Hospitality. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

FOOD STUDIES UNIT 3 & 4

FOOD STUDIES UNIT 3

This unit explores the science of food: our physical need for it and how it nourishes and sometime harms our bodies. Students will investigate the functional properties of food and the changes that occur during food preparation and cooking, analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy eating. Practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food.

Assessment:

- Four practical activities records/Reports
- Short written report; media analysis, research inquiry
- Structured questions, case study analysis

Prerequisites/Recommendations:

- Year 11 Food Studies is beneficial but not required.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. The science of food
2. Food choice, health and wellbeing

FOOD STUDIES UNIT 4

This unit examines debates about global and Australian food systems focusing on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. This unit focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices practical component of this provides students with opportunities to apply their responses to environmental and ethical food issues. Practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issue.

Assessment:

- A written research reports
- Four practical activities records/reports
- Structured questions, case study analysis

Prerequisites/Recommendations:

- Year 11 Food Studies is beneficial but not required

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Environment and ethics
2. Navigating food information

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Nutrition and Dietetics, Health Science, Nursing, Early Childhood Education & Hospitality. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

JAPANESE UNIT 1 & 2

JAPANESE UNIT 1

In this unit students learn how to describe what they do during their holidays and spare time in detail. They extend their ability to describe their family in detail. They explore the differences between school rules in Japan and Australia.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- Semester exam

Prerequisites/Recommendations:

- Year 10 Japanese Level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

- Conversation, Interview, or role play
- Should be: Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English
- Presentational communication – written presentation

JAPANESE UNIT 2

In this unit students learn how to discuss mindfulness related to Japanese cultural practices and leading a balanced and healthy lifestyle. They discuss part time jobs. Students explore travel plans within Japan.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- Semester exam

Prerequisites/Recommendations:

- VCE Unit 1 level - Japanese

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
3. Presentational communication – oral presentation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Business, Journalism, Teaching, Commerce, Legal Practice, Medicine. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

JAPANESE UNIT 3 & 4

JAPANESE UNIT 3

In this unit students explore technology in Japan, and advantages and disadvantages of its use. They investigate influential Japanese people. They develop their skills in negotiation in Japanese.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests

Prerequisites/Recommendations:

- VCE Unit 2 – Japanese level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication - resolution of a personal issue
2. Interpretive communication – interpretation of texts
3. Presentational communication - written task of personal, informative or imaginative writing

JAPANESE UNIT 4

In this unit students explore environmental issues in Japan. They learn about how Japanese celebrate significant events, and how this differs to Australia. Students investigate changes in society in Japan. Students investigate a discussion topic of their choice in preparation for the oral exam.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- External oral exam
- External listening, reading and writing exam

Prerequisites/Recommendations:

- VCE Unit 3 – Japanese level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication - spoken exchange
2. Interpretive communication - analyse information from written, spoken and viewed texts for use in a written response in Japanese
3. Presentational communication - present information, concepts and ideas in evaluative or persuasive writing

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Business, Journalism, Teaching, Commerce, Legal Practice & Medicine. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PHYSICAL EDUCATION UNIT 1 & 2

PHYSICAL EDUCATION UNIT 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Assessment:

- Assessments consist of a combination of the following: written report, practical laboratory report, case study analysis, data analysis, visual presentation, multimedia presentation, oral presentation, written report or structured questions.

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education is: Year 10 Physical Education.

Other Requirements:

- None

VCAA Description – Areas of Study:

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

PHYSICAL EDUCATION UNIT 2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Assessment:

- The assessment task for Outcome 1 is: written plan and reflective folio
- Assessment of Outcome 2 will be selected from the following visual presentation, multimedia presentation, oral presentation or a written report

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education is: Year 10 Physical Education. It is also recommended students undertake Unit 1 of Physical Education

Other Requirements:

- None

VCAA Description – Areas of Study:

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

PHYSICAL EDUCATION UNIT 3 & 4

PHYSICAL EDUCATION UNIT 3

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment:

- Structured questions
- Laboratory report
- Response in one or more of the following forms: practical laboratory report, case study analysis, data analysis, critically reflective folio/diary, visual presentation, multimedia presentation or structured questions.

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education unit 3 and 4 is: Physical Education units 1 and 2.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. How are movement skills improved?
2. How does the body produce energy?

PHYSICAL EDUCATION UNIT 4

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

Assessment:

- Two written reports
- Reflective folio of participation in a minimum of five different training
- Response in one or more of the following formats: case study analysis, data analysis, structured questions
- End of year exam

Prerequisites/Recommendations:

- Completion of Unit 3 Physical Education

Other Requirements:

- None

VCAA Description – Areas of Study:

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

HEALTH AND HUMAN DEVELOPMENT UNIT 1 & 2

HEALTH AND HUMAN DEVELOPMENT UNIT 1

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

Assessment:

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response

Prerequisites/Recommendations:

- Recommendation is Year 10 Health and Physical Education.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

HEALTH AND HUMAN DEVELOPMENT UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Assessment:

- A case study analysis, data analysis activities, a visual presentation, short answer test, written response
- An end of semester Examination

Prerequisites/Recommendations:

- Recommendation is Year 10 Health and Physical Education and Unit 1 Health and Human Development

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Developmental transitions
2. Health care in Australia

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

HEALTH AND HUMAN DEVELOPMENT UNIT 3 & 4

HEALTH AND HUMAN DEVELOPMENT UNIT 3

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Assessment:

- The student's performance on each outcome is assessed using one or more of the following: short-written report, oral presentation, visual presentation, an annotated poster or a digital presentation
- Structured questions, including data analysis

Prerequisites/Recommendations:

- Recommendation is completion of Unit 1 and 2 of Health and Human Development

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Understanding health and wellbeing
2. Promoting health and wellbeing

HEALTH AND HUMAN DEVELOPMENT UNIT 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development.

Assessment:

- The student's performance on each outcome is assessed using one or more of the following: short-written report, oral presentation, visual presentation, an annotated poster or a digital presentation
- Structured questions, including data analysis.

Prerequisites/Recommendations:

- Students must complete and pass unit 3 to be able to complete Unit 4

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Health and wellbeing in a global context
2. Health and the sustainable development goals

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

What is VCE Vocational Major VM?

VCE VOCATIONAL MAJOR VM

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. Four new subjects have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied Learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies, and therefore, students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

HOW IS THE VOCATIONAL MAJOR VM STRUCTURED?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes that are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and undertake community-based activities and projects involving working in a team.

WHAT DOES A YEAR 11 VOCATIONAL MAJOR VM COURSE LOOK LIKE?

- Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills and one VCAL Elective, at the relevant level).
- One day a week in their Vocational Education and Training in Schools (VET Program).
- One day a week Structured Workplace Learning (SWL) in their chosen Industry, which aligns with their VET Program.
- What does a Year 12 Vocational Major VM course look like?
- Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills at the relevant level).
- One day a week in their Vocational Education and Training in Schools (VET Program).
- One day a week Structured Workplace Learning (SWL) in their chosen Industry, which aligns with their VET Program.

VCE Vocational Major VM: Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Students must complete 3 sequential units including unit 3 and 4 of Literacy to be awarded the VCE Vocational Major Certificate.

UNIT 1

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students examine the structures and features of different text types, and examine how they are influenced by purpose, context, audience and culture. They will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Areas of study:

- **Area of Study 1: Literacy for personal use**
- **Area of Study 2: Understanding and creating digital texts**

Assessment:

Students will be assessed in a various ways including:

- Written tasks and digital projects
- Structured questions
- Oral presentations

UNIT 2

In this unit, students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. Students learn to accurately reference and acknowledge the evidence they select.

Areas of study:

- **Area of Study 1: Understanding issues and voices**
- **Area of Study 2: Responding to opinions**

Assessment:

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

UNIT 3

In this unit, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos, and vocational and workplace texts. Students focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Areas of study:

- **Area of Study 1: Accessing and understanding informational, organisational and procedural texts**
- **Area of Study 2: Creating and responding to organisational, informational or procedural texts**

Assessment:

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

UNIT 4

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. They will compare and contrast the ways in which same message can be presented through different platforms and consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

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

Areas of study:

- **Area of Study 1: Understanding and engaging with literacy for advocacy**

This unit has two outcomes with the second outcome providing students with two options; Option 1: Literacy for civic participation; Option 2: Literacy for everyday personal contexts.

- **Area of Study 2: Speaking to Advise or Advocate**

Students will be assessed in a various ways including:

- Written tasks
- Structured questions
- Oral presentations
- Digital presentations
- Integrated projects

VCE Vocational Major VM: Numeracy

VCE Vocational Major Numeracy allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

Students develop their problem-solving skills using the problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

For Units 1 - 4, students are required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across Units 1 and 2, and Units 3 and 4.

Outcome 1 is framed around working mathematically across six different numeracy contexts:

- Personal numeracy
- Civic numeracy
- Financial numeracy
- Health numeracy
- Vocational numeracy
- Recreational numeracy

Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students will be able to confidently use multiple mathematical tools, both analogue and digital/technological.

UNIT 1

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.

Areas of study:

There are four areas of study for Unit 1:

- **Area of Study 1: Number**
- **Area of Study 2: Shape**
- **Area of Study 3: Quantity and measures**
- **Area of Study 4: Relationships**

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

Students will be assessed in a various ways including:

- Investigations
- Integrated projects
- Multimedia presentations

UNIT 2

In Unit 2, 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.

Areas of study:

There are four areas of study for Unit 2:

- **Area of Study 5: Dimension and direction**
- **Area of Study 6: Data**
- **Area of Study 7: Uncertainty**
- **Area of Study 8: Systematics**

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

Students will be assessed in a various ways including:

- Investigations
- Integrated projects
- Multimedia presentations
- Portfolio
- Quizzes
- Structured questions

UNIT 3

In Unit 3, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study

There are four areas of study in Unit 3:

- **Area of Study 1: Number**
- **Area of Study 2: Shape**
- **Area of Study 3: Quantity and measures**
- **Area of Study 4: Relationships**

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

Students will be assessed in a various ways including:

- Integrated projects
- Multimedia presentations
- Investigations
- Portfolio
- Quizzes

UNIT 4

In Unit 4, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study:

There are four areas of study for Unit 4:

- **Area of Study 5: Dimension and direction**
- **Area of Study 6: Data**
- **Area of Study 7: Uncertainty**
- **Area of Study 8: Systematics**

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

Students will be assessed in a various way including:

- Investigations
- Integrated projects
- Multimedia presentations
- Portfolio
- Quizzes
- Structured questions

VCE Vocational Major VM: Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and

provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Students explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments. In PDS, students will engage in large community-based projects where they will demonstrate their teamwork, organisation and leadership skills.

UNIT 1: HEALTHY INDIVIDUALS

Unit 1 PDS focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Areas of study:

- **Area of Study 1: Personal identity and emotional intelligence**
- **Area of Study 2: Community health and wellbeing**
- **Area of Study 3: Promoting a healthy life**

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations

UNIT 2: CONNECTING WITH COMMUNITY

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Areas of study:

- **Area of Study 1: What is community?**
- **Area of Study 2: Community cohesion**
- **Area of Study 3: Engaging and supporting community**

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations

UNIT 3: LEADERSHIP AND TEAMWORK

Unit 3 PDS considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Areas of study:

- **Area of Study 1: Social awareness and interpersonal skills**
- **Area of Study 2: Effective leadership**
- **Area of Study 3: Effective teamwork**

Assessment:

Students will be assessed in a various ways including:

- reflective journals
- case studies
- performances
- debates
- oral presentations

Unit 4: Community Project

Unit 4 PDS focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved and will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Areas of study:

- **Area of Study 1: Planning a community project**
- **Area of Study 2: Implementing a community project**
- **Area of Study 3: Evaluating a community project**

Assessment:

Students will be assessed in a various way including:

- reflective journals and project proposals and plans
- case studies and performances
- debates
- oral presentations and structured questions
- digital presentations, reports and research tasks

VCE Vocational Major VM: Work Related Skills

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

Unit 1 WRS recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, 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. They will develop and apply strategies to communicate their findings.

Areas of study:

- **Area of Study 1: Future Careers.**
- **Area of Study 2: Presentation of career and education goals.**

Assessments:

Students will be assessed in a various ways including:

- Career and education research tasks
- Case studies
- Career Action Plans
- Digital presentations

UNIT 2: WORKPLACE SKILLS AND CAPABILITIES

- Career reports
- Reflection and evaluation tasks
- Structured questions
- Creating SMART goals

In Unit 2 WRS students will consider the changing nature of work and the impact this has on future career pathways. 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.

Areas of study:

- **Area of Study 1: Skills and capabilities for employment and further education.**
- **Area of Study 2: Transferable skills and capabilities.**

Assessments:

Students will be assessed in a various ways including:

- Research tasks and Structured questions
- Case studies and Report writing
- Digital presentations and Mock interviews
- Cover letters and Resumes

- Reflection and evaluation tasks

UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

Unit 3 WRS focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship workplace relations, and communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying,

workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Areas of study:

- **Area of Study 1: Workplace wellbeing and personal accountability**
- **Area of Study 2: Workplace responsibilities and rights**
- **Area of Study 3: Communication and collaboration**

Assessments:

Students will be assessed in a various ways including:

- Research tasks
- Case studies
- Report writing
- Digital presentations

UNIT 4: PORTFOLIO PREPARATION AND PRESENTATION

In Unit 4 WRS, students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio. Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Areas of study:

- **Area of Study 1: Portfolio development**
- **Area of Study 2: Portfolio presentation**

Assessments:

Students will be assessed in a various way including:

- Research tasks
- Portfolio presentation
- Debate
- Reflection and evaluation tasks • Interview
- Structured questions
- Portfolio evaluation

FAIRHILLS CAREERS WEBSITE

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[Click here for information on our VET program](#)

SENIOR SCHOOL

VCE Information

- VCE Information
- Past VCE Exam Papers
- VCAL Information

Vocational Education and Training (VET)

- VET Information
- VET Training Pathways
- Get VET Videos
- GET VET (PDF DOCUMENT)
- School Based Apprenticeships & Traineeships (SBATs)
- The Unique Student Identifier (USI)
- The "Where To Now?" Guide
- VTAC - Am I eligible?

VTAC - Year 11 & 12 Guides

- Year 11 Guide
- Year 12 Guide

VTAC

- Info for Year 10 (Booklets)
- Year 10 Guide (to choosing subjects)
- Course Prerequisites for 2024
- Course Prerequisites for 2024
- Course Prerequisites for 2024

VTAC Tools

- VTAC Course Search
- VTAC Prerequisite & Course Planner
- Subject Bonus Tool
- VTAC Application Powerpoint
- VTAC User Account

Post School Options

- University
- Information About Institutions/Courses
- Open Days/Virtual Tours

TAFE

- TAFE Information
- Find TAFE courses by Career/Job
- Victorian Training Guarantee Info.
- What are the AQF Levels?
- The Unique Student Identifier (USI)

Job Information

- Investigate a Job
- Job Outlook
- Australian Jobs 2019 (PDF)
- Aust. Jobs Occupation Matrix
- Know Your Workplace Rights
- 100 Jobs of the Future

Apprenticeships & Traineeships

- General Information
- Job Pathways Charts
- Literacy & Numeracy Quizzes
- Practice Aptitude Tests
- Work Type Explorer
- Victorian Skills Gateway

Defence Forces

- Careers
- ADFA
- Emergency Services
- Gap Year/Volunteering

For Parents

- Useful Links
- Helping Your Teen With Career Planning •
- Career Conversations
- Appointment Booking
- How Much Do You Know About VET?
- Contact Us

For Students

- Job and Career Information
- Job and Career Search/Information
- 100 Jobs of the Future

Job Videos

- ICT Career Wheel (videos)
- SkillsOne Job Videos
- Choose Maths Videos
- Student Edge Job Videos
- Career Targets