



FAIRHILLS
HIGH SCHOOL
KNOX



Fairhills High School 2026 VCE Subject Selection

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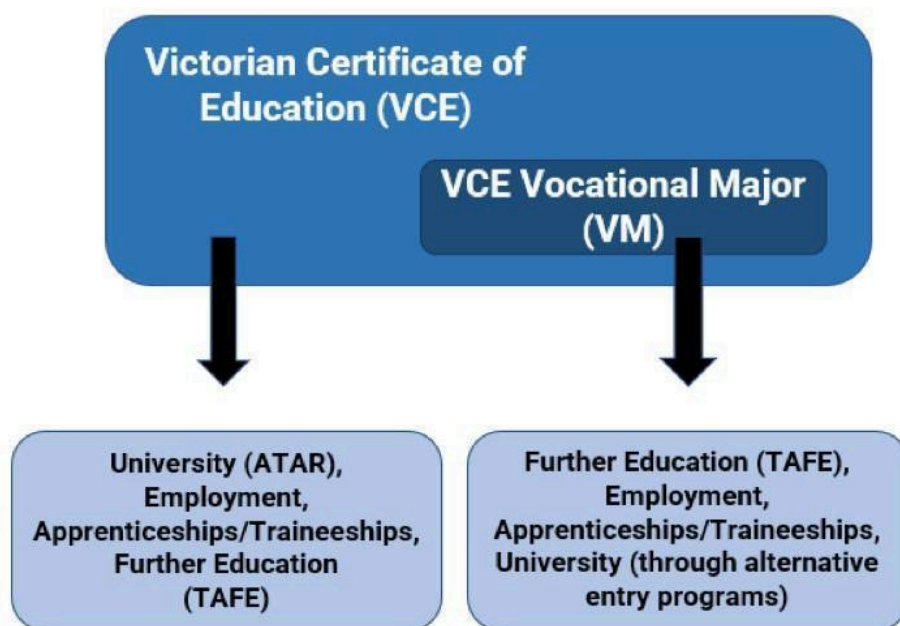
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“Empowering our community to be curious, creative and confident learners”



Information in this subject selection handbook is correct as of 22/07/2025

UNDERSTANDING THE DIFFERENT PATHWAYS



In 2026, students will be enrolled in either the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM), or VCE VM Hybrid (offered to Year 11 2026 VCE VM students).

VCE

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. Students can study Units 1 and 2 of a study as stand-alone units. However, students 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 the 16 units must be:

- At least three English units (two of which must be Units 3 and 4)
- At least three other studies of Units 3 and 4

Advanced Placement

It may be possible (depending upon whether certain criteria is met) for a student in Year 10 2026 to undertake a Unit 1 and Unit 2 study. It may also be possible for a Year 11 student in 2026 to undertake a Unit 3 and Unit 4 study. 'Advanced Placements' must be discussed with the student's Course Counsellor during the subject selection process.

Satisfactory Completion of a VCE Unit

Satisfactory completion of a VCE unit depends on successfully achieving each of the Outcomes as outlined in the subject specific VCAA Study Design. Each VCE unit has between two to four Outcomes. Successful completion of the Outcomes is based on the teacher's assessment of a student's performance from general coursework and school assessed coursework (SACs).

Please note that there may be times when SACs are scheduled to take place after school hours. Parents/carers and students will be notified at least 14 days in advance.

Fairhills High School, in accordance with the (Victorian Curriculum and Assessment Authority (VCAA) requirements, determines satisfactory completion of units.

Satisfactory - If students complete 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 semester report as 'Satisfactory Completion' (S).

Non-satisfactory - A student who does not meet the requirements will not gain credit for the unit and this will be reported as 'Not Satisfactory Completion' (N).

VCE VM

The VCE VM is recognised internationally, valued by employers and builds on the strengths of students.

The VCE VM certificate provides the following:

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

If a student wishes to study the Vocational Major (VM) they must select the following core units:

- o VCE VM Literacy
- o VCE VM Personal development
- o VCE VM Work related skills
- o VCE VM Numeracy
- o In addition, students must select one VET subject

Please note that VCE VM students are required to pay a \$250 levy. Our VM levy is used to ensure we can provide as many practical activities as possible to our students and provide them opportunities to connect what is learnt in the classroom to a "real life" setting. This contribution should cover all activities related to the VM program for the 2026 school year. Whilst we will make every effort not to exceed this budget, there may be an additional cost to the 2026 VM program. If this is the case, we will provide families with plenty of notice.

VCE VM Hybrid

- In 2026, the VCE VM Hybrid program is available to Year 11 students studying VCE VM
- Students select the VCE VM level appropriate for them - Year 11 Units 1 & 2
- The Vocational Major subjects are:
 - o VCE VM Literacy
 - o VCE VM Personal development skills (PDS)
 - o VCE VM Work related skills (WRS)
 - o VCE VM Numeracy
 - o VET
- After Course Counseling consultation, students may be able to undertake one of the following VCE subjects:
 - o General Maths (in place of Numeracy)
 - o English (in place of Literacy)

- Art Making & Exhibiting (in place of PDS and WRS)
- Business Management (in place of PDS and WRS)
- The above VCE subjects may be timetabled outside the three days VCE VM. Students are required at school for all lessons.

VET subjects

- A VET Subject is **mandatory** for a VM program
- A list of VET programs offered can be found on the Mullum VET Cluster website: www.mullumvetcluster.com.au Programs include (but are not limited to):
 - Workplace skills (Services) - offered onsite at Fairhills
 - Building & Construction (Trade)
 - Electrotechnology (Trade)
 - Sport & Recreation (Services)
 - Kitchen operations (Services)
 - Dance (Creative)
 - Fashion (Creative)
 - Information Technology (Technology)
 - Laboratory Skills (Technology)
- Students must choose a VET program offered on Wednesdays.
- A VET application form will need to be completed and returned to the General Office with the required deposit of \$50 by the end of Week 7 (Friday 30th August).
- The 2026 VET Application form can be located on Compass under school documentation. Hardcopies are also available from the General Office.
- Questions regarding VET subjects are to be directed to Liz Rundle – Careers/Pathways Manager
- Students in their first year of a VET subject **must** re-apply for 2026 as re-enrolment is not automatic for the second year.

INSTRUCTIONS FOR SENIOR SUBJECT SELECTION

Course Selection for 2026: A three-step process

1. **Preliminary subject selections** – to be completed online.
2026 Year 12 students: Tuesday 24th July - Tuesday 5th August
2026 Year 11 students: Tuesday 29th July - Tuesday 5th August
2. **Subject Selection Interviews** - Bookings via Compass, Tuesday 19th August

Who: Parent/carer, student and member of Senior School team
Why: Finalise 2026 subject choices that support career aspirations
When: Thursday 22 August 9:00am and 6:30pm
Where: Senior Learning Centre (SLC) rooms S1, S2 & S3
3. **2026 Subject Confirmation** - will be confirmed at least two weeks prior to 2026 HeadStart program. Any student who has not met 2026 subject requirements may be required to attend a program planning interview to reassess their subject choices.
 - **2026 VCE Year 11 students** (entering Year 12 in 2026) are required to select **five subjects** in total. This may include one VET subject.
 - **2026 Year 10 students** (entering Year 11 in 2026) wishing to study VCE are required to select **five subjects** in total. This may include one VET subject.
 - **Second year accelerated VCE students** (those entering their 2nd year of VCE) may select **three Year 11 subjects** (including Year 11 Literature) plus **two Year 12 subjects**. One of these five subjects may be either a first or second year VET subject.

ENGLISH LEARNING AREA

ENGLISH UNITS 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:

- Set texts are to be read prior to the commencement of the unit

VCAA Description – Areas of Study:

1. Reading and exploring texts
2. Crafting texts

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:

- Satisfactory completion of Unit 1 English

Other Requirements:

- Set texts are to be read prior to the commencement of the unit

VCAA Description – Areas of Study:

1. Reading and exploring texts
2. Exploring 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 Prerequisites PDF

ENGLISH UNITS 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:

- An analytical response to text in written form.
- Two written texts constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.

Prerequisites/Recommendations:

- Students must satisfactorily complete at least one of Unit 1 and Unit 2 English

Other Requirements:

- Set texts are to be read prior to the commencement of the 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.

ENGLISH UNIT 4

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

Assessment:

- An analytical response to text in written form
- An analytical response to argument in written form
- A point of view oral presentation

Prerequisites/Recommendations:

- Students must satisfactorily complete at least one of Unit 1 and Unit 2 English.
- Students must satisfactorily complete Unit 3 English. Unit 3 and Unit 4 are sequential.

Other Requirements:

- Set texts are to be read prior to the commencement of the unit.

VCAA Description – Areas of Study:

1. Reading and Responding to texts
2. Analysing 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 Prerequisites PDF

LITERATURE UNITS 1 & 2

LITERATURE UNIT 1

Students read a selection of texts, ranging from novels, 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:

- Passage analysis essay
- Views and values essay
- Semester exam

Prerequisites/Recommendations:

- Year 10 English teacher recommendation

Other Requirements:

- Students should be keen readers

VCAA Description – Areas of Study:

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

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:

- Oral presentation
- Text response essay

Prerequisites/Recommendations:

- Satisfactory completion of Unit 1 Literature

Other Requirements:

- Students 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 Prerequisites PDF

LITERATURE UNITS 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:

- A written interpretation of a text, supported by close textual analysis, using a key passage.
- Oral presentation

Prerequisites/Recommendations:

- Students must satisfactorily complete either Unit 1 or Unit 2 English or Literature

Other Requirements:

- Students should be keen readers

VCAA Description – Areas of Study:

1. Adaptations and transformations
2. Developing interpretations

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:

- A creative response to a text
- An analysis of a key passage from an original text

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 3 Literature. Unit 3 and Unit 4 are sequential.

Other Requirements:

- Students should be keen readers

VCAA Description – Areas of Study:

- Creative responses to texts
- 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 Prerequisites PDF

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1 & 2

Can only be studied by students who have English as their second language

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:

- Satisfactory completion of Year 10 English or EAL

Other Requirements:

- Students 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:

- Students must satisfactorily complete Unit 1 EAL.

Other Requirements:

- Students 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 Prerequisites PDF.

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3 & 4

Can only be studied by students who have English as their second language

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:

- Students must satisfy VCAA eligibility requirements for EAL
- Students must satisfactorily complete Unit 1 and Unit 2 EAL

Other Requirements:

- Read set texts prior to commencement of unit

VCAA Description – Areas of Study:

1. Reading and responding to texts
2. Creating texts

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:

- Students must satisfy VCAA eligibility requirements for EAL
- Students must satisfactorily complete Unit 3 EAL

Other Requirements:

- Read set texts prior to commencement of unit

VCAA Description – Areas of Study:

1. Reading and responding to texts
2. Analysing 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 Prerequisites PDF

MATHEMATICS LEARNING AREA

GENERAL MATHEMATICS UNITS 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:

- Satisfactory completion of Year 10 Mathematics

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description -Area of Study:

1. Data analysis, probability and statistics
2. Algebra, number and structure
3. Functions, relations and graphs
4. Discrete mathematics; matrices and matrix operations

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 Prerequisites PDF

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-

- Satisfactory completion of Year 10 Mathematics
- Satisfactory completion of Unit 1 General Mathematics

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description –Area of Study:

1. Data analysis, probability and statistics
2. Discrete mathematics; Graphs and Networks
3. Functions, relations and graphs; direct and inverse variation, transformations and modelling 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 Prerequisites PDF

GENERAL MATHEMATICS UNITS 3 & 4

GENERAL MATHEMATICS UNIT 3

Unit 3 focuses on real-life application of mathematics and consists 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 in the form of School Assessed Coursework (SACs)
- VCAA exams

Prerequisite/Recommendations:

- Students must satisfactorily complete Unit 1 and Unit 2 General Mathematics

Other Requirements:

- CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Data analysis, probability and statistics
2. Discrete mathematics; 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 in the form of School Assessed Coursework (SACs)
- VCAA exams

Prerequisite/Recommendations:

- Students must satisfactorily complete Unit 3 General Mathematics

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 Prerequisites PDF

MATHEMATICAL METHODS UNITS 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:

- Satisfactory completion of Year 10 Mathematics to a high standard
- Meeting with Dr Kilgore (Head of Mathematics)

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, 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 must satisfactorily complete Unit 1 Mathematical Methods to be eligible to study Unit 2

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, 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 Prerequisites PDF

MATHEMATICAL METHODS UNITS 3 & 4

MATHEMATICAL METHODS UNIT 3

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

Assessment:

- Application tasks in the form of School Assessed Coursework (SACs)
- VCAA exams

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 1 and Unit 2 Mathematical Methods

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, 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
- VCAA external assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 3 Mathematical Methods

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, 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 Prerequisites PDF

SCIENCE LEARNING AREA

BIOLOGY UNITS 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:

- Satisfactory completion of Year 10 Science

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

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 Prerequisites PDF

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:

- Satisfactory completion of Year 10 Science
- Satisfactory completion of Unit 1 Biology is beneficial

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 Prerequisites PDF

BIOLOGY UNITS 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:

One task from the following across Units 3 and 4:

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- analysis and evaluation of a contemporary bioethical issue.

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations and other direct experiences.

Prerequisites/Recommendations:

- Unit 3 and Unit 4 must be taken in sequence

Other Requirements:

- Satisfactory completion of Unit 1 and Unit 2 Biology is highly recommended

VCAA Description – Areas of Study:

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

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 Prerequisites PDF

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.

Assessment:

One task from the following across Units 3 and 4:

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- analysis and evaluation of a contemporary bioethical issue.

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations and other direct experiences.

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 3 Biology. Unit 3 and Unit 4 must be studied 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 Prerequisites PDF

CHEMISTRY UNITS 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:

- Satisfactory completion of Year 10 Mathematics
- Satisfactory completion of Year 10 Science

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 must satisfactorily complete Unit 1 Chemistry

Other Requirements:

- Scientific calculator

VCAA Description – Areas of Study:

1. How do chemicals interact with water?
2. How are chemicals measured and analysed?
3. 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 Prerequisites PDF

CHEMISTRY UNITS 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 (Two 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 must satisfactorily complete Unit 1 and Unit 2 Chemistry.

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 (Two 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 satisfactorily complete Unit 3 Chemistry. Unit 3 and Unit 4 must be studied in sequence.

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 Prerequisites PDF

ENVIRONMENTAL SCIENCE UNITS 1 & 2

ENVIRONMENTAL SCIENCE UNIT 1

How are Earth's dynamic systems interconnected to support life?

Environmental science is an interdisciplinary, investigative science that explores the interactions between humans and the environment in which we live. If you are interested in what it would take to live a sustainable lifestyle then this is the science subject for you. Maybe you can help save the world while you are learning about Earth science, Climate change and what we can do about it, and how to make good decisions for the benefit of current and future generations and the myriad of living things we share on this place we call Earth/Home.

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

Assessment:

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

Prerequisites/Recommendations:

- Satisfactorily completion of 9/10 Environmental Science Elective is beneficial

Other Requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of study:

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Agricultural Sciences, Horticulture, Earth science, Geology and Environment Science. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the Prerequisites PDF

ENVIRONMENTAL SCIENCE UNIT 2

What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

Assessment:

- Topic tests
- Assignments
- Experimental reports
- Case study analysis
- Semester Exam

Prerequisites/Recommendations:

- Satisfactory completion of 9/10 Environmental Science Elective is beneficial
- Satisfactory completion of Unit 1 Environmental Science is beneficial

Other Requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of study:

1. How can we manage pollution to sustain Earth's systems?
2. How can we manage food and water security to sustain Earth's systems?
3. How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Agricultural Sciences, Horticulture, Earth science, Geology and Environment Science. For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the Prerequisites PDF

PHYSICS UNITS 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:

- Satisfactory completion of Year 10 Mathematics
- Satisfactory completion of Year 10 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 an 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:

- Satisfactory completion of Unit 1 Physics
- 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 Prerequisites PDF

PHYSICS UNITS 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:

- Satisfactory completion of Unit 1 and Unit 2 Physics
- 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. Students must satisfactorily 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 Prerequisites PDF

PSYCHOLOGY UNITS 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. Students will have opportunities to conduct a student-directed scientific investigation project. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data or collecting primary data.

Assessment:

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

Prerequisites/Recommendations:

- Satisfactory completion of Year 10 Science
- Satisfactory completion of Year 10 Mathematics

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?

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 Prerequisites PDF

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:

- Satisfactory completion of Year 10 Science
- Satisfactory completion of Year 10 Mathematics
- Satisfactory completion of Unit 1 Psychology is beneficial

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 Prerequisites PDF

PSYCHOLOGY UNITS 3 & 4

PSYCHOLOGY UNIT 3

In this unit students investigate the function 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. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

Assessment:

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

Prerequisites/Recommendations:

- Satisfactory completion of Unit 1 and Unit 2 Psychology is beneficial

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:

- Students must satisfactorily complete 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 Prerequisites PDF

HUMANITIES LEARNING AREA

BUSINESS MANAGEMENT UNITS 1 & 2

BUSINESS MANAGEMENT UNIT 1

Planning a Business

Businesses of all sizes are a major contributor 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 is the cornerstone 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:

- Satisfactory completion of Year 10 Humanities

Other Requirements:

- None

VCAA Description – Areas of Study:

- The business idea
- External environment
- Internal environment

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 Prerequisites PDF

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:

- Satisfactory completion of Unit 1 Business Management is beneficial

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 Prerequisites PDF

BUSINESS MANAGEMENT UNITS 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 student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis.

Prerequisites/Recommendations:

- Satisfactory completion of Unit 1 and Unit 2 Business Management is beneficial

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's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis.

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 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 Prerequisites PDF

HISTORY - MODERN UNITS 1 & 2

HISTORY - MODERN UNIT 1

Change and 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
- Historical Inquiry

Prerequisites/Recommendations:

- Satisfactory completion of Year 10 Humanities

Other Requirements:

- None

VCAA Description – Use QR Code to access Study Design (see pages 16 - 22)

1. Ideology and conflict
2. Social and cultural change

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Archaeology, Criminology, Teaching, Law, 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 Prerequisites PDF

HISTORY - MODERN 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:

- Satisfactory completion of Year 10 Humanities is beneficial
- Satisfactory completion of Unit 1 Modern History is beneficial

Other Requirements:

- None

VCAA Description – Use QR Code to access Study Design (see pages 22 -28)

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

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Archaeology, Criminology, Teaching, Law, 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 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 & Unit 4 - THE RUSSIAN REVOLUTION (1896 - 1927) & THE CHINESE REVOLUTION (1912-1976)

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:

- Satisfactory completion of Unit 1 and Unit 2 Modern History is beneficial
- Students must satisfactorily complete Unit 3 History to be able to commence Unit 4 History

Other Requirements:

- None

VCAA description- Use QR Code to access Study Design (see pages 65 - 74)

- Causes of Revolution
- Consequences of Revolution

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject: Archaeology, Criminology, Teaching, Law, 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 Prerequisites PDF

LEGAL STUDIES UNITS 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:

- Satisfactory completion of Year 10 Humanities

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-

- Satisfactory completion of Unit 1 Legal Studies is beneficial

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 Prerequisites PDF

LEGAL STUDIES UNITS 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:

- Satisfactory completion of Unit 1 and Unit 2 Legal Studies is beneficial

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:

- Students must satisfactorily complete Unit 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 Prerequisites PDF

ARTS & DESIGN LEARNING AREAS

ART MAKING AND EXHIBITING UNITS 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 art making

Other Requirements:

- None

VCAA Description – Areas of Study:

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

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 Prerequisites PDF

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:

- Satisfactory completion of Unit 1 Art Making and Exhibiting is beneficial

Other Requirements:

- An interest in art and art making

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 Prerequisites PDF

ART MAKING AND EXHIBITING UNITS 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:

- Satisfactory completion of Unit 1 and Unit 2 Art Making and Exhibiting is beneficial.

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

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 Prerequisites PDF

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:

- Students must satisfactorily complete Unit 3 Art Making and Exhibiting

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 Prerequisites PDF

DRAMA UNITS 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 into Unit 1 Drama.

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

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 Prerequisites PDF

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 into Unit 2 Drama.
- Satisfactory completion of Unit 1 Drama is beneficial

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 Prerequisites PDF

FOOD STUDIES UNITS 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:

- Satisfactory completion of Food Studies in the middle school is beneficial

Other Requirements:

- None

VCAA Description – Areas of Study:

1. Food around the world
2. Food in Australia

FOOD STUDIES UNIT 2

Food Makers

This unit 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:

- Satisfactory completion of Food Studies in the middle school is beneficial

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 Prerequisites PDF

FOOD STUDIES UNITS 3 & 4

FOOD STUDIES UNIT 3

This unit explores the science of food: our physical need for it and how it nourishes and sometimes 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. The 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:

- Satisfactory completion of Unit 1 and Unit 2 Food Studies is beneficial

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. The practical component of this provides students with opportunities to apply their responses to environmental and ethical food issues.

Assessment:

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

Prerequisites/Recommendations:

- Students must satisfactorily complete Unit 3 Food Studies

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 Prerequisites PDF

MEDIA UNITS 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

1. Media representations.
2. Media forms in production
3. Australian stories

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 Prerequisites PDF

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:

- There are no prerequisites for entry into Unit 2 Media.
- Satisfactory completion of Unit 1 Media is beneficial.

Other Requirements:

- None

VCAA Description – Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. 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 Prerequisites PDF

MUSIC UNITS 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 playing 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 Prerequisites PDF

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:

- Satisfactory completion of Unit 1 Music is beneficial
- At least two years' experience playing 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 Prerequisites PDF

MUSIC UNITS 3 & 4

MUSIC UNIT 3

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

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music

Assessment:

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

Prerequisites/Recommendations:

- Satisfactory completion of Unit 1 and Unit 2 Music is highly recommended
- At least two years' experience playing a musical instrument

VCAA Description – areas of Study

1. Performing
2. Analysing for performance
3. 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 Prerequisites PDF

MUSIC UNIT 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Assessment:

- Outcome 1 - On completion of this unit the student should be able to perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention
- Outcome 2 - On completion of this unit students should be able to demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.
- Outcome 3 - On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.

Prerequisites/Recommendations:

- At least two years' experience playing a musical instrument
- Students must satisfactorily complete Unit 3 Music

VCAA Description – areas of Study

1. Performing
2. Analysing for performance
3. 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 Prerequisites PDF

VISUAL COMMUNICATION AND DESIGN UNITS 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

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 Prerequisites PDF

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 Prerequisites PDF

LANGUAGES LEARNING AREA

JAPANESE UNITS 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 level Japanese

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

- Conversation, Interview, or role play
- 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:

- Satisfactory completion of Unit 1 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 Prerequisites PDF

HEALTH & PHYSICAL EDUCATION LEARNING AREA

HEALTH AND HUMAN DEVELOPMENT UNITS 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:

- Satisfactory completion of Year 10 Health and Physical Education is beneficial.

Other Requirements:

- None

VCAA Description – Areas of Study:

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

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 Prerequisites PDF

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:

- Satisfactory completion of Year 10 Health and Physical Education and Unit 1 Health and Human Development is beneficial.

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 Prerequisites PDF

PHYSICAL EDUCATION UNITS 1 & 2

PHYSICAL EDUCATION UNIT 1

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

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:

- Satisfactory completion of Year 10 Physical Education

Other Requirements:

- None

VCAA Description – Areas of Study:

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

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 Prerequisites PDF

PHYSICAL EDUCATION UNIT 2

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

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

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

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

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:

- Satisfactory completion of Unit 1 Physical Education is beneficial.

Other Requirements:

- None

VCAA Description – Areas of Study:

1. How do physical activity, sport and exercise contribute to healthy lifestyles?
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 Prerequisites PDF

PHYSICAL EDUCATION UNITS 3 & 4

PHYSICAL EDUCATION UNIT 3

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

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

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:

- Satisfactory completion of Unit 1 and Unit 2 Physical Education is beneficial.

Other Requirements:

- None

VCAA Description – Areas of Study:

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

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 Prerequisites PDF

PHYSICAL EDUCATION UNIT 4

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

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

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:

- Students must satisfactorily complete 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 Prerequisites PDF

VOCATIONAL MAJOR LEARNING AREA

What is VCE Vocational Major (VM)?

VCE VOCATIONAL MAJOR (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program that sits within the VCE. Four subjects (literacy, numeracy, work related skills & personal development skills) make up the core of the program.

The program takes 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 and is within their own control. 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 prepares 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 satisfactorily completed the VCE VM 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 Literacy, Numeracy, Work Related Skills, and 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 in a team-based environment..

WHAT DOES THE VOCATIONAL MAJOR (VM) COURSE LOOK LIKE?

- Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills).
- One day a week studying a Vocational Education and Training in Schools (VET Program).
- One day a week engaging in Structured Workplace Learning (SWL) in a chosen Industry, which aligns with a VET Program.
- Year 11 2025 VCE VM students may be eligible to choose one VCE subject as part of their VM program (see VCE VM Hybrid information on page 6)

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:

- 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:

- 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 are representative of the 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:

- 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 the 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**

Assessment:

- 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:

- Investigations
- Integrated projects
- Multimedia presentation

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:

- 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:

- 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:

- 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:

- 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:

- 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:

- 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:

- 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 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:

- 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, 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:

- 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:

- 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:

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