



The Grange P-12 College

# YEARS 10, 11 & 12

## 2023 Subject Selection Handbook





# Years 10, 11 & 12

## 2023 Subject Selection Handbook

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# Introduction

The Grange P-12 College is committed to building strong personal and learning skills to assist all students with current and future studies and career pathways of their first choice.

Each subject selection handbook (Years 7 – 9, Years 10 – 12 and Sports Science Academy) contains a comprehensive outline of curriculum areas and subject offerings at The Grange P-12 College.

The handbooks are arranged in the following ways:

**Years 7 – 9:** Outlines the core subjects that students will complete throughout the year across each discipline in line with the Victorian Curriculum. At the Year 9 level, students are presented with a range of core (compulsory) and elective subjects. The elective subjects are designed to provide students with a range of experiences that may lead to further specialisation during later years of study.

**Years 10 - 12:** Year 10 students are presented with a range of core (compulsory) and elective subjects. The elective subjects are intended to provide students with a range of experiences that may lead to further specialisation during the later years of study. Some Year 10 students may also be engaged in the early commencement program that sees them complete a VCE Unit 1 and 2. The Year 11 and 12 sections contain information about the Victorian Certificate of Education (VCE), the Victorian Certificate of Education – Vocational Major (VM), Victorian Pathways Certificate (VPC) and Vocational Education and Training (VET) studies for students. Parents and students are encouraged to select combinations of subjects that lead to their intended career and post – compulsory studies at tertiary institutions.

**Sports Science Academy (SSA):** Outlines the specific learning pathway for students from Year 4 through to their later years of studies in the Victorian Certificate of Education (VCE), the Victorian Certificate of Education – Vocational Major (VM), or Victorian Pathways Certificate (VPC)) and Vocational Education and Training (VET). The Subject Selection Handbook clearly outlines the core subjects that students complete in line with the Victorian Curriculum as well as semester and elective subjects which are designed to further enrich student learning and understanding of key concepts associated with Sports Science studies.

When selecting subjects and programs of study leading into the later years it is critical that students have formed a general idea of what career options are available beyond formal schooling. The College has well-developed programs that expose students to pathway options and staff who will assist with advice about appropriate courses to suit interests, aspirations and learning strengths.

Please note that the full suite of subjects and elective programs from Years 10-12 presented in these handbooks are held subject to availability and demand from students.

Selecting a Year 10, 11 or 12 program does not guarantee promotion to that Year level. This will be dependent upon meeting assessment standards and The College's attendance requirements.

# Year 10 Curriculum

The Year 10 curriculum is designed to provide students with a comprehensive range of subjects based on the Victorian Curriculum F–10, which incorporates the Australian Curriculum and reflects Victorian priorities and standards. The curriculum is the common set of knowledge and skills required by all students for life-long learning, social development, and active and informed citizenship. Students in Year 10 also have the opportunity, subject to availability, to study a VCE subject. The High Achievers program and the Sports Science Academy program are also offered at this level to further enrich and address diverse student needs.

## Learning Options available at Year 10

Core subjects	Semester Electives		Sport Science
English	Creative Writing and Literature	Introduction to Studio Art	English
Maths	Introduction to General Maths	Introduction to Visual Communication Design	Maths
Science	Introduction to Maths Methods	Photography	Science
Humanities	Introduction to VCE Science	Media Broadcasting	Humanities
	Psychology	Media Film	Foundations of PE - Semester
	Geography Extension	Introduction to Music Production	
	Financial Literacy	Introduction to Music Performance	Foundations of Health and Human Development - Semester
	History Extension	Drama Production	
		Drama Performance	
		Robotics	
	Introduction to Legal Studies	Application Development	VET Sport and Recreation Full Year.
	Biomechanics and Exercise Nutrition	Foundations of PE	
	Food Studies	Foundations of Health and Human Development	

Students chose four semester subjects from the electives, or one VCE/VET and two electives

# YEAR 10

# English

CORE

The Year 10 English curriculum is built around the three connected strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will study a variety of texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances, and multimodal texts. Students develop critical understanding of the contemporary media, and the differences between media texts.

## What will I Learn?

- ° Students evaluate how text structures can be used in innovative ways by different authors.
- ° Students explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- ° Students develop and justify their own interpretation of texts.
- ° Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- ° Students develop their own writing style by experimenting with language features, stylistic devices, text structures and images.
- ° Students create a wide range of texts to articulate complex ideas.

## What types of things will I do?

- ° Reading and Viewing
- ° Oral presentations
- ° Analysing texts
- ° Writing
- ° Speaking and Listening
- ° Extended writing tasks

## Where can this lead me?

### Career Outcomes

- ° Journalism, media
- ° Publishing and Creative Writing
- ° Professional Writing and Editing
- ° Advertising and Marketing
- ° Government and Public Service

### Course Pathways

VCE Unit 1-4: English, EAL

# Mathematics

Year 10 Mathematics presents materials for students to have a pathway towards VCE Foundation Mathematics, General Mathematics and Mathematics Methods CAS.

The Year 10 Mathematics Core Curriculum is built around the three interconnected strands of Measurement and Geometry, Number and Algebra, and Statistics and Probability.

The curriculum is focused around the four Proficiency Scales of Understanding, Fluency, Problem Solving and Reasoning, to develop and promote interest, enjoyment, skills and applied knowledge in Mathematics.

## What will I Learn?

Students study patterns, skills applications, and concepts within the three Key Strands:

- ° Number and Algebra
- ° Measurement and Geometry
- ° Statistics and Probability

## What types of things will I do?

- ° Number skill development
- ° Measurement and Geometry focused on applications of skills in practical situations
- ° Probability understanding and utilisation of interpretation of events and data
- ° Algebra skills adapting to providing solutions
- ° Statistics development and focus on 'real world' issues

## Where can this lead me?

### Career Outcomes

- ° Nursing
- ° Physiotherapy
- ° Medicine
- ° Teaching
- ° Engineering
- ° Health

### Course Pathways

This pathway provides a solid preparation for VCE Foundation and General Mathematics

# YEAR 10 Science

CORE

Science is the study of how things work in the physical and natural world. In this Year 10 course, we learn: how to harness chemical reactions, the fundamentals of genetics and the evolution of organisms, how forces and energy interact in moving objects, how advancements in technology are changing what we know about the Universe and how the world around us is part of a delicate ecosystem. We also learn how to conduct scientific experiments and perform in depth analyses and evaluations of scientific claims. All topics have a focus on real-world applications. This subject prepares students with the scientific literacy to be able to make informed decisions as a global citizen as well as the scientific fundamentals to be able to progress to VCE science subjects.

## What will I Learn?

Students will learn about these topics in Science:

- ° Biology – Evolution and Genetics
- ° Earth and Space Science – Space and Celestial Objects
- ° Chemistry – Chemical Reactions
- ° Physics – Energy Transfer and Transformation

## What types of things will I do?

- ° Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work
- ° Conduct and observe a range of experiments, both inside and outside the science laboratory
- ° Plan a variety of investigations and experiments
- ° Undertake at least one research project similar to a VCE research task.

## Where can this lead me?

### Career Outcomes

- ° Scientist
- ° Doctor
- ° Engineer
- ° Nurse
- ° Marine Biologist
- ° Vet or Vet Nurse
- ° Teacher
- ° Physiotherapist

### Course Pathways

VCE

Biology  
Chemistry  
Physics  
Psychology

# Humanities

The Year 10 Humanities Curriculum has been designed to assist learners to navigate our 21st Century information-rich world and to gain important background knowledge about our collective past, present, and future. Students will consider the causes, key events and effects of the Second World War. They will also learn about the methods used by Indigenous civil rights activists to advocate for rights and freedoms in Australia. In Geography, students explore worldwide variations in human wellbeing and in economic development, considering the many reasons for such variations including colonialism and conflict. Lastly, in Civics, students turn to Global Governance to learn about the important role Australia plays on the International stage.

## What will I Learn?

- ° History – Second World War in Europe and the Holocaust
- ° History – Rights and Freedoms
- ° Civics/Economics – Global Governance
- ° Geography – Geographies of Human Wellbeing
- ° Research and media literacy skills
- ° Intercultural understanding and ethical reasoning

## What types of things will I do?

- ° Interrogate sources of evidence including contemporary media
- ° Meet a Holocaust survivor: a witness to History
- ° Participate in virtual fieldwork
- ° Take part in a mock United Nations General Assembly
- ° Learnt to base my arguments on relevant and accurate evidence
- ° Participate in online discussion boards and virtual tours/experiences

## Where can this lead me?

### Career Outcomes

- ° Politician
- ° Lawyer
- ° Financial Advisor
- ° Historian
- ° Journalist
- ° Information Officer
- ° Academic/Teacher
- ° Environmental planner
- ° Researcher or Archivist
- ° Podcaster
- ° Entrepreneur
- ° Politician
- ° Construction Manager
- ° Business Manager
- ° Finance
- ° Data Analyst

### Course Pathways

- VCE
- Business Management
- Legal Studies
- Geography
- History



# Hindi – ‘Namaste’

This course aims to develop the knowledge, understanding and skills to ensure that student capacity is developed in communicating in Hindi. Emphasis will be placed on understanding the relationship between language, culture and learning. Students will also continue to be exposed to the culture of India and further develop intercultural capabilities. Broadening their ability to understand themselves as communicators of Hindi.

## What will I Learn?

Students will be exposed to and build their understanding of the language through the following themes:

- ° At home
- ° Cultural influences, heritage, values and beliefs
- ° Festivals
- ° Respect for diversity and difference
- ° Understanding of language and culture

## What types of things will I do?

Within these themes students will continue to consolidate their learning of the:

- ° relationship between the sounds of spoken Hindi and elements of the Devanagari script .
- ° key elements of the Hindi grammatical and vocabulary systems
- ° vocabulary – to increase their repertoire
- ° different types of literary, instructional, persuasive or imaginative texts in Hindi
- ° writing of conjunct characters and the combinations of vyanjans and matras
- ° articulation of sentence structures, use of pronouns, postpositions and gender agreements

## Where can this lead me?

### Career Outcomes

- |                             |                            |
|-----------------------------|----------------------------|
| ° Public relations          | ° Film industry            |
| ° Commerce                  | ° Interpreting             |
| ° Translation               | ° Foreign civil service    |
| ° Editing and Publishing    | ° Tourism/Hotel management |
| ° Airline services          | ° Hospitality              |
| ° Subtitles and Voice overs | ° Education                |
| ° Media                     | ° Event management         |
| ° Import\Export specialist  |                            |

# Foundations of Physical Education

In this unit, students gain a thorough understanding of the body and how it can be trained to improve sporting performance. Students study the effects that different exercises have on the body and how to design a program that is tailored to particular sports. They also explore how the musculoskeletal and cardiovascular systems work together to produce movement and how the systems adapt and adjust to the demands of activity. This unit directly assists in gaining fundamental knowledge and understanding for VCE Physical Education.

## What will I Learn?

- ° Musculoskeletal system
- ° Cardiovascular system
- ° Influences on physical activity
- ° Fitness and training principles
- ° Acute and chronic adaptations to the musculoskeletal and cardiovascular systems due to exercise
- ° Practices to enhance functioning of body system

## What types of things will I do?

- ° Strength and conditioning sessions
- ° Analyse acute adaptations to exercise
- ° Designing and implementing training programs to assist with adaptations to exercise
- ° Use technology to analyse the functioning of body systems including heart rate monitors, spirometers and oxygen deficit masks

## Where can this lead me?

### Career Outcomes

- ° Sports Science
- ° Sports Psychologist
- ° Education
- ° Coaching
- ° Gym Instructor
- ° Massage Therapist
- ° Myotherapy
- ° Sports Development

### Course Pathways

- |     |                      |
|-----|----------------------|
| VCE | Physical Education   |
| VET | Sport and Recreation |

# Foundations of Health & Human Development

In this unit, students study the various influences on health and human development across the lifespan. Topics that are covered include personal perspectives and priorities relating to health and wellbeing of Australians as well as the challenges and issues surrounding the use of health data and access to quality healthcare. This semester subject is an appropriate introduction to VCE Health and Human Development.

## What will I Learn?

- ° Dimensions of health and health status
- ° Factors affecting health
- ° Areas of individual human development
- ° Health issues effecting Australians
- ° The human lifespan – infancy, youth, adulthood
- ° Australian healthcare system
- ° Aboriginal and Torres Strait Islander health and wellbeing

## What types of things will I do?

- ° Class debates
- ° Analyse data about Australia's health
- ° Research and analyse health inequalities  
In various population groups
- ° Analyse case studies based on real life scenarios
- ° Discuss rights and responsibilities to access health care

## Where can this lead me?

### Career Outcomes

- ° Nutritionist
- ° Childcare
- ° Education
- ° Youth Work
- ° Social Work
- ° Pediatric care
- ° Medicine
- ° Aged Care

### Course Pathways

VCE      Health and Human Dev.

# Creative Writing and Literature

Do you love to read or write original creative responses? If you answered yes to either of these questions, then this is the subject for you! The Creative Writing and Literature elective will provide you with the opportunity to engage with literary texts on a deeper level and analyse their themes, characters and contexts. In this subject, you will learn a range of strategies that will allow you to transform your existing writing skills and add a new level of sophistication to your writing.

## What will I Learn?

- Text analysis
- Creative writing skills.
- Skills for in-depth discussions of complex issues.
- Publishing skills.

## What types of things will I do?

- Creating and responding to fiction texts.
- Group discussions.
- Written and verbal text responses.
- Editing and proofreading.

## Where can this lead me?

### Career Outcomes

- Journalism
- Media Studies
- Liberal Arts
- Professional writing and editing
- Education

### Course Pathways

VCE Unit 1-4: English and EAL

# Introduction to General Maths

The Year 10 Introduction to General Maths course is to provide students with a taster of the key topics from General Maths. The main topics in this course range from Matrices, Graphs and Network and Data. These skills will support students in consolidating their core mathematics skills within these topics and develop independence in their mathematics knowledge leading into General Maths topics. This course intends to support students in bridging the gaps in their knowledge, helping to boost students' confidence in their own skills. This course will provide students with the skills necessary to pursue VCE Foundation Mathematics, and VCE General Mathematics in Year 11. The unit is designed to strengthen and review key mathematical skills to ensure our students have a strong knowledge base, and the confidence to progress to VCE Mathematics courses.

## What will I Learn?

The mathematical tasks are designed to develop the following skills:

- ° Consolidation of core mathematical skills through individual work, feedback, self-reflection, and support
- ° Functionalities of CAS calculator and plotting data
- ° A positive attitude towards Mathematics

## What types of things will I do?

- |                              |                        |
|------------------------------|------------------------|
| ° Core mathematical concepts | ° Calculating          |
| ° Thinking                   | ° Consolidating        |
| ° Discussing                 | ° Enjoying Mathematics |

## Where can this lead me?

### Career Outcomes

- ° Accounting
- ° Architecture
- ° Commerce
- ° Nursing
- ° Business Management
- ° Information Technology
- ° Building Trades

### Course Pathways

Direct pathway to VCE Foundation Mathematics, and VCE General Mathematics in Year 11.

# Introduction to Maths Methods

The Introduction to Maths Methods course is recommended for students who want to extend their knowledge of mathematics beyond the normal school curriculum. The subject explores more complex skills in mathematics, such as advanced algebra and graphing. Please remember this course is beyond the scope of standard Year 10 mathematics teaching; therefore, there will be an increase in the workload, and conceptual complexity. Nonetheless, it is an excellent course for students considering a higher-level mathematics course in VCE, such as VCE Mathematical Methods. Students with aspirations for Methods are strongly recommended to complete this course. There will be a test to confirm entry to this elective.

## What will I Learn?

- ° Advanced algebra and graphing
- ° Applied problem solving
- ° Conceptualizing practical problems
- ° Technology (CAS)

## What types of things will I do?

- ° Application of functions
- ° Digital Learning
- ° Practical applications of concepts
- ° Analysis of mathematical problems

## Where can this lead me?

### Career Outcomes

- ° Medicine
- ° Biomedicine
- ° Aviation
- ° Teaching
- ° Engineering
- ° Health
- ° Veterinary Science

### Course Pathways

Direct Pathway to VCE Mathematical Methods

# Introduction to VCE Science

This subject is designed to springboard you into all VCE Science subjects. It focuses on developing the written and experimental skills required to succeed in VCE Science. Each term of the semester-long subject will focus on two major projects completed in VCE Science; a Research Report and an Experimental Design Report. Students will focus on an area of science that interests them most, whether it be density of black holes, power of mitochondria, stem cell therapy, synthesis of biodiesel, industrial microbiology, bio-nanotechnology, or production and observation of gravity waves. Students will perform a range of scientific experiments and focus on the analysis of data and how best to discuss and represent their results.

## What will I Learn?

- ° The structure of VCE Science courses and how best to succeed
- ° Written and communication skills used in scientific reports and assessment
- ° Mathematical and analytical skills used in VCE science experiments and activities
- ° Broad range of science-based investigative and analytical skills applicable to a wide field of study

## What types of things will I do?

- ° Complete a variety of scientific experiments from a range of disciplines
- ° Complete reports and discussions similar to those in VCE science
- ° Design, complete and report on an experiment in an area of your choosing
- ° Complete a research-based report in an area of your choosing
- ° Build a range of skills to prepare for VCE science

## Where can this lead me?

### Career Outcomes

- ° Data Scientist
- ° Medical or scientific research
- ° Medicine or health sciences
- ° Veterinary and Animal Science
- ° Teacher
- ° Aeronautical Engineer
- ° Pharmacist
- ° Engineer

### Course Pathways

- |     |            |
|-----|------------|
| VCE | Biology    |
|     | Chemistry  |
|     | Physics    |
|     | Psychology |

# Psychology

It is said that “a man can alter his life by altering his thinking” (William James). Psychology takes students deep inside the mysteries of the human mind to discover how mental processes shape every one of us. Students examine exciting areas of study such as: human neuropsychology examining the Brain, mental health in the community and ideas about normality and abnormality through a study of criminal behaviour. Students also learn relevant research methodologies and conduct real life studies to explore the age old question: What makes humans tick?

## What will I Learn?

- ° The study of psychology
- ° Mental illness and mental health
- ° The brain and nervous system
- ° Forensic psychology

## What types of things will I do?

- ° analyse the psychology experiments of the past and eventually design and conduct their own
- ° construct brain models and analyse case studies to investigate the functions of the different cortical lobes
- ° explore the varied career options available in the field of psychology, in particular forensic psychology
- ° study the practice of criminal profiling by researching criminal cases of the past
- ° gain an awareness of mental health statistics, contributing factors, symptoms and treatments available in Australia
- ° create case studies outlining the development, progression and resolution of mental illnesses such as depression, anxiety, eating disorders, bipolar disorder and schizophrenia.

## Where can this lead me?

### Career Outcomes

- ° Psychiatrist
- ° Counsellor
- ° Teacher
- ° Doctor
- ° Psychologist
- ° Social Worker
- ° Research Assistant
- ° Nurse

### Course Pathways

VCE

Biology  
Chemistry  
Physics  
Psychology



# Geography Extension

The study of Geography assists in students understanding of our world through exploring, analysing and understanding the characteristics of places. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should it change in the future? In this elective, students explore factors which influence the decisions of people about where to live. Students also explore different types of landscapes and their distinctive landscape features (and potential hazards)! Explore all these questions and more in the Geography elective!

## What will I Learn?

- ° Consider challenges and solutions to sustainability in Wyndham and beyond.
- ° Participate in field work with real life applications.
- ° Learn the art of Cartography – create my own maps so that I am ready for this skill in the VCE!
- ° Learn about how Geography impacts on everyday life for young people in the 21<sup>st</sup> Century.

## What types of things will I do?

- ° Evaluate and represent geographic data from a number of sources
- ° Work collaboratively on big issues facing future generations
- ° Participate in online discussion boards and virtual tours/experiences
- ° Think of outside the box solutions to issues like food security (fancy eating some bugs!)

## Where can this lead me?

### Career Outcomes

- ° Historian
- ° Journalist
- ° Data Analyst
- ° Policy Analyst
- ° Environmental Scientist
- ° Information Management Officer
- ° Food Chemist
- ° Entrepreneur
- ° Business Owner
- ° Politician
- ° Urban Development Consultant

### Course Pathways

- VCE
- Business Management
  - History
  - Legal Studies
  - Geography

# Financial Literacy

Curious about how to manage everyday finances? Thinking of studying VCE Business Management? Whether a budding entrepreneur or just wanting to avoid some common financial traps, this elective assists students to navigate topics such as superannuation, tax and loans, and strategies to build economic wealth. Students will also examine their rights and responsibilities as consumers and will form a strong economic skills and knowledge foundation to assist in future Business Management studies. Students will learn about risks associated with different investments and ways to stay out of financial trouble to build a secure economic future.

## What will I Learn?

- ° Budgeting and managing income
- ° Types of credit and investment options
- ° Civics/Economics – Global Governance
- ° Common financial traps
- ° Research and media literacy skills
- ° Consumer protections and ethical consumerism

## What types of things will I do?

- ° Participate in the ASX stock market game
- ° Spot scams and find out about the protections available to consumers
- ° Learn what bills adults pay and learn how to budget income to pay for these
- ° Co-create financial advice products with classmates
- ° Participate in online discussion boards and virtual tours/experiences

## Where can this lead me?

### Career Outcomes

- ° Accountant
- ° Entrepreneur
- ° Financial Planner
- ° Actuary
- ° Policy Analyst
- ° Business Owner
- ° Investment Analyst
- ° Digital Currency Advisor
- ° Data Analyst

### Course Pathways

VCE

Business Management

# History Extension

Have you ever wondered about the great unsolved mysteries that have happened throughout human history? Have you ever wanted to do your own research and come up with your informed opinion about some of the great questions facing historians of the 20th Century? In Area of Study 1, find out why one man - Hiroo Onoda - kept fighting a war that had finished more than 20 years earlier. Find out about events such as Australian Soldiers experiences in the Pacific and the bombing of Hiroshima. In Area Study 2, delve into Freedoms and Rights movements of the 20th Century. Using the American Civil Rights movement as a historical backdrop, examine the murder of three civil rights activists known as the Freedom Summer Murders of 1964 and learn about key leaders in the civil rights struggle such as Martin Luther King and Malcolm X.

## What will I Learn?

- ° American Civil Rights Movement
- ° The Japanese Theatre of World War Two
- ° Changing social, cultural, historical, political and technological conditions and how these have impacted on our lives since the 1930s to the present.

## What types of things will I do?

- ° Analyse different perspectives of people in the past and explore significance and contestability
- ° Interview a relative, friend or teacher about their experience of the past
- ° Create a podcast to communicate your historical understanding
- ° Learn how to find and question sources so as to draw your own conclusions

## Where can this lead me?

### Career Outcomes

- ° Lawyer
- ° Historian
- ° Researcher
- ° Journalist
- ° Teacher
- ° Foreign Correspondent
- ° Curator
- ° Policy Analyst

### Course Pathways

VCE

Business Management  
Legal Studies  
History  
Geography

# Introduction to Legal Studies

Aspiring to be a lawyer or to work within our justice system as a police officer or a social worker? Then Introduction to Legal Studies is for you! You will learn all about the Australian criminal and civil legal systems and cover topics such as: how do the courts work, what responsibilities are there when you sign a contract, what processes happen when someone commits a crime, when can people sue one another and what are your rights with the police. You will also explore different legal systems around the world and be prepared with key vocabulary and knowledge for VCE Legal Studies!

## What will I Learn?

- ° Learn about the criminal and civil system – how do courts operate and what kind of crimes does society face
- ° Get a handle of key vocabulary for Years 11 and 12
- ° Use evidence from real cases to answer legal questions
- ° Understand your rights and responsibilities under the Australian legal system to prepare you for when you are 18 and for now

## What types of things will I do?

- ° Participate in an excursion to a law firm
- ° Act as a lawyer and write a defence to a real legal case study
- ° Participate in online discussion boards and virtual tours/experiences
- ° Consider which laws you agree and how to influence changes to those you do not

## Where can this lead me?

### Career Outcomes

- ° Lawyer
- ° Government service
- ° Judge
- ° Barrister
- ° Paralegal
- ° Community worker
- ° Corrective Services
- ° Policy Analyst
- ° Business Owner

### Course Pathways

VCE

Business Management  
Legal Studies

## YEAR 10

# Biomechanics & Exercise Nutrition

In this unit, students examine a variety of topics related to the human body from both physical and health related aspects. These include coaching, injury prevention, classifications and nutrition. There is also a practical component in which students engage in activities that extend on sports covered in Years 7-9. This subject is an appropriate introduction to some of the units studies in both VCE Physical Education and VCE Health and Human Development.

## What will I Learn?

- ° Macro and micronutrients
- ° Food sources of nutrients
- ° Styles of coaching
- ° Musculoskeletal injuries
- ° Eating for health
- ° Treatment and prevention of injuries and illnesses
- ° Factors that influence health
- ° How to write a coaching session

## What types of things will I do?

- ° Peer coaching
- ° Practical lessons
- ° Class debates
- ° Research programs that offer health services to young people
- ° Work in groups to present health information

## Where can this lead me?

### Career Outcomes

- ° Sports Science
- ° Sports Psychologist
- ° Education
- ° Coaching
- ° Gym Instructor
- ° Massage Therapist
- ° Myotherapy
- ° Sports Development

### Course Pathways

- |     |  |
|-----|--|
| VCE | Physical Education<br>Health and Human Development |
| VET | Sport and Recreation                               |

# Introduction to Studio Art

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works. Students will begin to develop the key knowledge and skills to enrol in Unit 1 Studio Arts in later years. The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own 2D and 3D artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

## What will I Learn?

- ° Materials and techniques
- ° Rendering techniques
- ° Observational drawing
- ° Sculpture & Ceramics
- ° 3D construction techniques
- ° Australian and international artists
- ° Printmaking
- ° Painting & Drawing
- ° How to analyse and interpret artworks

## What types of things will I do?

- ° Use a variety of materials and techniques
- ° Study Australia and International artists
- ° Developing your arts portfolio
- ° Sculpture
- ° Clay hand-building techniques
- ° Reduction Lino printing (multi-coloured layers)
- ° Observational drawing
- ° 3D construction techniques
- Exhibiting and Curating
- Visit Top Arts

## Where can this lead me?

### Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Marketing
- ° Artist
- ° Designer
- ° Architecture
- ° Printmaker
- ° Illustration
- ° Web Designer
- ° Animation
- ° Fashion Design
- ° Interior Designer
- ° Game Designer
- ° Industrial Design
- ° Environmental Design

### Course Pathways

VCE Units 1-4: Visual Communication Design  
Studio Art  
Media

YEAR 10

# Introduction to Visual Communication Design

In this unit students will have the opportunity to learn about communication design. Students will use the design process to research, generate ideas, develop and refine concepts for a stated purpose. Students will begin to develop the key knowledge and skills to enrol in Unit 1 Visual Communication Design (VCD) in later years. Students will apply typography and images to various graphic designs such as magazine covers, music posters, packaging designs and logo design. The students will learn a range of manual and digital methods to develop and produce ideas from initial brainstorm through to completion of final presentations.

## What will I Learn?

- ° Learn about typography
- ° Learn technical drawing techniques
- ° Learn to apply the Elements & Principles of design
- ° Methods, Media & Materials experimentation
- ° Research and folio development
- ° Observational drawing
- ° Processes for communication, industrial and environmental design

## What types of things will I do?

- ° Create a folio of work
- ° Use the Elements & Principles of design to create
- ° Exhibiting and Curating
- ° Visit Top Designs
- ° Create original designs for a range of purposes
- ° Work through the design process in a practical process
- ° Designs for a range of purposes, contexts and audiences

## Where can this lead me?

### Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Marketing
- ° Artist
- ° Designer
- ° Architecture
- ° Printmaker
- ° Illustration
- ° Web Designer
- ° Animation
- ° Fashion Design
- ° Interior Designer
- ° Game Designer
- ° Industrial Design
- ° Environmental Design

### Course Pathways

VCE Units 1-4: Visual Communication Design  
Studio Art  
Media

# Photography

In the Photography course students learn technical photography skills to apply to a range of art and storytelling contexts. They have the unique opportunity to be in full control of their photographic process from start to finish, giving them a better understanding of photography and its range of applications in a contemporary art practice. Students build on their awareness of how and why artists, designers and journalists realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints and processes.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience. As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works. Students extend their understanding of safe photographic practices and choose to use sustainable materials, techniques and technologies.

## What will I Learn?

- ° Technical photography skills
- ° Photo-journalism & Art photography
- ° Important influential photographers throughout history
- ° Handling of equipment safely
- ° Social/Cultural/ Political contexts
- ° Folio development
- ° Exhibiting and Curating

## What types of things will I do?

- ° Film and Digital Photography skills
- ° Develop your own photographic response to a given theme
- ° Photograms/Rayographs
- ° Visit Top Arts
- ° Port folio development & presentation
- ° Photography manipulation techniques

## Where can this lead me?

### Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Illustration
- ° Artist
- ° Designer
- ° Interior Designer
- ° Game Designer
- ° Web Designer
- ° Marketing

### Course Pathways

VCE Units 1-4: Visual Communication Design  
Studio Art  
Media



# Media

## Introduction to Broadcasting

Are you interested in making your own podcast? Or how about having a go at being part of an online newspaper? Maybe you're just interested in learning how to be a content creator to get your own YouTube channel or Podcast off the ground. If so, this subject will give you the 21<sup>st</sup> Century skills and knowledge you'll need.

### What will I Learn?

- How to engage with key issues in the media as critical audiences and broadcasters.
- Develop their understanding of traditional and contemporary broadcasting practices
- Foundation skills of podcasting and audio editing, and post-production management
- How to create a successful and entertaining podcast and how to target and engage audiences using oral communication and audio broadcasting techniques,
- Broadcasting issues and ethics
- Research and reporting skills

### What types of things will I do?

- Plan, record, edit and distribute a podcast
- Use podcasting equipment and audio editing software
- Observe, interview and record key school events and people
- Use cameras and recording devices as well as video editing software
- Write a news article, create a video highlighting school events and members of the school community
- Distribute and present their work

### Where can this lead me?

#### Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Animator
- Storyboarding
- Director
- Producer
- Set Designer
- YouTuber
- Podcaster
- Marketing
- Camera Operator

#### Course Pathways

VCE Units 1-4: Media  
English

# Media

## Introduction to Film

Do you enjoy viewing and creating films? This media elective focus on introducing students to the analysis and creation of film through the lens of both critic and creator in preparation for Unit 1 Media Studies. Students will develop their understanding of how film responds to society through form and content. This media elective focuses on interpretation of historical and contemporary film influence and production skills for 21<sup>st</sup> Century film-making.

### What will I Learn?

- ° Skills and process formats of chosen media forms to apply to your own film-making
- ° How to critically view a past or present film texts to analyse, interpret and evaluate a range of forms and genres.
- ° How production processes have changed over time as well as how culture and place can affect the way a film is understood by its audience.
- ° How to view, critically analyse and compare films from a range of cultures with an overarching emphasis on understanding the development of Australian film.

### What types of things will I do?

- ° Challenge media theories and devise your own conclusions about the media's influence
- ° Create narratives through film, photos and animation
- ° Plan storyboards and create short works using computer-generated images and video
- ° Use DSLR, tripods, lighting setups, microphones, greenscreens and sound studios
- ° Analyse short, full-length and animation
- ° Learn the basics of Adobe Photoshop, Premier and Illustrator
- ° Present their films in the college film festival
- ° Visit Top Screens

### Where can this lead me?

#### Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Animator
- ° Storyboarding
- ° Director
- ° Producer
- ° Set Designer
- ° YouTuber
- ° Podcaster
- ° Marketing
- ° Camera Operator

#### Course Pathways

VCE Units 1-4: Media  
English

## YEAR 10

# Introduction to Music Production

In this elective, students will develop their critical and technical understanding of music production to apply to their own original compositions. Students will learn technical theory and production techniques to critically evaluate the effect of a range of produced music to inform their own music style and original compositions. Students will work independently and in collaborations to develop their personal music aesthetic as well as the confidence and skills to target and distribute their music in a variety of music industry contexts. In order to develop 21<sup>st</sup> Century music industry skills and receive audience feedback, students who select this program, will be expected to present or contribute their final music product to an audience in at least one public forum on the performing arts school calendar of events, school podcast or negotiated commercial platform.

## What will I Learn?

A broad range of skills and knowledge to pursue a career or further training within the music industry.

- ° Practical skills and knowledge to record, mix and edit sound sources
- ° Developing and updating industry knowledge
- ° Participating in music industry work, health and safety processes
- ° Collaborate effectively with others in a music industry context.
- ° Promote and distribute music

## What types of things will I do?

- |   |                                 |
|---|---------------------------------|
| ° Listen to, and evaluate music productions   | ° Digital production techniques |
| ° Performing and present music to an audience | ° Use production software       |
| ° Study of music styles / genres              | ° Record music                  |
| ° Creation of an independent musical piece    | ° Engineer music                |
| ° Visit Top Designs                           |                                 |

## Where can this lead me?

### Career Outcomes

- |                       |                      |
|-----------------------|----------------------|
| ° Musical             | ° Music Producer     |
| ° Song Writer         | ° Composer           |
| ° Video Game Composer | ° Recording Engineer |
| ° Music Therapist     | ° Events             |
| ° Music Teacher       | ° Sound Engineer     |

### Course Pathways

- |                |                |
|----------------|----------------|
| VCE Units 1-4: | Music          |
| VET            | Music Industry |

**Extra- curricular:** Opportunities for participation in School Production, Arts Week and Exhibitions, Co-Curricular Events, Awards Ceremonies

## YEAR 10

# Introduction to Music Performance

Do you currently learn an instrument outside of school? Perhaps you take singing lessons or violin through our itinerate program? Then this elective may be perfect to extend your independent music studies. In this elective, students will build on their prior knowledge of musical performance to develop the foundation skills and knowledge for progression into Unit 1 Music in later years studies. Students will focus on unpacking Area of Study One criteria; to prepare and perform a program of ensemble or solo music performance for a public audience. Students will have the opportunity to receive itinerate tuition of either violin, piano and vocals whilst learning explicit guitar and bass instruction during the elective program. This music elective is a **pre-requisite** to potentially enrol in VCE Music and will focus on introducing students to music research, theory and practice. In order prepare for VCE Music and receive audience feedback, students who select this program, will be expected to perform their final program to an audience in at least one public forum on the performing arts school calendar of events, school podcast or negotiated community platform.

## What will I Learn?

- ° Itinerate guitar and bass for beginners
- ° Build ensemble and solo music performance confidence
- ° 12 bar blues program
- ° Simple melodies and four chords
- ° Chord progression and families
- ° Use meta language to evaluate and explain music performance

## What types of things will I do?

- ° Construction chords minor / major / diminished
- ° Perform in front of an audience
- ° Study of music styles / genres
- ° Creation of an independent musical piece
- ° Visit Musical Performance Top Acts
- ° Guitar, Bass, Drums, Keys
- ° Develop a music portfolio
- ° Develop a listening and performance journal
- ° Conduct music research to shape personal approaches to music
- ° Develop a music workplan to refine and rehearse

## Where can this lead me?

### Career Outcomes

- ° Musical
- ° Song Writer
- ° Video Game Composer
- ° Music Therapist
- ° Music Teacher
- ° Music Producer
- ° Composer
- ° Recording Engineer
- ° Events
- ° Sound Engineer

**Extra- curricular:** Opportunities for participation in School Production, Arts Week and Exhibitions, Co-Curricular Events, Awards Ceremonies, Choir, School band

### Course Pathways

VCE Units 1-4: Music  
VET Music Industry

# Drama Performance

In this elective, students will build on their prior knowledge to further develop in dramatic theory and practice and use acting and expressive skills to shape their performance in the annual production or performing arts events. Students develop a stronger understanding of diverse performance styles and dramatic elements to apply to their role in a performance. Students use dramatic language and conventions to analyse and reflect on the performance style and their characterisation. Students who enrol in this elective will be encouraged to perform in the annual production and/or performing arts showcase as a main, secondary or chorus character and will be required to attend out of class rehearsals when necessary. This elective is a **pre-requisite** to potential Unit 1 Drama in later years studies.

## What will I Learn?

### Drama Practice:

- ° Acting
- ° Directing
- ° Auditions

### Forms & Conventions

- ° Dramatic elements
- ° Theatre conventions
- ° Performance analysis

### Live Performance:

- ° Annual Production
- ° Performance Showcase

### Play-making techniques

- ° Interpret Stimulus and develop ideas

## What types of things will I do?

- ° Interpret and develop scripts
- ° Research and develop a drama folio
- ° Perform in front of a live audience
- ° View and respond to live theatrical performances

## Where can this lead me?

### Career Outcomes

- ° Entrepreneur
- ° Educator
- ° Professional Acting
- ° Directing and Dramaturgy
- ° Costume or Stage Design

- ° Arts and Community Engagement
- ° Art Therapies
- ° Film, technology and production
- ° Community engagement
- ° Playwriting and Performance Making

### Course Pathways

VCE Units 1-4: Drama

**Extra-curricular:** Opportunities for participation in School Production, Arts week, Performing Arts Showcase, Transition day and Book Week performance for primary school.

# Drama Production

In this elective, students further develop their understanding of stagecraft production for live theatre and apply their skills to contribute to the annual production or performing arts showcase. Students will apply design and theatre technology skills to contribute to the pre-production and stagecraft creation of a performance. In this elective, students will learn how to develop a folio to research, interpret and design the sets, costume and production elements of a play as well as develop the organisation and management skills to contribute to the back-stage crew requirement of a live performance. Students who enrol in this elective will be encouraged to participate in the annual production and/or performing arts showcase as either stagecraft designers or back stage crew and will be required to attend out of class rehearsals when necessary.

## What will I Learn?

- ° Set Design
- ° Costume Design
- ° Lighting Design
- ° Pre-Production
- ° Production Administration
- ° Rehearsal Blocking
- ° Theatre technical runs
- ° Collaborative work
- ° Stage Management

## What types of things will I do?

- ° Interpret and create the stagecraft elements for a scripted or devised play
- ° Research and develop a drama folio
- ° Participate in pre-production of a live performance
- ° Participate as back-stage crew and stage management of a live performance
- ° Visit a theatre

## Where can this lead me?

### Career Outcomes

- ° Event management
- ° Educator
- ° Production technology
- ° Directing and Dramaturgy
- ° Costume or Stage Design

### Course Pathways

- ° Arts and Community Engagement
- ° Art Therapies
- ° Community engagement
- ° Playwriting and Performance Making

VCE Units 1-4: Drama

**Extra-curricular:** Opportunities for participation in School Production, Arts week and Performing Arts Showcase

# Robotics

Students will have the opportunity to analyse, design, create and evaluate many aspects of Robots in our modern society. They will be empowered to use their creativity through science, engineering, technology and mathematics to ensure they are able to design, build and program a series of robots. Students will be able to make a robot that moves, pick up objects, hear, see and touch. They will be challenged to explore and solve real life problems that affect our society using the STEM design methodology.

## What will I Learn?

- ° What a robot is and their benefits to society
- ° Introduction to Robotic Programming Languages
- ° How Science, Technology, Engineering and Maths can be combined to solve problems
- ° How to design and build a robot
- ° How to use your robot to analyse, design, create and evaluate robot based real life challenges

## What types of things will I do?

- ° Design and make a robot that will address real life challenges
- ° Explore and solve real life issues relating to our society using the STEM Design methodology

## Where can this lead me?

### Career Outcomes

- ° Game designer
- ° Computer programmer
- ° Engineer
- ° ICT Careers

### Course Pathways

VCE	Unit 1 &2 – Applied Computing Unit 3 & 4 – Data Analytics
VET	Screen and Media Information Technology

# Application Development

Students will have the opportunity to analyse, design, create and evaluate their own applications. They will be empowered to use their creativity through science, engineering, technology and mathematics to ensure they are able to design, build rigorous industry quality applications on a series of platforms. They will be challenged to explore and solve real life problems that affect our society using the STEM design methodology.

## What will I Learn?

- ° What is a good application? What makes a good application?
- ° How Science, Technology, Engineering and Maths can be combined to solve problems
- ° How to design and build an application
- ° Introduction to Application Development
- ° How to analyse, design, create and evaluate an application that will address real life challenges

## What types of things will I do?

- ° Design and make an application that will address real life challenges
- ° Explore and solve real life issues relating to our society using the STEM Design methodology

## Where can this lead me?

### Career Outcomes

- ° Game designer
- ° Computer programmer
- ° Engineer
- ° ICT Careers

### Course Pathways

- |     |                                |
|-----|--------------------------------|
| VCE | Unit 1 & 2 – Applied Computing |
|     | Unit 3 & 4 – Data Analytics    |
| VET | Screen and Media               |
|     | Information Technology         |



# Food Studies

In this unit, students will investigate ways foods change at a molecular level to create the dishes we like to eat. They will use the design process to create sustainable dishes based on a range of different cooking techniques while maintaining ethical standards. Students will investigate ways in which the food industry produce food and the food wastage that abounds in our everyday consumer lifestyles.

## What will I Learn?

- ° Food science
- ° How and why foods change when cooked
- ° To design food using a science-based approach
- ° Sustainability in the food industry
- ° How food affects your health

## What types of things will I do?

- ° Prepare food products in a safe and hygienic manner
- ° Cook a wide variety of food products
- ° Investigate ways to reduce food waste
- ° Undertake design briefs to plan and prepare food products
- ° Look at ethics in food production

## Where can this lead me?

### Career Outcomes

- ° Chef
- ° Nutritionist
- ° Health
- ° Hospitality
- ° Education
- ° Patisserie
- ° Catering
- ° Events

### Course Pathways

VCE	Food Studies
VET	Hospitality - Kitchen Operations

# Career Development

Before making decisions about VCE, VCE – Vocational Major, Victorian Pathways Certificate and VET programs/subjects, Year 9 and 10 students have participated in and investigated the various career paths through both Year 9 Careers Day and Year 10 Careers Day. After this event students are directed to completing their Career Action Plan.

## Senior School Program and Pathways

The Grange P-12 College is focused on providing students with advice and direction regarding their career pathways. The College commitment to engaging young people in these critical decisions are reflected in commitment to a full-time specialist staff member who is highly accessible to students throughout the schooling day.

Students are provided with extensive counselling from within the college, including speciality career expo's, visits to universities and access to TAFE tours and 'tasters'.

The Grange P-12 College supports students wishing to explore the world of work through our work experience program. The College has forged links with local businesses committed to providing students with the necessary skills to succeed in the workforce. (Please see the Careers Teacher in the Careers Office for further information).

## Selecting a course and choosing subjects

Year 11 subject selections are based on student's future pathways. Students can choose English and five other subjects dependent on their pathway. Detailed descriptors are available in the VCE and VCE-VM section of the handbook. Students wishing to enrol in the Sports Science Academy will undertake further testing.

Students choosing from The Arts Program should only select two folios as the practical subjects require a very high workload and investment of time which can be challenging when managing other subjects. Folio subjects are Studio Arts, Visual Communication Design and Media.

## Selecting a course and choosing subjects - continued

Students should keep in mind the following in selecting a course (VCE and VCE VM) and appropriate subjects, including VET subjects:

- Careers and tertiary courses that interest them
- Subjects they are good at, enjoy and likely to do well in
- Subjects that interest them

Students also need to have an awareness of:

- Year 11 and 12 pre-requisite subjects that they must have successfully completed in order to be accepted into University courses. Specific information is available on the VTAC website, [www.vtac.edu.au/](http://www.vtac.edu.au/)

There are subjects you need to complete in order to gain admittance into a specific course, without these subjects and a study score universities cannot offer you a place.

Students should also be mindful of whether:

- They want to attend university: 3 or more years
- They want to attend TAFE: 6 months onwards

Students should also consider tuition fees for various courses. Whether they are Australian Citizens will impact the cost of the course.

## Career Investigation – ‘myfuture’ website



The ‘myfuture’ website (<https://myfuture.edu.au/>) provides students the opportunity to investigate future career options. The website contains links to:

- My Career Profile – activities
- Descriptions of a range of courses, occupations, and industries available for students
- Career bullseyes (see below)
- Career articles and stories
- Job seeker resources
- Use guide videos

Students require an ‘Edupass’ log in, available from the school.



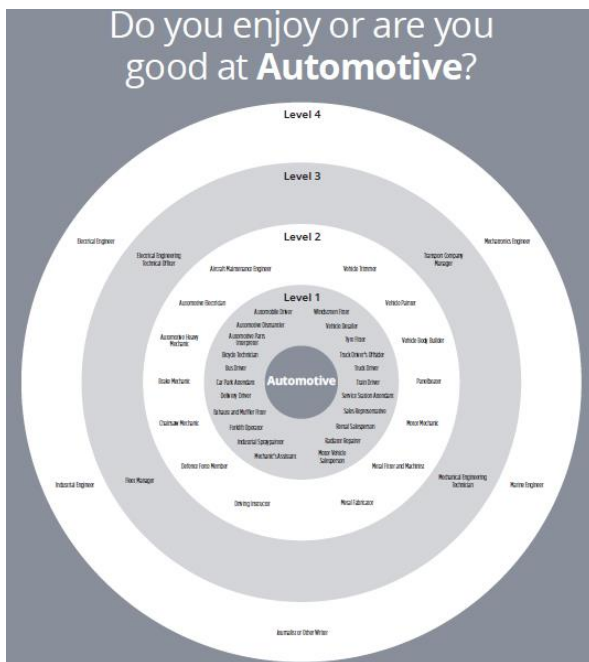
## 'myfuture' Bullseyes

There are over 30 'bullseyes' available on the website, examples include:

- Automotive
- Biology
- Chemistry
- Construction
- Food Studies and Hospitality
- Health
- Mathematics

The bullseyes are designed around 4 levels, those being:

- Level 1: usually a level equal to the completion of Year 10 or Senior Certificate (VCE, VCE-VM), Certificate I and II level
- Level 2: usually a level equal to a Certificate III or IV, Australian apprenticeship
- Level 3: usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often taken through TAFE organisations. Some universities offer studies at this level
- Level 4: usually requires a level of skill to a Bachelor degree or higher qualification. Study is undertaken at a university.

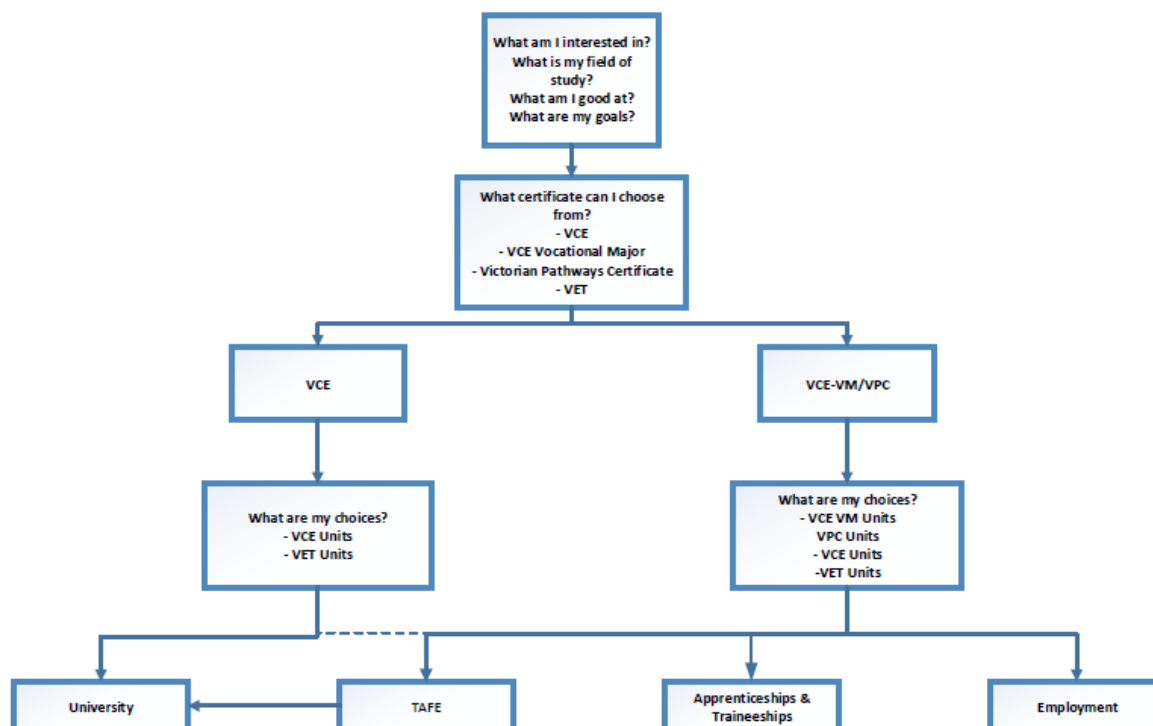


English	Mathematics	Science	Humanities
VCE English (Core for all students) Units 1 - 4	VCE Foundation Mathematics Units 1 - 4	VCE Biology Units 1 - 4	VCE Business Management Units 1 - 4
VCE EAL English (Core for all EAL students) Units 1 - 4	VCE General Mathematics Units 1 – 4	VCE Chemistry Units 1 – 4	VCE Legal Studies Units 1 - 4
VCE - VM Literacy Year 11	VCE Maths Methods CAS Units 1 - 4	VCE Physics Units 1 - 4	VCE Modern History and Australian History Units 1 - 4
Senior Literacy Year 12	VCE - VM Numeracy Year 11	VCE Psychology Units 1 - 4	VCE Geography Units 1 – 2
	Senior Numeracy Year 12	<b>Information Technology</b>	
		VCE Applied Computing & Data Analysis Units 1 - 4	

Health and Physical Education	The Arts	Specific VET Programs	Specific VCE-VM and VPC Programs
VCE Health and Human Development Units 1 - 4	VCE Studio Arts Units 1 – 4	VET Screen & Media Year 1 & 2	VCE - VM Personal Development Skills Year 11
VCE Physical Education Units 1 - 4	VCE Visual Communication Design Units 1 – 4	VET Sport and Recreation Year 1 & 2	Senior Personal Development Skills Year 12
VCE Food Studies Units 1 - 4	VCE Media Units 1 – 4	VET Kitchen Operations Year 1 & 2	VCE - VM Work Related Skills Year 11
		VET Automotive Year 1 & 2 (VM only)	Senior Work Related Skills Year 12
		VET Building and Constructions Year 1 & 2 (VM only)	Structured Workplace Learning
		VET Make-Up Year 1 & 2 (VM only)	
		Cluster VETs – Refer to VET section of the Handbook.	

# Learning Options Available To Senior Students

The diagram below indicates the broad certificate choices available at The Grange P–12 College and how these options interconnect. Your Senior School program may be developed by combining a range of the available options in a wide variety of ways.



Options	VCE Program	VCE-VM Program	VET Studies
Homework Demands	Demanding (1-4 hours homework per night)	Moderately demanding with 1 hour per night	Ranges from moderate to very demanding depending individual units
Teaching and Learning Styles	Based predominantly on theoretical & analytical learning of key knowledge	Applied & active learning applicable to workplace	Combination of applied and active learning based on achieving a level of competency
Pathways	University entrance, TAFE apprenticeship or employment	TAFE/ trainee/ apprenticeship or employment	University, TAFE / trainee / apprenticeship, or employment
Student Attributes	Highly motivated towards chosen tertiary studies	Students who are self-motivated towards specific vocation	Student enjoys combining active and theoretical learning styles

# VICTORIAN CERTIFICATE OF EDUCATION

## VCE

### Studies and Units

- All studies have four units. Each unit lasts one semester, or half-year.
- Units 1 & 2 are usually taken in Year 11.
- Units 3 & 4 are usually taken in Year 12.
- Students may take Units 1 & 2 as single units – that is, just the Unit 1 or just the Unit 2 – Students must take Units 3 & 4 as a sequence (that is Unit 4 follows Unit 3).
- The VCE program is the complete list of VCE units studied over two years (Year 11 & 12). It is recommended that students consider as broad a VCE as possible to provide flexible pathways.
- Usually this list will consist of 20 to 24 units (or five to six studies, each of four units).
- The minimum to satisfy successful completion of VCE is 16 units across Year 11 & 12.
- Regardless of how many units students do altogether, you must receive satisfactory completion of at least three units of English and the sequence of English Units 3 & 4, plus a sequence of Units 3 & 4 in three studies apart from English.

### Assessment and Reporting

- Judgements about satisfactory completion are based on learning outcomes.
- Each VCE unit of study has between two and four outcomes.
- For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcomes.

### Level of Performance

- For Units 1 & 2, there are specific tasks called School Assessed Course (SAC's) that are set by subject teachers, which will measure your level of performance.
- For Units 3 & 4, there are additional types of assessment. These graded assessments are either school assessed or examinations. Each VCE study has two or three graded assessments over Units 3 & 4, a combination of school assessments and examinations.

### School Assessment

There are two kinds of school assessment. The first is called School Assessed Coursework (SACs). This assesses how you have performed in the Learning Outcomes specified in the Study Design. The second is called a School Assessed Task (SAT). This task will follow the specifications set by the Victorian Curriculum Assessment Authority. (Generally, in subjects requiring a practical component e.g. The Arts & Technology studies.)

### ATAR Improvement Strategy

Students enrolled in VCE English Units 1 and 2 have the advantage of extra instructional time in order to maximise their score. English is the only compulsory subject in the two-year Certificate course – and as such, the score will automatically constitute part of the final ATAR. It is vital, therefore, that all students are working to their full potential and accessing appropriate support in this subject in particular.

VCE English at Units 1 and 2 is undertaken over 6 periods per week, which includes one designated period of Technical English conducted during Period 7. This component of the English course will comprise of a skills-based extension program with the aim of boosting students' study score in this subject. Many universities require a minimum study score of 25 in English for admission to courses, so the program will be designed to equip students with the necessary literacy and critical thinking skills for further study in a range of contexts.



# PLANNING MY VCE PROGRAM

Use this chart to plan the VCE program you would like to do

Things to consider:

- Whether you want to complete your VCE in two years or three years
- That you must include an approved combination for the compulsory units from the English group
- The wide range of VCE studies and VCE/ VET programs available
- The advice from your parents, teachers and careers counsellor that may help you identify the program that is best for you

	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

# VCE English

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

## Structure

This study is made up of four units:

- |        |  |
|--------|--|
| Unit 1 | Area of Study 1 – Reading and Exploring Texts<br>Area of Study 2 – Crafting Texts      |
| Unit 2 | Area of Study 1 – Reading and Exploring Texts<br>Area of Study 2 – Exploring Argument  |
| Unit 3 | Area of Study 1 – Reading and Creating Texts<br>Area of Study 2 – Analysing Argument   |
| Unit 4 | Area of Study 1 – Reading and Comparing Texts<br>Area of Study 2 – Presenting Argument |

## Unit Outlines

- |        |  |
|--------|--|
| Unit 1 | The focus of this unit is on reading and exploring a variety of texts. Students also produce their own texts, paying careful attention to context, audience and purpose.   |
| Unit 2 | The focus of this unit is on analysing the construction of texts, and exploring the ways in which argument and language are used to position an audience. Students also deliver an oral presentation on a topic of their choice. |
| Unit 3 | In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language.   |
| Unit 4 | In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.                             |

### Levels of Achievement:

Unit 3 School Assessed Coursework  
Unit 4 School Assessed Coursework  
End of Year Examination

### Career pathways include:

° Journalism, media	° Professional writing and editing
° Publishing	° Advertising and marketing
° Creative writing	° Government and public service

# VCE EAL (English as an Additional Language)

English as an Additional Language (EAL) focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Students will read and respond to texts to develop their analytical and creative skills. They will learn to analyse and create their own persuasive texts. This course equips students with English language skills to help them to participate in the wider community and become global citizens.

**In Units 3 and 4, EAL students need to meet certain criteria for enrolment in VCE EAL. Enrolment in this course is available to qualifying students only.**

## Structure

This study is made up of 4 units:

- |        |  |
|--------|--|
| Unit 1 | Area of Study 1 – Reading and Exploring Texts<br>Area of Study 2 – Crafting Texts  |
| Unit 2 | Area of Study 1 – Reading and Exploring Texts<br>Area of Study 2 – Exploring Argument  |
| Unit 3 | Area of Study 1 – Reading and Creating Texts<br>Area of Study 2 – Analysing Argument<br>Area of Study 3 – Listening to Texts |
| Unit 4 | Area of Study 1 – Reading and Comparing Texts<br>Area of Study 2 – Presenting Argument                                       |

## Unit Outlines

- |        |  |
|--------|--|
| Unit 1 | The focus of this unit is on reading and exploring a variety of texts. Students also produce their own texts, paying careful attention to context, audience and purpose.   |
| Unit 2 | The focus of this unit is on analysing the construction of texts, and exploring the ways in which argument and language are used to position an audience. Students also deliver an oral presentation on a topic of their choice.                             |
| Unit 3 | In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language. Students will refine their listening skills and demonstrate an understanding of how spoken texts construct meaning. |
| Unit 4 | In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.   |

### Levels of Achievement:

Unit 3 School Assessed Coursework  
Unit 4 School Assessed Coursework  
End of Year Examination

### Career pathways include:

- |                     |                                    |
|---------------------|------------------------------------|
| ° Journalism, media | ° Professional writing and editing |
| ° Publishing        | ° Advertising and marketing        |
| ° Creative writing  | ° Government and public service    |

# VCE Mathematics

## Overview

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote student's awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

### General Guide for Unit Selection

There are a number of different combinations of units or (pathways). These are described below. Discuss what would best suit you with your Maths Teacher, Careers Leader, Parents and others before making your selection.

Please note that in the calculation of students' ATARs no more than two subjects of Year 12 Mathematics can contribute to the ATAR primary four.

Package	Career Pathways include	No. of units	Year
Foundation Maths 1&2 Foundation Maths 3&4	Maths for VET, VCE-VM and apprenticeships	4	11 12
General Maths 1&2	Apprenticeships, Nursing, Art, Music	2	11
General Maths 1&2 General Maths 3&4	Courses for Commerce, Biology, Sciences, Nursing, Teaching and some other Tertiary courses	4	11 12
General Maths 1&2 General Maths 3&4 Maths Methods CAS 1&2 Maths Methods CAS 3&4	Courses for Commerce, Biological Sciences, Nursing, Teaching and some other tertiary courses	8	11 12 11 12
Maths Methods CAS 1&2 Maths Methods CAS 3&4	Provide widest choice and strongest background. Medicine, Engineering, Health Sciences and Computing Mathematics	4	11 12

# VCE Foundation Maths

Foundation Mathematics Units 1 & 2 are designed to be widely accessible and provide the continuing of mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who wish to undertake Foundation Maths at Units 3 & 4 in Year 12. It focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. Students undertake mathematical investigations over a two week period allowing students to apply the key knowledge and skills developed throughout the units using real life scenarios. Students will formulate, explore, and communicate their ideas.

## Structure

The study is made up of 4 Units each containing the following Areas of Study:

Area of Study 1	Algebra, number, and structure
Area of Study 2	Data analysis, probability, and statistics
Area of Study 3	Financial and consumer mathematics
Area of Study 4	Space and measurement

## Unit Outlines

Unit 1	This unit focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.
Unit 2	The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations
Unit 3 & 4	These units focus on extending the skills learnt in Units 1 and 2. The units build on students mathematical knowledge and skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community, and global settings relevant to contemporary society.

## Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° End of Year Examination

## Career pathways include:

- ° Hairdresser
- ° Makeup artists
- ° Hospitality
- ° Plumber
- ° Apprenticeships
- ° General manufacturing
- ° Electrical technician
- ° Building and Construction

# VCE General Maths

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations, and graphs, with and without the use of technology. **Students undertake mathematical investigations over a two week period allowing students to apply the key knowledge and skills developed throughout the units using real life scenarios. Students will formulate, explore, and communicate their ideas.**

## Structure

The study is made up of 4 Units each containing the following Areas of Study are:

Area of Study 1	Data analysis, probability, and statistics and Algebra, number, and structure
Area of Study 2	Functions, relations, and graphs and Discrete mathematics
Area of Study 3	Data analysis probability, and statistics and Recursion and Financial Modelling
Area of Study 4	Matrices and Networks and decisions

## Unit Outlines

Unit 1 & 2	In these units students study a range of mathematical concepts including: the association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation; use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path, and minimum spanning trees; direct and inverse variation, transformations to linearity and modelling of some non-linear data; measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions.
Unit 3 & 4	These units focus on real-life application of mathematics and consist of the areas of study as listed above. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations equations, and graphs. They use technological and by-hand approaches to estimation and computation.

### Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° Two End of Year Examinations:  
Multiple Choice and Written responses

### Career pathways include:

- ° Accounting
- ° Architect
- ° Nursing
- ° Teacher
- ° Computer analysis/programming
- ° Engineering
- ° Health Professional
- ° Designer

## MATHEMATICS

## VCE Maths Methods CAS

Mathematical Methods CAS is a demanding course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs and also introduces them to the fundamental ideas of Transformational Geometry (including Matrix Methods) and Calculus. Extensive use will be made of the TI-nspire CAS calculator. Any student undertaking Mathematical Methods CAS should have a strong background, particularly in Algebra, and should have achieved at least above average results for Semester 1 and 2 examinations in Year 10 and completed Introduction to Mathematical Methods at Year 10.

## Structure

The study is made up of 4 Units each containing the following Areas of Study are:

Area of Study 1	Functions, relations and graphs
Area of Study 2	Algebra, number and structure
Area of Study 3	Calculus
Area of Study 4	Data analysis, probability and statistics

## Unit Outlines

Unit 1 & 2	Units 1 and 2 focuses on the study of simple algebraic functions, in the Areas of Study listed above. The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.
Unit 3 & 4	Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

## Levels of Achievement

## Career pathways include:

° Unit 3 school assessed Coursework	° Medicine	° Architect
° Unit 4 school assessed Coursework	° Pilot	° Engineering
° Two End of Year Examinations:	° Surveyor	° Statistician
Multiple Choice and Written responses	° Veterinarian	° Scientist

# VCE Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. All units involve designing and performing experiments.

## Structure

The study is made up of 4 Units:

Unit 1	How do living things stay alive?
Unit 2	How is continuity of life maintained?
Unit 3	How do cells maintain life?
Unit 4	How does life change and respond to challenges over time?

## Unit Outlines

Unit 1	In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilised, the abiotic resources of its habitat.
Unit 2	In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication cell division. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.
Unit 3	In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane, the importance of molecular interactions based on the complementary nature of specific molecules, the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes and the nature of biochemical pathways.
Unit 4	In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

### Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° End of Year Examination

### Career pathways include:

- ° Pharmaceutical researcher
- ° Medical Laboratory Assistant
- ° Teacher
- ° Veterinarian
- ° Biotechnologist
- ° Biomedical Engineer
- ° Doctor
- ° Forensic Scientist



# VCE Chemistry

Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

## Structure

The study is made up of four Units:

Unit 1	How can the diversity of materials be explained?
Unit 2	How do chemical reactions shape the natural world?
Unit 3	How can chemical processes be designed to optimise efficiency?
Unit 4	How are organic compounds categorised, analysed and used?

## Unit Outlines

Unit 1	In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.
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. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.
Unit 3	In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.
Unit 4	In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

### Levels of Achievement

- Unit 3 school assessed Coursework
- Unit 4 school assessed Coursework
- End of Year Examination

### Career pathways include:

- Biochemist
- Chemical Engineer
- Environmental Chemist
- Metallurgist
- Forensic Scientist
- Petroleum Industry

# VCE Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

## Structure

The study is made up of 4 Units:

Unit 1	What ideas explain the physical world?
Unit 2	What do experiments reveal about the physical world?
Unit 3	How do fields explain motion and electricity?
Unit 4	How can two contradictory models explain both light and matter?

## Unit Outlines

Unit 1	In this unit students explore how physics explains phenomena including thermal concepts (such as heat generation and transfer), electricity and the origins and formation of matter, including nuclear radiation, the Big Bang and the quark model of matter.
Unit 2	In this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. This is then applied to the study of aerodynamics as students look at the science of making heavy objects fly.
Unit 3	In this unit students explore gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and orbits of satellite. They also explore how electricity is produced and delivered to homes. They explore the relationship between force, energy and mass using Newton's laws of motion.
Unit 4	In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour.

## Levels of Achievement

## Career pathways include:

° Unit 3 school assessed Coursework	° Meteorologist	° Metallurgist
° Unit 4 school assessed Coursework	° Doctor	° Medical Imager
° End of Year Examination	° Nuclear Scientist	° Geophysicist

# VCE Psychology

Psychology is a broad discipline which incorporates the scientific study of the mind and of human behaviour. Students will examine human behaviour through biological and social perspectives and apply this knowledge to practical activities (experiments), theories and circumstances of everyday life. Students explore how people think, feel and behave and gain valuable insights into human behaviour and a range of psychological health issues which face Australian society.

## Structure

The study is made up of 4 Units:

Unit 1	How are behaviour and mental processes shaped?
Unit 2	How do external factors influence behaviour and mental processes?
Unit 3	How does experience affect behaviour and mental processes?
Unit 4	How is wellbeing developed and maintained?

## Unit Outlines

Unit 1	Students investigate how the brain functions and examine the relationship between the mind, brain and human behaviour. Students also examine psychological development and consider the complex interplay between nature and nurture which leads us to become the person that we are. Students examine 'atypical' psychological development through a study of psychotic disorders and explore ideas about 'normality.' Students complete a self-directed research investigation.
Unit 2	Students examine how a person's thoughts, feelings and behaviours are influenced by a variety of factors: psychological and social. Students explore how perception of stimuli can be distorted and explore a range of factors which influence behaviour in social groups. Students undertake a practical investigation and draw conclusions from data.
Unit 3	Students investigate the manner in which experiences can affect behaviour and mental processes. Students also explore theories of memory, different levels of consciousness and sleep. Students complete a research investigation task.
Unit 4	Students explore the concept of a mental health continuum, investigate how mental health disorders are diagnosed and consider factors which contribute to mental wellbeing. Students complete a practical investigation.

## Levels of Achievement

## Career pathways include:

° Unit 3 school assessed Coursework	° Psychologist	° Doctor
° Unit 4 school assessed Coursework	° Counselling	° Social Worker
° End of Year Examination	° Criminology	° Lawyer

# HUMANITIES

# VCE History

UNITS 1- 4

The great writer, George Orwell, once remarked: “He who controls the past controls the future.” Historical studies involve fascinating explorations of human action in the past and make a critical contribution to our understanding of the present. In this unit, students immerse themselves in the study of past societies so as to understand themselves, others and to broaden their social, political, economic and cultural understanding of the world. In Units 1-4 students explore the problematic nature of working with historical sources and learn that in the past (just as in the present) things are never as simple as they might at first seem. Students explore different interpretations and heated academic debates while undertaking a whirl wind tour which takes them from the edges of the Siberian wilderness in Stalin’s Russia, to the early days of Port Phillip District (now Melbourne) and decolonisation in Asia or Africa.

## Structure

The study is made up of 4 units:

Unit 1	Modern History 1: Change and Conflict
Unit 2	Modern History 2: The Changing World Order
Unit 3	Australian History: Power and Resistance (1788-1913)
Unit 4	Australian History: War and Upheaval (1909-1992)

## Unit Outlines

Unit 1	Students explore the way in which the world was transformed by political, ideological, political, social and cultural ideologies in the late 19 <sup>th</sup> Century, during the First World War and subsequently in the interwar period. Students examine new ideologies which emerged such as Federation and immigration restriction in Australia, socialism in the USSR during the reigns of Lenin and Stalin, imperialism and the setting up of colonies world-wide, fascism in Germany and Italy and isolationism in the USA. Students examine continuity and change in patterns of life during the first half of the century in Australia and the USSR. Students examine the first efforts to achieve world peace with the formation (and tragic failure) of the League of Nations and explore the complex causes of the Second World War.
Unit 2	Students explore the nature and impact of the Cold War: a decades long confrontation between the ideologies of communism/socialism and capitalism/democracy. Entering a world of intrigue, spies and global conflict students will understand this period from a variety of viewpoints. Independence movements in former colonies in Africa, the Middle East and Asia-Pacific provide a backdrop to the study of continuity and change in the modern world. Students also examine social movements for change such as the LGBT+ movement for civil rights and the Occupy movement of 2011.
Unit 3/4	In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia’s history and the complexity of continuity and change in the nations story. Students investigate how the colonisation of Australia began as a complex story of the exercise of power and resistance to authority by Indigenous Australians in the face of colonisation and by those who challenged governing structures. Students then focus on how Australian democracy was challenged in the post-colonial world as the end of World War Two saw increased challenges from Aboriginal and Torres Strait Islander peoples claiming citizenship and land rights, struggles for improved worker’s rights and conditions, the push for women’s equality and demands for LGBTIQA+ rights. Students also investigate why and how Australia has been drawn into global conflicts as alliances shifted and new perceived threats to regional security emerged.

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career Pathways

- ° Journalist
- ° Historian
- ° Educator
- ° Policy Analyst
- ° Criminologist and social studies scientist
- ° Non-Government agencies
- ° Social media consultant

# VCE Business Management

Thinking of a career in the corporate sector about starting your own business? Want to undertake further study in management, marketing, commerce or finance at university or TAFE? Be prepared with VCE Business Management! Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve key objectives. These units examine the theory and practice of managing different business types and sizes, through exposure to real business scenarios.

## Structure

The study is made up of 4 Units:

Unit 1	Planning a Business
Unit 2	Establishing a business
Unit 3	Managing a Business
Unit 4	Transforming a Business

## Unit Outlines

Unit 1	In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.
Unit 2	This unit focuses on the establishment phase of businesses life. 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.
Unit 3	In this unit students explore the key processes and issues concerned with managing a business efficiently and 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.
Unit 4	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 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.

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career Pathways

- ° Owner/small business manager
- ° Innovation and entrepreneur
- ° Advertising executive, publicity and marketing
- ° Tourism/hospitality management
- ° Business Management, advisor/consultant
- ° Social media consultant

# VCE Legal Studies

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

## Structure

The study is made up of 4 Units:

Unit 1	Guilt and liability
Unit 2	Sanctions, remedies and rights
Unit 3	Rights and justice
Unit 4	The people and the law

## Unit Outlines

Unit 1	In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law.
Unit 2	Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.
Unit 3	In this unit, students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters 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.
Unit 4	In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career Pathways

- ° Paralegal
- ° Law enforcement
- ° Criminology
- ° Lawyer (solicitor/barrister)
- ° Correctional services
- ° Social media consultant

# VCE Geography

From the devastation of natural disasters to patterns of how human communities travel the world, VCE Geography will help foster a sense of wonder and curiosity about the people, cultures, and environments throughout the world. Focusing on the key concepts of change and interconnection, students explore big Geographic questions through fieldwork, case studies and a range of geospatial technologies. Join us on an amazing adventure to learn more about our planet!

## Structure

The study is made up of 4 Units.

**This subject is only offered at Units 1 and 2 in 2023**

Unit 1	Hazards and disasters
Unit 2	Tourism: issues and challenges
Unit 3 and 4	Changing the land and human population and trends (available 2024)

## Unit Outlines

Unit 1	In this unit students investigate how people have responded to hazards and disasters at range of different scales. Students also analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
Unit 2	This unit focuses on the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments. Students also explore the issues and challenges of ethical tourism and various techniques which aim to manage tourism.

### Levels of Achievement

- Unit 3 School Assessed Coursework
- Unit 4 School Assessed Coursework
- End of Year Examination

### Career Pathways

- Geospatial industry
- Data analyst
- Sustainability management
- Town planning and urban consulting
- Community development
- Digital technologies
- Tourism industry (agents, bloggers, guides)

# VCE Applied Computing & Data Analytics

This study is designed to foster student confidence in becoming capable, responsible and ethical users of ICT and adapters of technology. The critical evaluation of the role of ICT in society and the use of selected hardware and software to solve information problems, aims to empower students to initiate or respond effectively to technological change in society and their future workplace.

## Structure

The study is made up of 4 Units:

Unit 1	Applied Computing
Unit 2	Applied Computing
Unit 3	Data Analytics
Unit 4	Data Analytics

## Unit Outlines

Unit 1	Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students investigate an issue and create a digital solution as well as examining wireless and mobile networks to design a network solution that meets an identified need. They also acquire and apply their knowledge with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.
Unit 2	Students focus on data, design and systems thinking skills to support the creation of solutions that automate the processing of data and programming skills. Students develop a sound understanding of data and how a range of software tools can be used.
Unit 3	Students examine how relational database management systems (RDBMS) store and manipulate data. Students frame an hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis through a project management approach.
Unit 4	Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. Students explore how different organisations manage the storage and disposal of data to minimise threats to the integrity and security of the information.

### Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° End of Year Examination

### Career pathways include:

- ° Pharmaceutical researcher
- ° Medical Laboratory Assistant
- ° Veterinarian
- ° Biotechnologist
- ° Biomedical Engineer
- ° Forensic Scientist
- ° Doctor
- ° Teacher



# VCE Health and Human Development

The central focus of Health and Human Development study is to examine the factors that promote health and wellbeing in individuals, families and communities.

## Structure

The study is made up of 4 Units:

Unit 1	Understanding Health and Wellbeing
Unit 2	Managing Health and Development
Unit 3	Australia's Health
Unit 4	Global Health and Human Development

## Unit Outlines

Unit 1	This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.
Unit 2	This unit investigates transitions in health, wellbeing and development from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood as well as the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and technologies, and consider issues surrounding the use of health data and access to quality health care.
Unit 3	This unit focuses on the health status of Australians and the way it is measured. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. Different approaches to health issues are examined including government responsibilities.
Unit 4	This unit takes a global perspective on achieving sustainable improvements in health and wellbeing and human development. There is a significant focus of Sustainable Development Goals, which are made to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. Students study facts that influence differences between developed and developing countries. They investigate the role of Government and Non-Government Organisations in improving health and wellbeing and human development.

### Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° End of Year Examination

### Career pathways include:

- ° Childhood Development
- ° Family Studies
- ° Nutrition/Dietetics
- ° Community Services/Youth Studies
- ° Health Promotion

# VCE Physical Education

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity. **Please be aware that this course is based heavily on theory and has minimal practical time.**

## Structure

The study is made up of 4 Units:

Unit 1	The Human Body in Motion
Unit 2	Physical Activity, Sport and Society
Unit 3	Movement skills and energy for physical activity
Unit 4	Training to improve performance

## Unit Outlines

Unit 1	Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and how the systems adapt and adjust to the demands of the activity. Students also evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices that enhance the musculoskeletal and cardiorespiratory systems, and study strategies to minimise the risk of illness or injury to each system.
Unit 2	Students are introduced to types of physical activity and the role that physical activity and sedentary behaviour plays in their own and various population groups' health. They explore a range of factors that influence and facilitate participation in regular physical activity and investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students study methods to assess and analyse data relating to physical activity and sedentary behaviour levels of individuals and populations.
Unit 3	This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.
Unit 4	Students analyse movement skills from a physiological, psychological and sociocultural perspectives, and apply relevant training principles and methods to improve performance within activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of activity.

## Levels of Achievement

- ° Unit 3 school assessed Coursework
- ° Unit 4 school assessed Coursework
- ° End of Year Examination

## Career pathways include:

- ° Human Movement
- ° Sport Psychology
- ° Sports Marketing
- ° Exercise Science
- ° Education
- ° Physiotherapy
- ° Sports Administration
- ° Sports Medicine

# VCE Food Studies

This study examines the background to the abundance of food in Australia and explores reasons for our food choices. Practical work includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling, taste-testing, sensory analysis, product analysis and scientific experiments.

## Structure

The study is made up of 4 Units:

Unit 1	Food Origins
Unit 2	Food Makers
Unit 3	Food in Daily Life
Unit 4	Food Issues, Challenges and Futures

## Unit Outlines

Unit 1	This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time across the world. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.
Unit 2	This unit investigates food systems in contemporary Australia. Students consider commercial food production industries and food production in small-scale domestic settings. Students use practical skills and knowledge to produce food and consider a range of evaluation measures to compare their foods to commercial products.
Unit 3	Students explore the science of food, the physical need for it and how it nourishes and can harm the body. They consider influences on food choices and how communities, families and individuals change their eating patterns over time to develop within social environments. Students also investigate the functional properties of food and the changes that occur during food preparation and cooking.
Unit 4	In this unit, students examine global and Australian food systems, issues about the environment, ecology, ethics, farming practices, the development and application of technologies, challenges of food security, food safety, food wastage, and the use of water and land. They practice and improve their food selection skills by interpreting food labels and analysing the marketing terms on food packaging.

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career Pathways

- ° Hospitality and Tourism Industry
- ° Dietician
- ° Food Manufacturing and Food Science
- ° Health Courses

# VCE Media

The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

## Structure

The study is made up of 4 Units:

Unit 1	Media Forms, Representation and Australian Stories
Unit 2	Narrative Across Media Forms
Unit 3	Media Narratives and pre-production
Unit 4	Media Production and Issues in the Media

## Unit Outlines

Unit 1	Students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.
Unit 2	Students develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process. Students also develop an understanding of media industry issues and developments. Students analyse the influence of developments in media technologies on individuals and society. The importance of audience engagement, reception and consumption.
Unit 3	Students develop an understanding of production and story elements to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through undertaking exercises related to aspects of the design & production process. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.
Unit 4	Students further develop practical skills in the production of media products to realise a production design. Organisational and creative skills are refined and applied throughout this process. Students also develop an awareness of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

### Levels of Achievement

- ° Unit 1-4 School Assessed Coursework
- ° Unit 3&4 School Assessed Task (folio)
- ° End of Year Examination

### Career Pathways

- ° Illustration & Animation
- ° Photographer
- ° Videographer
- ° Media Production
- ° Film
- ° Game design
- ° Advertising
- ° Events
- ° Designer
- ° Journalism
- ° Marketing
- ° Digital & Interactive Media

# THE ARTS

# VCE Studio Art

UNITS 1- 4

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed an examination of artists' working methods and a study of professional practices and art industry issues.

## Structure

The study is made up of 4 Units:

Unit 1	Studio inspiration and techniques
Unit 2	Studio exploration and concepts
Unit 3	Practice and processes
Unit 4	Studio practice and industry contexts

## Unit Outlines

Unit 1	The focus of this unit is the investigation of the sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into a visual form.
Unit 2	The focus of this unit is to establish an effective design methodology for the production of artworks and develop skills in the analysis of artworks
Unit 3	The focus of this unit is the implementation of the studio process leading to the production of a range of artwork-based solutions. Students also examine traditional and contemporary practices of artists as well as the ways in which artists develop distinctive styles and approaches to subject matter.
Unit 4	The focus of this unit is to produce a cohesive folio of finished artworks which resolve the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

### Levels of Achievement

- ° Unit 3 folio development
- ° Unit 4 final presentations
- ° School Assessed Tasks
- ° End of Year Examinations

### Career Pathways

- |                |                       |                    |
|----------------|-----------------------|--------------------|
| ° Painter      | ° Print maker         | ° Gallery educator |
| ° Photographer | ° Graffiti artist     | ° Art Assistant    |
| ° Illustrator  | ° Curator             | ° Gallery promoter |
| ° Educator     | ° Exhibition designer | ° Game Designer    |

# VCE Visual Communication Design

The Visual Communication Design (VCD) study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing and use of computers as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present final presentations

## Structure

The study is made up of 4 Units:

Unit 1	Introduction to visual communication design
Unit 2	Applications of visual communication within design fields
Unit 3	Visual communication design practices
Unit 4	Visual communication design development, evaluation and presentation

## Unit Outlines

Unit 1	This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well manual, digital and observational drawing to create messages, ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.
Unit 2	This unit focuses on the application of visual communication design knowledge, design thinking skills, manual and digital methods to create visual communications to meet specific purposes in designated design fields.
Unit 3	In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials & the application of design elements and principles can create effective visual communications for specific audiences and purposes while using this knowledge and applying it to their own work.
Unit 4	The focus of this unit is on the development of design concepts and two final presentations to meet the requirements of a student directed brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing & refining concepts for each need stated in the brief. They utilise a range of manual & digital, two and three dimensional methods, media & materials. They investigate how the application of design elements & principles create different communication messages within their target audience, presenting their folios and final presentations in a range of formats.

### Levels of Achievement

- ° Unit 1-4 School Assessed Coursework
- ° Unit 3&4 School Assessed Task (folio)
- ° End of Year Examination

### Career Pathways

- ° Illustration & Animation
- ° Photo/videographer
- ° Industrial Design
- ° Architecture
- ° Interior Design
- ° Film
- ° Game design
- ° Advertising
- ° Web Design
- ° Events
- ° Designer
- ° Journalism
- ° Marketing
- ° Fashion Design
- ° Digital & Interactive Media

# Victorian Certificate of Education – VOCATIONAL MAJOR and VICTORIAN PATHWAYS CERTIFICATE

## VCE – VM & VPC

The Victorian Government introduced two new certificates commencing in 2023, The Victorian Certificate of Education – Vocational Model (VCE-VM) and Victorian Pathways Certificate. They are designed to provide additional pathways for Years 11 and 12 students interested in vocationally orientated career options or moving straight into employment.

The certificates build on existing programs that many schools have developed in response to a recognised need for additional learning options in the Senior Years. They sit alongside the VCE and VET to provide students with a wider range of education and training pathways.

**It must be noted the Victorian Pathways Certificate is designed for students who have not previously been engaged in education or who require additional support. It is not a senior certificate. Where students are enrolled in VPC, parent discussion and agreement will occur prior to commencement of the certificate. As a result, subject descriptions are not included in the handbook.**

### What is VCE – VM and VPC?

The certificates are typically for a 'hands on' learner whose pathway is leading towards employment, TAFE, or apprenticeship/ traineeship. The teaching team are responsible for your assessment as having met outcomes in a competent manner. Students will need to complete more than two tasks to show that each outcome has been met.

Students studying VCE – VM are required to undertake a combination of accredited modules and units selected from the following four compulsory strands:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills

### Industry Specific Skills (VET)

VET is a compulsory subject within the VCE-VM Program.

Work Placement is a key component of The Grange P-12 College VCE – VM program at both Year 11 & 12. Students are encouraged to actively be involved in planning and arranging this work placement.

## General Credits

In addition, Year 11 & 12 students undertake VCE Units 1 & 2.

Subjects offered are:

- ° Business Management
- ° IT
- ° Health & Human Development
- ° Food Studies



YEAR 11

# VCE - VM Literacy

VCE VM 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.

## Structure

**This study is made up of 4 units – Units 1 & 2 in 2023 and Units 3 & 4 in 2024**

Unit 1: Literacy for personal use and the understanding and creating digital texts.

Unit 2: Understanding issues and voices and responding to opinions

## Unit Outlines

Unit 1: There is a focus on literacy for personal use and understanding and creating digital texts. It does this by focusing on structures and features of a range of texts – print, visual and film – and the personal reasons people engage in these texts. Students will also develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media.

Unit 2: Students will build on the skills developed during Unit 1. They will also study 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. They will engage with a range of content from print, visual, aural, and multimodal sources.

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

## YEAR 12

# Senior Literacy

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs, or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. In oral communication students use and respond to spoken language for self-expression, to impart knowledge of a particular issue, to explore issues and engage in problem solving, and to communicate for practical purposes.

At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts. Students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

## What will I Learn?

- ° To read a variety of texts
- ° To write a variety of texts
- ° Understand technical and abstract details
- ° Understand the purpose of written and spoken texts
- ° Respond to spoken language
- ° Oral communication skills
- ° Exploration of issues

## What types of things will I do?

- ° Short answer questions
- ° Explore issues
- ° Problem solving
- ° Production of texts
- ° Group discussions
- ° Oral presentations

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

YEAR 11

# VCE - VM Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public, and vocational lives. Students develop mathematical skills with consideration of the local, national, and global environments and contexts and awareness and use of appropriate technologies. It empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. This study allows students to explore the underpinning mathematical knowledge of number, quantity, measurement, shape, dimensions and directions, data and chance, the understanding of use of systems and processes, and mathematical relationships and thinking.

## Structure

**This study is made up of 4 units – Units 1 & 2 in 2023 and Units 3 & 4 in 2024**

Unit 1: Focus on number, shape, quantity & measures, and relationships

Unit 2: Focus on dimension & direction, data, uncertainty, systematics

## Unit Outlines

Units 1 & 2: Students will develop their numeracy practices to make sense of the personal, public, and vocational lives. They develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

## YEAR 12

# Senior Numeracy

This course will focus on the application of Numeracy for practical purposes such as in the design, construction, and measurement of objects within the physical world. Personal organisation such as the management of time, money and locating destinations and directions will also be covered. Numeracy for interpreting society whereby statistical data will be collected, organised, analysed and interpreted will also be a key feature of the course. The development of mathematical skills for dealing with relationships between variables in real life contexts in order to solve problems using simple linear algebra will also be covered. Assessment will take place through a series of Outcomes and Assessment Tasks.

## What will I Learn?

- ° Development of numeracy skills
- ° Measurement of objects
- ° Management of time
- ° Money management
- ° Analysing data
- ° Destination location
- ° Real life numeracy skills

## What types of things will I do?

- ° Short answer problems
- ° Graphs and surveys
- ° Written tasks
- ° Problem solving
- ° Use of ICT
- ° Life and everyday workplace maths
- ° Mathematical calculations
- ° Manual calculations

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

## YEAR 11

# VCE - VM Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge, and capabilities relevant in achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. 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.

## Structure

This study is made up of 4 units – Units 1 & 2 in 2023 and Units 3 & 4 in 2024

Unit 1: Careers and learning for the future.

Unit 2: Workplace skills and capabilities

## Unit Outlines

Unit 1: This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning 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.

Unit 2: Students will consider the difference 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.

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

## YEAR 12

# Senior Work Related Skills

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

## What will I Learn?

- Work as a team member
- Plan and organise activities
- Find and complete structured workplace learning
- Communication skills
- Problem solving
- Time management
- Self-management
- Pathway planning

## What types of things will I do?

- Hazard analysis
- Teamwork
- Time management
- Industry investigation
- Careers research
- Plan, organise and manage
- Problem solving activities
- Compulsory Work Placement

## Where can this lead me?

### Course Pathways

- TAFE
- Short Courses
- Certificates III and IV
- Employment
- Apprenticeship

YEAR 11

# VCE - 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 as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

## Structure

This study is made up of 4 units – Units 1 & 2 in 2023 and Units 3 & 4 in 2024

Unit 1: Healthy individuals

Unit 2: Connecting with community

## Unit Outlines

Unit 1: This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. 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. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

Unit 2: This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture and individual health and wellbeing. Students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication.

## Where can this lead me?

### Course Pathways

- ° TAFE
- ° Short Courses
- ° Certificates III and IV
- ° Employment
- ° Apprenticeship

# Senior Personal Development

The purpose of this aspect of VCE-VM is to develop skills, knowledge and behaviours that enable improved self-confidence, increased self-esteem, and skills for civil and civic participation.

## What will I Learn?

Transferrable skills including:

- Working in teams
- Conflict resolution
- Effective use of technology
- Task management
- Planning and organising
- Communication strategies
- Time management
- Problem solving

## What types of things will I do?

- Group discussion
- ICT application
- Personal Project work
- Presentations
- Community Project work
- Written tasks

## Where can this lead me?

### Course Pathways

- TAFE
- Short Courses
- Certificates III and IV
- Employment
- Apprenticeship



# VET Courses on Offer 2023

(Subject to availability, student pathway and numbers)

## What is VET?

Vocational Education and Training refers to senior school studies, which enable a secondary student to combine their VCE studies with vocational training. VET is **usually** a two-year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Community Services) and VCE and VCE-VM at the same time. It provides the opportunity to trial a career and helps students explore possible areas of interest which will lead to further study and better work choices.

A VET in Schools program is usually made up of VET units that are delivered at the student's school, another school within the Wyndham VET Cluster or at TAFE.

## Contribution to the VCE and ATAR

VET is fully incorporated into the VCE.

Key features include:

- VET programs usually have a Unit 1-4 structure
- Of the 16 units that make up the VCE, a number can be VET units
- VET programs contribute directly to the ATAR with a study score derived from scored assessment OR as 10% increment as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when Units are at 1 and 2 level only.

For more information, you can access the Victorian Curriculum and Assessment Authority (VCAA) website.

## VET Courses at the Grange P-12 College

- ° CERT III in CREATIVE AND DIGITAL MEDIA
- ° CERT II in HOSPITALITY - KITCHEN OPERATIONS
- ° CERT III in SPORT AND RECREATION

# VET CERT III in Creative and Digital Media

This subject is a unique opportunity for students to specialise in multimedia and game design. The subject is delivered in partnership with industry specialist the Academy of Interactive Entertainment over 2 years. Students successfully completing this VET program will gain entry into Higher Education Diploma or Certificate courses at A.I.E. Students will sit a final exam at the end of the second year, which contributes to the ATAR. It is recommended that students complete 80 hours of work placement in this industry. Students will have the opportunity to visit the A.I.E premises in the city, use their state of the art facilities to complete course work for the certificate.

## Unit Outlines

- |        |   |
|--------|---|
| Unit 1 | The focus of this unit is the study of how individuals use, and can be affected by, information and communication technology in their daily lives. Students acquire and apply a range of knowledge and skills to create solutions for various communication purposes. They use web authoring / multimedia authoring and image editing and database management software to create solution and information products to solve information problems    |
| Unit 2 | The focus of this unit is how individuals and a variety of organisations use ICT. Students examine how networked information systems are used within organisations. They develop and apply knowledge and skills using programming or scripting language, web authoring / multimedia authoring and image editing software. Additionally students work collaboratively in teams to solve information problems.  |
| Unit 3 | The unit focuses on how individuals or organisation use ICT to solve information problems and to participate actively in a society where the use of ICT is commonplace. During this unit, students use database management software to solve information problems and web authoring software to create prototypes or websites.  |
| Unit 4 | This unit focuses on how ICT is used by a variety of organisations to manage the storage, communication and disposal of data and information in order to minimise threats to integrity of data and security of information, and to optimise efficient information handling. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheets and web authoring or multimedia authoring software. |

## Where can this lead me?

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career pathways include:

- ° ICT Support/ helpdesk ICT Technician
- ° Computer Programmers and Game Developer
- ° Network Engineer and Network Administration
- ° Web Developer and Web Designer
- ° Hardware support and Own Business in Computer Sales

# VET CERT II in Kitchen Operations

This subject is a unique opportunity for students to specialise in Hospitality. The subject is delivered in partnership with industry specialists and the Grange College.

Students completing this VET program will receive Certificate II in Hospitality- Kitchen operation. This qualification is delivered over 2 years. VCE students are required to sit the Hospitality exam, unit 3 & 4 and final exam. This contributes towards the ATAR in the final year of study. It is recommended that VCE-VM students sit the exam to further support their TAFE or apprenticeship applications. The VET Hospitality program will contribute to the VCE and VCE-VM.

Students wishing to pursue a career in Hospitality are reminded that 80 hours of Structured Workplace Learning is recommended to support student learning.

## Unit Outlines

- |            |   |
|------------|---|
| Unit 1 & 2 | Focuses on foundational skills in cookery, whereby students will prepare simple dishes such as gnocchi, Caesar salad, tarts, soufflés and dumplings. Students will work with colleagues and customers in a social diverse environment, follow occupational health and safety procedures, develop industry knowledge, organise and prepare food, receive and store kitchen stock and learn methods of cookery. Students will visit Vic Markets to explore the vast array of foods and ingredients available, and investigate the origins of food, from paddock to plate. |
| Unit 3 & 4 | Focuses upon building skills acquired in units 1 & 2 and acquiring additional skills. Students will prepare, cook and serve food for service. They will focus upon preparation of appetizers, salads, sauces, stock, soups, poultry and desserts. In this unit students will have the opportunity to visit the Langham Hotel as they critique the world of fine cuisine.  |

### Levels of Achievement

- ° Unit 3 School Assessed Coursework
- ° Unit 4 School Assessed Coursework
- ° End of Year Examination

### Career pathways include:

- ° Chef
- ° Catering
- ° Events
- ° Patisserie
- ° Hotel management
- ° Tourism

# VET CERT III in Sport & Recreation

This subject is a unique opportunity for students to explore all aspects of a future career in the Sport and Recreation industry. The Certificate III in Sport and Recreation (VCAA Program 3) is the most popular VET in schools course, delivered over two years. This course offers students a credits toward VCE and VCE-VM. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. This program is an examinable subject and students complete a VCAA exam at the end of the units 3&4 sequence. On successful completion of the course, students will obtain Certificate III in Sport and Recreation, four VCE/ VCE-VM units and an ATAR contribution.

As part of the program students are strongly recommended to complete 80 hours of Work Placement in the Sport and Recreation industry.

## Unit Outlines

- |            |  |
|------------|--|
| Unit 1 & 2 | Students will gain an understanding of the policies, procedures, skills and knowledge needed to work and excel in the Sport and Recreation industry. This will include topics such as how to provide customer service and organise a sport and recreation workplace, how to be a creative thinker and how to utilise social media in the industry. They will also take an in-depth look at what it takes to be a successful coach. As well as completing a unit on workplace health and safety students will receive external training in responding to emergency situations and applying basic first aid. |
| Unit 3 & 4 | With an overall focus of working in the sport and recreation industry students will complete a fitness unit where they will acquire the skills and knowledge needed to develop and apply a resistance training program. They will learn how to promote sport and recreation programs, how to plan and conducting sport and recreation sessions and how to develop warm up and cool down programs. Students will also discover how to work effectively with groups of people, manage conflict and undertake a risk analysis.  |

### Levels of Achievement

- Unit 3 School Assessed Coursework
- Unit 4 School Assessed Coursework
- End of Year Examination

### Career Pathways

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>◦ Exercise Science</li> <li>◦ Sports Psychology</li> <li>◦ Swim Teacher</li> <li>◦ After school sports programs</li> <li>◦ Sport and Recreation Officer</li> </ul> | <ul style="list-style-type: none"> <li>◦ Sports Event Manager</li> <li>◦ Coaching</li> <li>◦ Pool Lifeguard</li> <li>◦ Personal Trainer</li> <li>◦ Sports Administration</li> </ul> |
|---|---|

# Wyndham VET Cluster:

To access Wyndham VET cluster courses, an application form and interview is required. Places are dependent on class availability. Preference is given to Year 11 students. Students in Year 10 may apply for a position. If unsuccessful, they will receive first preference in 2024.

Courses delivered in the cluster that are relevant to VCE scored assessment, contribute to a VCE-VM program, and have a Unit 3 & 4 exam are:

All Cluster VET courses are studies over a 2-year period.

- CERT III (Partial Completion) in ALLIED HEALTH ASSISTANCE
- CERT II in COMMUNITY SERVICES
- CERT II in ENGINEERING STUDIES
- CERT II in FURNITURE MAKING
- CERT III in MUSIC INDUSTRY (PERFORMANCE)
- CERT III in MUSIC INDUSTRY (SOUND PRODUCTION)
- CERT II in WORKPLACE SKILLS/BUSINESS

## CERT III (Partial Completion) in ALLIED HEALTH ASSISTANCE

**Offered at The Gordon TAFE (Watton St, Werribee)**

Certificate III in Allied Health Assistance provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients

## CERT II in COMMUNITY SERVICES

**Offered at Werribee Secondary College**

VCE VET Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support.

## CERT III in BUSINESS / CERTIFICATE II in WORKPLACE SKILLS

**Offered at Hoppers Crossing Secondary College**

Certificate II with selected units from Certificate III offers a narrower choice of electives but provides students with a Units 3 and 4 sequence and scored assessment. Units 3 and 4 of the program incorporate units such as organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

The VCE VET Business program offers essential cross-industry skills for all enterprises.

## CERT II in ENGINEERING STUDIES

### **Offered at McKillop College**

This program provides students with the knowledge and skills to achieve competence that will enhance their employment prospects in the engineering or engineering related industries

## CERT II in FURNITURE MAKING

### **Offered at Thomas Carr College**

This course is designed to provide students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the furnishing industry.

## CERT III in MUSIC INDUSTRY (PERFORMANCE)

### **Offered at Manor Lakes College**

Certificate III in Music enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include preparing for performances, writing song lyrics, developing ensemble skills and assisting with sound recordings. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

## CERT III in MUSIC INDUSTRY (SOUND PRODUCTION)

### **Offered at Thomas Carr College**

Certificate III in Music Industry (Sound Production) provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. Units 3 and 4 offers scored assessment and includes units such as editing sound using digital systems, operating sound mixing consoles, operating sound reinforcement systems and mixing sound sources.

## Courses delivered in the cluster that contribute to a VCE-VM program

### OR 10% VCE Program

- CERT II in APPLIED FASHION DESIGN & TECHNOLOGY
- CERT III in EARLY CHILDHOOD EDUCATION & CARE
- CERT II in ELECTROTECHNOLOGY STUDIES
- CERT II in HORTICULTURE
- CERT II in ANIMAL STUDIES
- CERT II in AUTOMOTIVE VOCATIONAL PREPARATION
- CERT II in BUILDING & CONSTRUCTION (BRICKLAYING PRE-APPRENTICESHIP)
- CERT II in BUILDING & CONSTRUCTION (CARPENTRY PRE-APPRENTICESHIP)
- CERT III in MAKE-UP
- CERT II in PLUMBING (PRE-APPRENTICESHIP)

### CERT II in APPLIED FASHION DESIGN & TECHNOLOGY

#### **Offered at Thomas Carr College**

Certificate II in Applied Fashion Design and Technology provides an introductory overview of skills that can be applied in the fashion industry. It includes various skills in designing, production of garments, millinery, and the development of unique fashion and textile designs. Students must complete 13 units of competency to gain MST201616 Certificate II in Applied Fashion Design and Technology.

### CERT III in EARLY CHILDHOOD EDUCATION & CARE

#### **Offered at Chirnside Park, Werribee**

The Certificate III in Early Childhood Education & Care (formerly called Children's Services) prepares students to be competent in a range of skills, knowledge and attributes identified by the Children's Services sector. The course has specialist children services units to enable work in child care centres when completed.

## CERT II in ELECTROTECHNOLOGY STUDIES

### **Offered at Wyndham Central College**

The Certificate II in Electrotechnology aims to provide students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the electrical industry. It also provides students with increased opportunities of gaining an electrical apprenticeship. The program also provides experiences across a number of electrical trades including electrical, electronics, refrigeration and mechanical engineering.

## CERT II in HORTICULTURE

### **Offered at Werribee Park, Werribee South**

The Certificate II is regarded as an entry level course. Graduates will have skills and knowledge to become a valued and productive employee within the Amenity Horticulture Industry. Graduates assist with planting and maintaining lawns, shrubs and garden beds in public or private gardens and parks. Upon successful completion of the Certificate II in Horticulture students may choose to complete an apprenticeship or traineeship in Horticulture, Parks and Gardens or Landscape Construction.

## CERT II in ANIMAL STUDIES

### **Offered at Manor Lakes College**

This program provides training and skill development for the achievement of competencies in areas such as occupational health and safety, animal care, veterinary clinic duties, handling of animals and communication skills.

## CERT II in AUTOMOTIVE VOCATIONAL PREPARATION

### **Offered onsite at The Grange P-12 College**

This program provides training and skill development required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.



## CERT II in BUILDING & CONSTRUCTION -BRICKLAYING PRE-APPRENTICESHIP

### **Offered at Thomas Carr College**

This course will equip students with comprehensive skills and knowledge to enter the bricklaying or building trades. The course is designed to enhance students' bricklaying and/or associated building trades prospects and gives them an introduction to the industry specific trade skills such as hand and power tools and also the requirements of occupational health and safety procedures within the industry.

## CERT II in BUILDING & CONSTRUCTION –CARPENTRY PRE-APPRENTICESHIP

### **Offered at Thomas Carr College**

This course will equip students with comprehensive skills and knowledge to enter the carpentry or building trades. The course is designed to enhance students' carpentry and/or associated building trades prospects and gives them an introduction to the industry specific trade skills such as hand and power tools and also the requirements of occupational health and safety procedures within the industry.

## CERT III in MAKE-UP

### **Offered onsite at The Grange P-12 College**

This course will equip students with the hands-on skills and knowledge required to provide make-up services in a salon or as a freelance artist. The program covers topics such as demonstrating and selling make-up and retail skincare products, and also develops their communication and customer service skills to prepare them to perform routine salon and store functions.

## CERT II in PLUMBING (PREAPPRENTICESHIP)

### **Offered at Wyndham Central College**

The Certificate II in Plumbing (Pre-apprenticeship) will equip students with the basic skills and knowledge to enter the plumbing or associated building industries and is designed to enhance students' apprenticeship prospects. The program covers relevant material, equipment, and occupational health and safety procedures to enable them to work safely and effectively on building sites.

# Glossary of Educational Terms

ATAR	Australian Tertiary Admissions Rank. A score is generated from the students' study score.
GAT	A general knowledge examination undertaken by all students who are undertaking Units 3 or 4. The GAT is used by VCAA as means of verifying grades or deriving a score.
Learning Outcomes	Learning Outcomes are the basis of satisfactory completion of VCE units. There are approximately 2-4 Learning Outcomes per unit of study. Student must be able to demonstrate their achievement of each learning outcome.
Prerequisite subject	These are units that must be satisfactorily complete (or to stated standard) before a student is eligible for selection into a specific Tertiary course.
SAC	School Assessed Coursework are assessment tasks that are specified in the Study Design set by VCAA. Teachers set SACs that students must complete satisfactorily.
SAT	School Assessed Tasks are completed in subjects that produce a product or model. The Unit 3 & 4 work receives a score based on the quality of the work.
Study Score	A score out of 0-50, which sums up the students total achievement in all work set in each unit of work. It is based on internal assessment and external examinations. Only applies to units 3 & 4.
Study Design	A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year. Study Designs, assessment advice and other teacher support materials relating to that study.
Trade Training Centre	Specialist facility established to provide training in current industry practices in designated high demand skill areas.
Unit	A self-contained study of approximately one semester or commonly referred to as a subject.
VCAA	Victorian Curriculum Assessment Authority – body responsible for the administration of VCE/ VCE-VM/VET in Schools.
VCE	Victorian Certificate of Education. A senior school certificate based mainly on theoretical learning.
VCE - VM	Victorian Certificate of Education – Vocational Major. A senior school certificated delivered using an applied learning approach
VPC	Victorian Pathway Certificate. A certificate designed for students previously not engaged in school or who require additional support. It is not a senior certificate.
VET	Vocational Education and Training. Industry endorsed certificates and comprised of units of competency enable students to achieve joint VCE and TAFE qualifications.
VTAC	The Victorian Tertiary Admissions Centre. The Centre processes student applications to the majority of tertiary institutions.



The Grange  
P-12 COLLEGE



## The Grange P-12 College

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