



Echuca  
College

2025

Year 12  
Course Selection  
Handbook

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# VICTORIAN CERTIFICATE OF EDUCATION (VCE) CURRICULUM OVERVIEW

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VCE stands for the Victorian Certificate of Education. The Victorian Curriculum and Assessment Authority (VCAA) administers this certificate. Details of the rules and procedures are available in a range of documents and can be obtained from the school or from the VCAA's website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). The VCE is intended as a two year course of study although it can be completed over a longer period of time. Students at Echuca College study 12 units in year 11 (6 units per semester) and 10 units in year 12 (5 units per semester).

## **VCE Graduation Requirements**

The following rules for satisfactory completion of the VCE will apply from 2018:

- To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:
  - at least three units from the English Group, two of which must be a Unit 3–4 sequence
  - an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

## **Tertiary Entrance Requirements**

To satisfy VTAC requirements the following must be completed:

- A minimum of 16 units must be satisfactorily completed, including a sequence of Unit 3 & 4 from the English group.
- A sequence of VCE/VET Units 3 & 4 in three studies apart from the English requirement.
- Prerequisite requirements set by each Tertiary Institute.

## **Learning Outcomes**

Each VCE unit has a set of two to four outcomes, these outcomes must be achieved for the satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designed for the unit.

A student may be granted satisfactory completion of a unit if:

- The work meets the required standard.
- College deadlines have been met (extensions may be applied for in certain circumstances).
- The work can be authenticated.
- Rules have not been breached, including attendance rules.

## Sample VCE Program

### Year 11

Option 1						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1/ VET/ASBA
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2/ VET/ASBA

Option 2						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	VET
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	VET

Option 3						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	ASBA
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	ASBA

### Year 12

Option 1						
Semester 1	English Study	Elective Unit 3	Elective Unit 3	Elective Unit 3	Elective Unit 3	Private Study
Semester 2	English Study	Elective Unit 4	Elective Unit 4	Elective Unit 4	Elective Unit 4	Private Study

## **Assessment**

Failure to meet deadlines set by the school may result in an 'N' (not satisfactory) for the unit regardless of whether the outcomes have been satisfactorily met. Satisfactory completion of each unit is based on a decision that the student has demonstrated achievement of a set of outcomes specified for the unit.

### **Unit 1 & 2 School-Assessed Coursework (SACs)**

A SAC is a specific piece of work, which is to be graded and is used for reporting purposes. This may be a test, model, writing folio, research project etc. Assessment tasks are set to determine achievement of outcomes and levels of performance at Unit 1 & 2 level.

### **Unit 3 & 4 School-Assessed Coursework (SACs)**

School-assessed coursework consists up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the learning outcomes.

To ensure that school's assessments of coursework in each study are comparable throughout the State, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study. VCAA issue final grades for all coursework assessments in December each year.

### **Unit 3 & 4 School-Assessed Tasks (SATs)**

A small number of studies will have school-assessed tasks. These will be used in studies where products and models are assessed. Art, Design and Technology, Food and Technology, Media Studies, Studio Art, Systems Engineering and Visual Communication and Design have SATs. These generally take a number of weeks to complete.

## **Examinations**

Examinations are held in November. Oral and Performance examinations are during October.

All students studying a Unit 3 & 4 sequence are also required to sit the General Achievement Test (GAT). The GAT scores are used by the VCAA to check that grades given by teachers for school assessed coursework and tasks are in the expected range.

## **Study Scores**

A student's overall achievement for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 1-50. In order to achieve a study score a student must achieve an S for both Units 3 & 4.

## **Australian Tertiary Admission (ATAR)**

An ATAR is used by most tertiary institutions to determine who will be made an offer to study with them. The ATAR is composed of the marks gained in level 3 and 4 units. An ATAR generally includes the score in English, English Language or Literature, plus the **next best 3 studies**, plus 10% of the 5<sup>th</sup> and 10% of the 6<sup>th</sup> study. This calculation includes both VCE and VET courses.

## **Victorian Curriculum and Assessment Authority (VCAA) Reporting**

At the completion of the VCE, which usually takes two years, the VCAA issues each student the following reports:

- A VCE Certificate, indicating that VCE requirements have been met
- A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted
- A study score (relative position) for each subject
- A statement of results from the GAT

At completion of the VCAL each student receives:

- A VCAL Certificate indicating the level of attainment
- A statement of results from the GAT
- A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted

# APPRENTICESHIPS – SCHOOL BASED & HEADSTART

## **ASBA (AUSTRALIAN SCHOOL BASED APPRENTICESHIP)**

Some students know what they would like to do in the way of a career after leaving school. A student can apply for an Australian School Based Apprenticeship program as part of their subject selection in Years 10, 11 & 12.

A School Based Apprenticeship or Traineeship offers students the opportunity to combine part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and RTO which is formally registered with Skills Victoria and leads to a nationally recognised qualification at Certificate II, III or IV level.

## **HEAD START School-based apprenticeships**

Head Start is a new model of apprenticeships and traineeships that was first implemented in Victorian state schools in 2019. Head Start aims to allow students to spend increased amounts of time in the workplace whilst still gaining their Year 12 completion through either a VCE or VCAL program.

Depending on the requirements of the employer it is suggested that Head Start students undertake:

- 1 day per week paid employment in Year 10
- 2 days per week paid employment in Year 11
- Up to 3 days per week paid employment in Year 12

All students who are signed up to a Head Start pathway will be enrolled in a Certificate III level qualification. There are currently 32 qualifications available through the program.

As well as helping students to develop a diverse range of skills and experience that employers value, Head Start also provides:

- Strong supports for both students and employers throughout the apprenticeship or traineeship
- Quality assured training through TAFEs and Skills First contracted providers
- A tailored pathway for students into careers in priority industries
- An opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- Payment of a fair training wage
- VCE or VCAL completion
- Significant progress towards, or completion of, a trade qualification.
- The opportunity for students to move into a full-time apprenticeship with their employer upon their completion of year 1

## VCE VOCATIONAL MAJOR CURRICULUM OVERVIEW

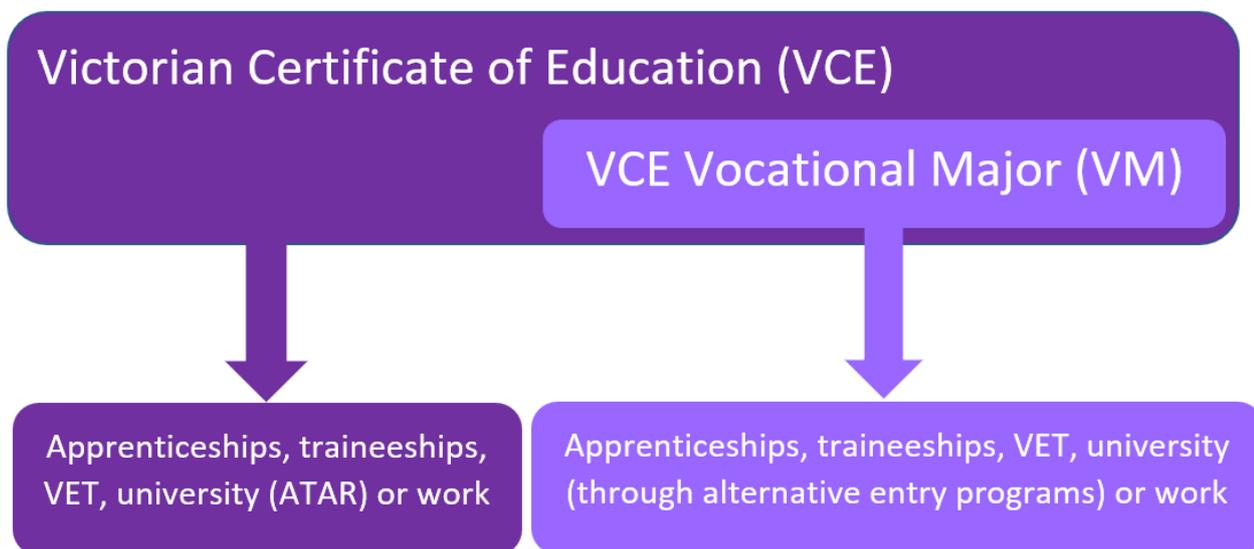
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The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and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

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

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

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



### **Applied Learning – the heart of VCE Vocational Major**

Applied learning teaches skills and knowledge in the context of ‘real life’ experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

## **Unit Requirements**

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

Most students will undertake between 16-20 units over the two years.

## **Assessment of VCE Vocational Major studies**

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

## **Certification**

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

### **VCE Vocational Major (VM) Q & A**

#### **Q. What subjects do I complete in the VCE (VM)?**

**A.** Students will study; Literacy, Numeracy, Personal Development Skills (PDS) and Work Related Skills (WRS). Students enrolled in the VCE (VM) must also be enrolled and attending a VET subject of interest.

#### **Q. Is VET a requirement for students entering the VCE (VM)?**

**A.** Yes, students who are enrolled in the VCE (VM) must include a VET subject.

#### **Q. What strengths are displayed by a VCE (VM) student?**

**A.** Leadership, teamwork, being able to work in a team, problem solving, being able to organise and run a fundraiser, public speaking, promotion and advertisement of fundraisers/projects.

#### **Q. If I repeat a subject, will I be penalised?**

**A.** No, however, the same unit cannot count twice towards the VCE (VM) requirements.

#### **Q. Is there special provision due to physical ability or serious illness?**

**A.** Students can apply for special consideration.

#### **Q. What pathway options are available for students post Year 12?**

**A.** TAFE, full time employment, traineeship, apprenticeship or University courses (with no ATAR).

# VET SUBJECT OFFERINGS IN 2024

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## VCE Scored VET Subjects (receive a study score to contribute to ATAR)

### **Cookery Certificate II**

Course Code: SIT20421

Units: 1, 2, 3 and 4

### **Information Technology Certificate III**

Course Code: ICT30120

Units: 1, 2, 3 and 4

### **Community Services Certificate II (Yr 1)**

Course Code: CHC22015

Units: 1 and 2

### **Music (Performance) Certificate III**

Course Code: CUA30920

Units: 1, 2, 3 and 4

### **Cert III Community Services (Yr 2) partial completion**

Course Code: CHC22015

Units: 3 and 4

### **Sport and Recreation Certificate III**

Course Code: SIS30115

Units: 1, 2, 3 and 4

### **Engineering Certificate II**

Course Code: 22470VIC

Units: 1, 2, 3 and 4

## VET Subjects (receive 10% to contribute to your ATAR)

### **Automotive Vocational Preparation Certificate II**

Course Code: AUR20720

Units: 1, 2, 3 and 4

### **Retail Cosmetics Certificate II**

Course Code: SHB20121

Units: 1 and 2

### **Building and Construction Pre-apprenticeship Certificate II**

Course Code: 22338VIC

Units: 1, 2, 3 and 4

### **Salon Assistance Certificate II**

Course Code: SHB20216

Units 1 and 2

### **Early Childhood Education and Care Certificate III**

Course Code: CHC30121

Units: 1, 2, 3 and 4

### **Visual Arts Certificate III**

Course Code: CUA31120

Units: 1, 2, 3 and 4

## **What is VET?**

Vocational Education and Training (VET) refers to enhanced senior school studies, which enables Year 10-12 students to combine their VCE or VM studies with vocational training.

**Combining VET with your chosen senior pathway increases your future opportunities.**

## Features of VET

- It is an accredited vocational education and training program (most programs run over two years).
- Can contribute to the students ATAR or provide credit points.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of

## VET qualifications and skills

- Upon successful completion of the program, students may be awarded with a nationally recognised VET certificate, or contribution toward this certificate.
- VET qualifications may articulate directly into further higher education and training at TAFE through documented pathway agreements.
- VET provides access to a range of different technologies related to the type and place of work.

## VET increases students' pathways and broadens options

- Develops students' capacities to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult setting.
- Fosters positive feedback by enabling students to demonstrate specific skills and competencies.
- Matches students' interests and career directions through the provision of strong pathways.

## VET prepares students for the workforce

- Provides the opportunity to trial a career and helps students explore possible areas of interest which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers.
- Improves employment prospects.
- Helps students gain knowledge of employers' expectations and real working conditions.
- Assists in transition from school to

# English Pathways

## Which English is right for me in Year 11?

<b>VM Literacy</b> - Listening, Speaking, viewing, writing and reading	<b>English</b> - Critical reading, writing and speaking	<b>English Language</b> - The study of English and its development	<b>Literature</b> - Reading and responding to a broad range of texts
<p>VM Literacy aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts. Students develop an understanding of the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. This Literacy study is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations. Along with the literacy practices necessary for reading and</p>	<p>VCE English prepares students to think and act critically and creatively. Students work to collaborate and communicate widely and to connect with others in our society. Students develop insight into various ideas through engagement with texts drawn from multiple times, cultures, forms, and genres, including Aboriginal and Torres Strait Islander knowledge and voices. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience, and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.</p>	<p>VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. Students explore language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives. Students engage with how language is structured, the history of English and the theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and how language can be used to construct and deconstruct identity. Students consider their language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore how language use is adapted in</p>	<p>VCE Literature fosters students' enjoyment and appreciation of stories, poetry and storytelling. Students read and explore a broad range of established and emerging literary work. As readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices. Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students explore literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in fiction and non-fiction texts, discovering and experimenting with a variety of interpretations to develop their responses</p>

interpreting texts, students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently. As students engage with texts in class, they develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts. They will apply this understanding in their writing, learning to adapt language to respond to more familiar or specific audiences, purposes and contexts.

consideration of formality, situational and cultural contexts, purpose and function.

Students read widely to further develop their analytical skills and to build their understanding of linguistics. Students are expected to read and study a range of historical and contemporary text.

Students analyse and assess language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

# Mathematics Pathways

## Units 3 & 4 Mathematics Subjects:

	Foundation Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics
<b>What is it?</b>	This is a practical subject about understanding the mathematics that occurs around you and being able to use critical skills in everyday life.	This is a practical subject that uses mainly computer-based technology in the form of a CAS calculator to demonstrate and analyse data and financial relationships.	This is a more theoretical subject that uses scientific techniques to investigate applications of mathematics. Homework <u>requirement:</u> 1-2 hours per week.	Specialist Mathematics requires abstract application of mathematics to solve contextual problems. Homework <u>requirement:</u> 2-3 hours per week.
<b>Prerequisites</b>	Year 11 Foundation or General is recommended	Year 11 General or Methods is recommended	Year 11 Mathematical Methods Year 11 Specialist or year 10 LEAP is recommended	Year Mathematical Methods <b>and</b> Specialist Mathematics
<b>Materials needed</b>	Foundation maths requires a scientific calculator, a textbook and 2 exercise books. The end of year exam allows one bound reference and one scientific calculator.		General, Methods and Specialist VCE mathematics subjects require a CAS calculator, a textbook and 2 exercise books with a minimum of 128 pages. Methods and Specialist are assessed both with and without technology and a bound reference. General Mathematics always allows a CAS and a bound reference during assessment.	
<b>Content</b>	Space and Measurement, Data Analysis, Number and algebra, linear relationships	Data Analysis, <b>Recursion and financial maths</b> Matrices, Networks	Calculus, Graphs and Functions, Probability and Statistics, Number and Algebra	All methods elements as well as Complex numbers, Vector Calculus and Kinematics
<b>Where can you go with this subject?</b> <i>Note: these are recommendations please check course requirements carefully.</i>	Any university course that accepts "any maths".	Any university course that accepts "any maths" or specifies General.	There are some courses that <b>require</b> Methods or Specialist. University courses such as engineering, and some science <b>highly recommend</b> them.	

# VCE Unit 3-4

## Subjects

# Units 3 & 4 Accounting

## Assessment

- Folio
- Structured Questions
- Written Reports
- Case Study
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Edrolo
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Ba. Accounting
- Diploma of Accounting
- Certificate in Accounting and Bookkeeping
- Ba. Business
- Financial Planning

## Complimentary Subjects

- Maths
- Business Management

### **Unit 3: Financial accounting for a trading business**

#### *Area of Study 1: Recording and analysing financial data*

- Explore documents used by a business to record financial transactions
- Explore accounting elements
- Learn the characteristics of the General Ledger and the General Journal and their use in recording transactions
- Learn the difference between current and non-current assets and current and non-current liabilities
- Discuss strategies to improve the management of inventory, accounts receivable and accounts payable

#### *Area of Study 2: Preparing and interpreting accounting reports*

- Learn how to record business transactions
- Learn how to prepare, interpret and analyse accounting reports for a trading business
- Learn the process of balancing General Ledger accounts
- Learn the characteristics of cash flow statements, income statements and balance sheets
- Learn the distinction between cash and profit
- Learn how to graphically represent accounting reports

### **Unit 4: Recording, reporting, budgeting and decision-making**

#### *Area of Study 1: Extension of recording and reporting*

- Explore documents used by businesses to record financial transactions
- Learn to record financial data and balance day adjustments using a double entry system
- Learn methods of depreciation

#### *Area of Study 2: Budgeting and decision-making*

- Explore indicators and other relevant information to measure business performance
- Learn the distinction between cash and profit
- Explore ways to analyse accounting reports to develop strategies to improve business performance
- Discuss strategies to improve the performance of a business

# Unit 3 & 4 Agriculture and Horticulture

## Unit 3: Securing the future

### Area of Study 1 – Innovations and solutions

- the role of innovation and technology in everyday agricultural and horticultural practices in Australia
- the impacts of new and emerging innovations in Australia’s food and fibre industries
- points of view relating to safe, ethical and sustainable food and fibre production in Australia

### Area of Study 2 – Risks and resilience

- strategies for prevention and control of the following common pests and diseases of plants and/or animals:
  - pests: aphids; western flower thrips; intestinal worms
  - diseases: footrot; fungal rusts; milk fever
- strategies for prevention and control of the following weeds commonly affecting agricultural and/or horticultural production: flickweed; gorse; wild radish
- principles of integrated weed management

## Unit 4: Sustainable food and fibre production

### Area of Study 1 – Sustainable land management

- the impacts of climate change on food and fibre production
- the role of sustainable property management in determining appropriate land use
- types of environmental degradation: erosion, salinity, waterlogging, compaction, soil acidity, soil nutrient depletion
- issues of water quality related to food and fibre production: levels of nitrogen, phosphorus and dissolved oxygen; acidity or alkalinity (pH); electrical conductivity (EC); turbidity

## UNIT 3 - Outcome 1

Student performance will be assessed by practical task/s related to innovative processes and/or problem solving in agriculture and/or horticulture.

AND

Any one or a combination of the following:

- a short written report: research inquiry, media analysis, case study analysis, or field/laboratory experiment
- an annotated visual report
- an oral presentation or practical demonstration
- a video or podcast.

## Outcome 2

Student performance will be assessed by practical task/s related to integrated pest and/or weed management.

AND

Any one or a combination of the following:

- a short written report: research inquiry, media analysis, case study analysis or field/laboratory experiment
- an annotated visual report
- an oral presentation or practical demonstration
- a video or podcast.

## Pathways

- Degree in Agriculture and Horticulture
- Degree in Environmental Science
- Parks and Gardens Careers
- Agriculture and Horticulture Careers
- Agricultural and Horticultural Business

Student performance will be assessed by practical task/s related to sustainable business practices

AND

Any one or a combination of the following:

- a short written report: research inquiry, media analysis, or case study analysis
- an annotated visual report
- an oral presentation or practical demonstration
- a video or podcast.

## Complimentary Subjects

- All VCE Science subjects
- VCE Business Management

# Units 3 & 4 Art Creative Practice

## Unit 3: Investigation, ideas, artworks and the Creative Practice

### *Area of Study 1: Investigation and presentation*

In this area of study, students will:

- Research the ideas explored by artists in their artworks.
- Use materials and techniques to develop experiments that develop a visual language.
- Present and critique an artwork created.

### *Area of Study 2: Personal investigation using the Creative Practice.*

In this area of study, students will:

- Experiment using selected materials and techniques.
- Develop artworks that are personal responses and explore ideas.
- Document and annotate experiments.
- Evaluate experiments created.

## Unit 4: Interpreting, resolving and presenting artworks and the creative practice.

### *Area of Study 1: Documenting and critique of the Creative Practice.*

In this area of study, students will:

- Evaluate and refine artworks/experiments created in Unit 3.
- Document the refinement and resolution of artworks that communicate ideas and personal responses.
- Use feedback to resolve a body of artwork.

### *Area of Study 2: Resolution and presentation of a Body of Work*

In this area of study, students will:

- Present a Body or Artworks that communicate ideas and meaning to a viewer or audience.
- Evaluate how the presentation of a Body of Artwork effectively communicates ideas and meaning to a viewer or audience.

### *Area of Study 3: Comparison of artists, their practice and their artworks.*

In this area of study, students will:

- Compare the practices of historical and contemporary artists.
- Interpret and compare meanings and messages of historic and contemporary artworks.

### Assessment

- Written reports
- Folio of developmental work
- Final artworks

### Resources/camps/excursions

- Art Folio
- Art Excursion

### Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

### Complimentary Subjects

- Visual Communication and Design

# Units 3 & 4: Australian History

## Assessment

- Source Analysis
- Research task
- Essay
- Historical Interpretations analysis
- Outcome Tasks

## Resources/camps/excursions

- Textbooks
- Excursion to Melbourne Museum and Immigration Museum
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

## Complimentary Subjects

- English
- Literature
- Legal Studies

### **Unit 3: Transformations: Colonial society to nation**

#### *Area of Study 1: The reshaping of Port Phillip District/Victoria, 1834–1860*

- Explore traditional Aboriginal understanding of land and compare this with the European's attitudes to land
- Analyse the motivations of European non-pastoralist immigration to Port Phillip District
- Explore Aboriginal responses to the transformation of their physical and cultural environment, including resistance, adaptation, interaction and accommodation with the newcomers and retention of their cultural values
- Analyse the political and demographic consequences of the gold rush in Victoria

#### *Area of Study 2: Making a people and a nation 1890–1920*

- Learn the values and visions that underpinned the federation of Australia
- Explore the type of Australia that was envisaged in 1901
- Analyse the first few acts of Parliament and what they say about the values and vision of the new Australia
- Explore the questions of citizenship and the right to vote
- Analyse the extent that WW1 confirmed or disrupted these visions of Australia

### **Unit 4: Transformations: Old certainties and new visions**

#### *Area of Study 1: Crises that tested the nation 1929–1945 (WWII)*

- Explore Australia's involvement in WWII
- Analyse the changing relationship of Australia and Britain
- Analyse Australia's relationship with America (especially after Japan enters the war)
- Explore how Australians responded to the crisis and what changed and what stayed the same.

#### *Area of Study 2: Voices for change 1965–2000 (Post War immigration & Vietnam War)*

- Explore Australia's involvement in the Vietnam War
- Analyse the pro and anti-war protests
- Analyse the political implications of Australia's involvement
- Explore the reasons for Australia's post war immigration
- Analyse the effects of the influx of post war immigration

# Units 3 & 4 Biology

## Assessment

- Scientific investigations
- Reports of practical work
- Data Analysis
- Analysis of a case study
- Scientific poster
- Outcome Tasks

## Resources/camps/excursions

- Excursion to the Gene Technology Access Centre GTAC Melbourne

## Pathways

- Ba. Science degree
- Ba. Forensic Science
- Ba. Nursing
- Cert IV Laboratory techniques
- Laboratory technician

## Complimentary Subjects

- Physical Education
- Health and Human Development
- Psychology
- Chemistry

### **Unit 3: How do cells maintain life?**

*Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?*

- Explore the relationship between DNA, RNA and proteins
- Learn how genes are regulated
- Investigate how DNA is manipulated to genetically modify organisms and produce DNA profiles
- Explore new techniques used to edit the genetics of organisms

*Area of Study 2: How are biochemical pathways regulated?*

- Investigate the processes of photosynthesis and cellular respiration
- Learn how photosynthesis and cellular respiration are regulated
- Understand the role that enzymes play in photosynthesis and cellular respiration
- Understand the factors that influence enzyme function
- Consider biotechnological applications of biochemical pathways such as biofuel and gene editing technology

### **How does life change and respond to challenges?**

*Area of Study 1: How do organisms respond to pathogens?*

- Explore the processes our body uses to respond to antigens
- Understand that immunity can be acquired naturally and passively
- Consider the impact of new diseases on populations including the impact of the European arrival on Aboriginal people
- Consider vaccination programs and their role in maintaining herd immunity
- Explore the development of immunotherapy strategies

*Area of Study 2: How are species related over time?*

- Investigate how the genetics of a population change over time
- Consider the changes in species over geological time
- Use evidence to determine the relatedness of species
- Consider how humans have changed over time

*Area of Study 3: How is scientific inquiry used to investigate cellular processes?*

- Design and communicate the findings of a scientific investigation

# Unit 3 & 4 Business Management

## Assessment

- Short answer responses
- Extended answer responses
- Case studies
- Data Analysis
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Edrolo
- Excursion
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Bachelor of Business
- Bachelor of Accounting
- Bachelor of Marketing
- Bachelor of Human Resource Management
- Certificate 3 & 4 Business
- Personal Assistant
- Employee /business

## Complimentary Subjects

- Accounting
- Legal studies

## **Unit 3: Managing a Business**

### *Area of study 1: Business Foundations*

- Learn about key characteristics of businesses and stakeholders
- Analyse the relationship between corporate culture, management styles and skills

### *Area of Study 2: Managing Employees*

- Learn about motivation theories and apply them to a range of contexts
- Analyse and evaluate strategies related to the management of employees

### *Area of study 3: Operations Management*

- Learn about operations and the management of this important area of business
- Investigate strategies to improve the efficiency and effectiveness of business operations

## **Unit 4: Transforming a Business**

### *Area of study 1: Reviewing Business Performance*

- Learn about Key Performance Indicators and how they are used to assess business performance
- Investigate the driving and restraining forces for change and evaluate management strategies to position a business for the future

### *Area of study 2: Implementing Change*

- Learn about the strategies used by managers to implement change and the effect change has on the stakeholders of a business

# Units 3 & 4 Chemistry

## Assessment

- Topic Tests
- Structured Questions
- Experiments
- Reports on Experiments
- Analysis and evaluation of media articles
- Scientific poster
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Lab Coat
- University of Melbourne Outreach Program ( June)
- Exercise Books
- ICT device

## Pathways

- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering
- Certificate in Chemical Usage on Farms

## Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods
- Further Maths

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

*Area of Study 1: What are the current and future options for supplying energy?*

- Learn to compare different fuels with regards to their environmental impact and energy efficiency
- Learn to apply the knowledge of the different types of rechargeable and non-rechargeable cells.
- Learn to construct and test different types of batteries.
- Learn various chemical reactions taking place in the cells and batteries.
- Explore how rechargeable batteries operate

*Area of Study 2: How can the rate and yield of chemical reactions be optimised?*

- Learn about rates of reactions and equilibrium
- Participate in practical activities to learn about maximising yield of reactions
- Explore electrolysis as a method of producing chemicals

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

*Area of Study 1: How are organic compounds categorised and synthesised?*

- Explore the naming, structure, properties and reactions of organic compounds
- Explore the reactions of biomolecules to produce energy in the body.
- Learn to analyse the chemical yields of various products.
- Learn about the sustainability of the production of chemicals

*Area of Study 2: How are organic compounds analysed and used?*

- Focus on laboratory and instrumental analyses of organic compounds
- Focus on developing laboratory skills and analytical skills.
- Explore various means of identifying, extracting and purifying natural medicinal compounds.

*Area of Study 3: Practical Investigation*

- Design an experiment related to energy production or analysis and synthesis of organic compounds
- Write a scientific report of the experiment
- Focus on scientific communication skills

# Units 3 & 4 Drama

## Unit 3: Devised Ensemble Performance

### Area of Study 1: Devising and presenting ensemble performance

- study drama history and use their learning to create an ensemble performance
- work with a group of 4 to 5 to create, develop and present a performance
- learn and apply conventions, dramatic elements, expressive skills, performance skills and work with stagecraft
- experiment with transformation of character, time and place, and application of symbol. Students analyse and evaluate a professional drama performance.

### Area of Study 2: Analysing your ensemble performance

- analyse the ensemble performance devised in Outcome 1
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

### Area of Study 3: Analysing/evaluating a professional drama performance

- analyse the actors' use of expressive and performance skills
- consider how the actor–audience relationship is created and manipulated
- analyse and evaluate conventions, dramatic elements, production areas and performance styles

## Unit 4: Devised Solo Performance

### Area of Study 1: Solo performance skill development

- develop skills in, play-making techniques
- demonstrate application of symbol and transformation of character, time and place
- present a short solo performance in an informal setting

### Area of Study 2: Devising a Solo performance

- develop a solo performance in response to a prescribed structure
- apply performance styles
- apply symbol, transformation of character, time and place
- go beyond a representation of real life as it is lived
- document and evaluate the stages involved in the creation, development and presentation of their solo performance

### Area of Study 3: Analysing your solo performance

- analyse the solo performance devised in Outcome 2
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this solo performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

## Assessment

### Semester 1

- An ensemble performance and analysis
- View and analyse a professional performance

### Semester 2

- A solo performance exam and analysis

## Resources/camps/excursions

- 2 excursions to watch live performances in semester 1
- Drama Camp in term 3

## Pathways

- Writing
- Public Speaking
- Teaching
- Acting and performing
- Film
- Television
- Journalism
- Dance
- Leadership roles

## Complimentary Subjects

- English
- Literature
- Dance
- Art
- Music

# Units 3 & 4 English Language

## Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

## Pathways

- Used as an English alternative for VCE
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- LOTE Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

## Complimentary Subjects

- Indonesian
- English
- Biology

## **Unit 3: Language variation and social purpose**

### *Area of Study 1: Informality*

- Learn the way that speakers choose language to suit their current interactions
- Examine the features that differentiate formal and informal language and how both can be used to build rapport
- Consider a range of texts including journals, chats, monologues, advertisements and digital interactions and the 'rules' that people follow when interacting with each other

### *Area of Study 2: Formality*

- Examine the features of formal language, particularly in the public domain
- Understand that formal language has different features to informal language and is more likely to follow a specific structure
- Examine how formal texts are more likely to consider the audience and ensure that they choose their language carefully
- Examine formal texts such as legal documents, policies, speeches, lectures and oaths
- Examine how formal texts can reinforce social distance, relationship hierarchies or build rapport

## **Unit 4: Language variation and identity**

### *Area of Study 1: Language variation in Australian society*

- Explore the Australian identity and the language used to express it and differentiate it from other Englishes
- Explore the Australian accents and how they reflect society and how it has developed in Australia
- Examine Standard Australian English and the non-standard varieties of Australian English and how they differ
- Consider variations between regions, migrant ethnolects and Aboriginal Englishes and explore how stereotypes may be subconsciously or deliberately applied

### *Area of Study 2: Individual and group identities*

- Investigate the role of language in reflecting and constructing individual and group identities
- Examine how language users are able to play different roles and construct their identities based on factors such as age, gender, occupation and interests etc.
- Examine how the norms in language is used to assert power, prestige and cast others as outsiders and lead to discrimination

# Units 3 & 4 English

## Unit 3

### *Area of Study 1: Reading and responding to texts*

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- explore and analyse the ideas, concerns and conflicts in a text
- explore and analyse the impact of the vocabulary, text structures and language features
- use key evidence from a text to support ideas and analysis
- demonstrate understanding of purpose, audience and context
- develop understanding of cultural values, the historical and social context and in a text

### *Area of Study 2: Creating texts*

- read and explore mentor texts
- Explain and experiment with vocabulary, text structures and language features for effective and cohesive writing
- create texts with a stated purpose
- generate and use ideas, and discuss, develop and extend ideas
- plan, create, draft, refine and complete individual writing
- reflect on and share the implications of authorial choices

## Unit 4

### *Area of Study 1: Reading and responding to texts*

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- explore and analyse the dynamics of a text
- Explore how the historical context, and the social and cultural values in a text contribute to meaning
- how the values in a text are conveyed
- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning

### *Area of Study 2: Analysing argument*

- summarise the key points in persuasive texts
- apply the conventions and protocols of discussion and debate
- extend individual capacity to use language confidently
- use textual evidence appropriately
- plan, review, edit and refine analytical responses, using feedback
- apply active listening, reading and viewing strategies
- demonstrate understanding of purpose, context and audience

## Assessment

- Two analytical text responses
- Two student constructed texts
- Reflective commentary
- Argument analysis
- Oral presentation
- Outcome Tasks

## Resources/camps/excursions

- Oedipus the King by Sophocles

## Pathways

- Entry to University courses require students to have successfully completed Unit 3 and Unit 4 English. Many university courses have English as a prerequisite with a study score of at least 25 to 30 in this subject.

## Complimentary Subjects

- All

# Units 3 & 4 Food Studies

## Unit 3: Food in daily life

### Area of study 1: The science of food

- Learn about satiety, appetite, hunger and sensory appreciation of food
- Learn the parts of the digestive tract and how carbohydrate, protein and fat are broken down, absorbed and utilised by the body
- Explore the Australian Dietary Guidelines and Australian Guide to Healthy Eating and its use as a tool to guide food selection
- Explore the symptoms, causes and management of food intolerances/allergies
- Learn about cooking techniques, food safety and the functional properties of protein, sugar, starch, fats and oils

### Area of study 2: Food choice, health and wellbeing

- Learn about patterns of eating in Australia and explore how social factors (education, income, location, accommodation, available time and cultural norms) influence food accessibility, choice and healthy eating
- Learn about the social and emotional roles food plays in connecting individuals, families and peer groups in the community
- Learn about the role of media and food marketing in shaping food information and choice
- Explore the current food system and how it encourages overconsumption of food
- Learn about the establishment of healthy diets in children and nutritious meal patterns within the home

## Unit 4: Food issues, challenges and futures

### Area of study 1: Environment and ethics

- Explore key issues of feeding a rising world population
- Learn about ethical issues that affect individual food choices
- Explore the key issues around environmental sustainability of food production in Australia
- Explore the environmental effects of food processing and manufacturing, retailing and consumption including; food packaging, transportation and waste
- Learn about genetic modification, low impact and organic farming

### Area of study 2 : Navigating food information

- Explore different factors that contribute to food knowledge and skills
- Learn about the principles of research used in the development of Australian Dietary Guidelines and how this can be applied to food fads/diets
- Explore food labelling requirements
- Develop practical ways to apply evidence-based recommendations to improve everyday food behaviours and habits to maintain a healthy weight

### Assessment

- A range of practical activities  
Anyone or a combination of the following;
- A short-written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast
- Outcome tasks

### Resources/camps/excursions

- Food Studies online textbook via Campion
- A4 Display folder
- Laptop is recommended
- Year 12 personalised apron approximately \$20 (optional)

### Pathways

- Hospitality/retail industry
- Commercial Cookery Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

### Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management

# Units 3 & 4 Foundation Mathematics

Are you looking to boost your mathematical skills to help you solve problems in real life? Are you struggling with the technology in General Maths but still want a scored subject?

Foundation maths helps you get all the mathematical skills required to continue to navigate your career path through university, TAFE or employment.

## Unit 3 & 4

- The Foundation course covers mathematical techniques for arithmetic (BIDMAS), data displays and investigation, geometry planning and developing and how to investigate equations and graphs

Area of Study 1: Algebra, Number and structure

- Estimation, rounding, percentage error
- Mathematical conventions and conversions
- Transpositions of formulas including simultaneous equations

Area of Study 2: Data Analysis, probability and statistics

- Data collection-methods and consideration of results
- Long term data and relative frequencies
- Interpolation and Extrapolation of data sets and graphs
- Measures of centre and spread

Area of Study 3: Financial and Consumer maths

- Money management; investments and loans
- Taxation systems at both a personal and business level
- Financial risk; locally and globally
- Analysis of financial information through data sets of varying time lengths

Area of Study 4: Space and Measurement

- Transformations, symmetry, and projection
- Calculation of enlargement and scaling
- Measurement and conversion
- Properties of measurement, area, and volume
- Calibration and error in measurement

## Assessment

- Mathematical Investigation (3)
- External Exams (1)  
1x Calculator active with a bound reference
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Scientific calculator
- Study Notes (by Teacher)

## Pathways

- TAFE
- Employment
- Business
- Trade apprenticeships

## Complimentary Subjects

- Woodwork/Metal work
- Design
- Agriculture
- History
- Business Management

# Units 3 & 4 General Mathematics

## Unit 3

### Area of Study 1: Data Analysis

- Learn to identify and classify different types of statistical data including representation, display and description for a statistical analysis.
- Explore the application of data analysis techniques on real-world data and deriving interpretations to make meaningful predictions
- Investigate the advantages of using statistical analysis techniques on a varied range of scenarios

### Area of Study 2: Recursion and Financial Modelling

In this area of study, students will:

- Investigate the applications of mathematical principles to everyday financial activities
- Explore the benefits of making financial analysis a part of our daily thought process towards becoming financially wise

## Unit 4

### Area of Study 3: Matrices

- Explore the use of communication and dominance matrices and their use in analysing communication systems and ranking players in round-robin tournaments
- Investigate the use of the matrix recurrence relation to extend the modelling to populations that include culling and restocking.

### Area of study 4: Networks and Decision Mathematics:

- Learn about the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles
- Explore the application of mathematical principles to investigate everyday issues of logistics, planning and influence networks

### Assessment

- Data Analysis
- Problem Solving
- Modelling real-life scenarios
- Outcome Tasks

### Resources/camps/excursions

- Textbook
- CAS Calculator (TI-Inspire)
- Study Notes (by Teacher)

### Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Arts
- Behavioural Sciences

### Complimentary Subjects

- Chemistry
- Health & Human Development
- Physical Education
- Food Studies
- Psychology
- Business Management

# Unit 3 & 4 Geography

## Assessment

- Analysis of geographical data
- Structured questions
- Fieldwork report
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

## Complementary Subjects

- English
- Biology

## **Unit 3: Changing the land**

### *Area of Study 1: Land use change*

- Analyse, describe and explain land use change and assess its impacts
- Interpret and analyse maps and other geographical data and information
- Identify and describe the change in land use in the selected area at spatial and temporal scales
- Explain the processes of change, the reasons for change and the resulting land use change in the selected area
- Explain and assess positive and negative impacts on the selected area and the surrounding region resulting from land use changes

### *Area of Study 2: Land cover change*

- Analyse, describe and explain processes that result in changes to land cover
- Discuss the impacts and responses resulting from these changes
- Explore the spatial distribution of global land cover
- Investigate the nature of deforestation, desertification and melting glaciers and ice sheets as processes
- Investigate the role of natural processes and human activity in causing deforestation, desertification and melting glaciers and ice sheets

## **Unit 4: Human population – trends and issues**

### *Area of Study 1: Population dynamics*

- Identify and describe patterns in world population distribution and characteristics, and trends in world population growth
- Identify and describe the types and causes of population change
- Explain the causes of population change and sustainability

### *Area of Study 2: Population issues and challenges*

- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses
- Explore the economic, social, political and environmental factors contributing to the issues' impact on people and places

# Units 3 & 4 Health and Human Development

## Unit 3: Australia's health in a globalised world

### Area of study 1: Understanding health and wellbeing

- Explain the concepts of health and wellbeing, illness and dynamic and subjective nature of these concepts
- Learn the benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
- Explore the indicators that can be used to measure explain health status
- Describe how biological, sociocultural and environmental factors that contribute to variations in health status between population groups
- Analyse health information to explain how factors can contribute to variations in health status between population groups

### Area of study 2: Promoting health in Australia

- Learn and explain reasons for improvement in Australia's health since 1900
- Explore the role of Australia's health system in promoting health
- Discuss the role of health promotion in promoting health and wellbeing
- Explain initiatives introduced to promote healthy eating and why this can be difficult to achieve
- Australia's health system including Medicare, PHI, the PBS and NDIS in promoting health in terms of funding, sustainability, access and equity

## Unit 4: Health and human development in a global context

### Area of study 1: Global health and human development

- Identify characteristics of high, medium and low income countries
- Discuss similarities and differences between countries in relation to health status and human development
- Compare health data to analyse reasons for health inequalities within and between countries.
- Explain sustainability and its importance in the promotion of health and human development in a global context

### Area of study 2: Health and the Sustainable Development Goals

- Investigate the Sustainable Development Goals and explain how they promote health
- Discuss the work of the World Health Organisation
- Learn and explain the aid that Australia provides to other countries
- Explore various programs that promote the Sustainable Development Goals
- Explain how individuals can take social action to achieve change

### Assessment

- Data Analysis
- Research Tasks
- Structured Questions
- Case Studies
- Outcome Tasks

### Resources/camps/excursions

- Textbook
- Edrolo
- Device
- Exam Revision Sessions

### Pathways

- Bachelor of Health Sciences
- Diploma of Health Sciences
- Bachelor of Public Health/Health Promotion
- Certificate II/III in Health Support Services
- Health Support Workers
- Bachelor of Nursing and Midwifery
- Bachelor of Education
- Bachelor of Social Work

### Complimentary Subjects

- Physical Education
- Biology
- Foods
- VET Community Services

# Units 3 & 4 Indonesian

*Topics change annually and may include leisure activities, Indonesia-Australia relations, role of women, wildlife protection, rural and urban life.*

## Assessment

- A three- to four-minute role-play
- Interpret information from texts and write responses in Indonesian
- A 250-word piece of writing
- A three- to four-minute interview
- A 250-word written response
- A 300-word evaluative or persuasive piece of writing.
- Outcome Tasks

## Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris
- Textbooks

## Pathways

- Interpreter
- Police force
- Defence Force
- Bachelor of Arts
- Asian Studies
- Bachelor of Laws
- Government
- Foreign Affairs
- Tourism

## Complimentary Subjects

- Unit 3 & 4 English Language
- Unit 3 & 4 History

## Unit 3

### *Area of Study 1: Interpersonal communication*

- Resolve an issue by participating in a discussion
- Negotiate and persuade in culturally appropriate ways

### *Area of Study 2: Interpretive communication*

- Study text types such as articles, blogs, webpages, postcards, stories, podcasts, news items and films
- Consider the influence of language, culture and social norms

### *Area of Study 3: Presentational communication*

- Produce an extended piece of writing
- Use cultural products or practices to enhance writing

## Unit 4

### *Area of Study 1: Interpersonal communication*

- Share observations about cultural perspective and behaviour
- Explain the differences and similarities between cultural practices
- Participate in extended discussion

### *Area of Study 2: Interpretive communication*

- Extract information from written, spoken and viewed Indonesian texts
- Make comparisons between cultures, places or times
- Produce an extended piece of writing in Indonesian

### *Area of Study 3: Presentational communication*

- Persuade an audience with a point of view
- Investigate a topic, the language and cultural information
- Develop knowledge and understanding of current issues

# Units 3 & 4 Legal Studies

## Unit 3: Rights and justice

*Area of Study 1: The Victorian criminal justice system*

*Area of Study 2: The Victorian civil justice system*

In this unit, students will:

- Examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.
- 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 such as VCAT and Consumer Affairs Victoria.
- 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 (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system
- Discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

## Unit 4: The people and the law

*Area of Study 1: The people and the Australian Constitution*

*Area of Study 2: The people, the parliament and the courts*

In this unit, students will:

- 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.
- Develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.
- Investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.
- Apply legal reasoning and information to actual scenarios.
- Discuss the factors that affect the ability of parliament and courts to make law
- Evaluate the ability of these law-makers to respond to the need for law reform.
- Analyse how individuals, the media and law reform bodies can influence a change in the law.

### Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises
- Outcome tasks

### Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

### Pathways

- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies
- Bachelor of Arts

### Complimentary Subjects

- English
- Business
- History

# Units 3 & 4 Literature

## Assessment

- Close Analysis of passages
- Creative Writing
- Essay
- Presentation
- Outcome Tasks

## Resources/camps/excursions

- *As you like it* – Shakespeare
- *Dracula* – Bram Stoker
- *Our Sunshine* – Robert Drewe
- *WB Yeats* – Poems selected by Seamus Heaney

## Pathways

- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching
- Librarian

## Complimentary Subjects

- English
- History
- Philosophy

## **Unit 3: Form and transformation**

### *Area of Study 1: Adaptations and transformations*

- Analyse the ways the form and conventions of a text affect the making of meaning
- Explore the differences in meaning that may be created when a text is adapted or transformed
- Explore the ways creators of adaptations may present assumptions and ideas about aspects of culture and society that reflect or are different from the original text
- Analyse the ways that perspectives of the creators may inform or influence adaptations of texts.

### *Area of Study 2: Creative responses to texts*

- Explore the point of view, context and form of the original text
- Analyse the ways the central ideas of the original text are represented
- Explore the features of the original text including ideas, images, characters and situations, and the language in which these are expressed
- Analyse techniques used to create, recreate or adapt a text and how they represent particular concerns or attitudes.

## **Unit 4: Interpreting texts**

### *Area of Study 1: Literary perspectives*

- Explore the ways that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text
- Explore contexts (cultural, social, historical and ideological) that may influence the construction and reading of the text
- Analyse the ways in which the text may reflect or question aspects of human behaviour through characterisation, imagery, style, point of view and structure
- Explore the ways that contemporary views and values influence interpretations.

### *Area of Study 2: Close analysis*

Analyse the effects and nuances of language

- Explore the significance of key passages in interpreting a text
- Explore the connections between features of a text in developing an interpretation
- Analyse the views and values suggested in a text
- Explore the conventions appropriate to presenting an interpretation

# Units 3 & 4 Mathematical Methods

Did you do Mathematical Methods in Year 11, enjoy it and pass all the SACs?

Have you got good algebra skills?

Do you want to not just learn the formula, but find out how Mathematics is applied in the real world?

Do you want to know not just how, but why?

Methods, as the name implies, provides students with the techniques, skills and understanding that they will draw on in their personal and work lives.

To do well in this subject would be expected to do at least 3 to 4 hours a week homework to consolidate your learning.

## Unit 3 & 4

- The course in Units 3 and 4 Mathematical Methods has a strong emphasis on the use of Algebra, Graphs, Circular functions, Differential and Integral calculus and Probability and Statistics

In this area of study, students will:

- Graph of a function or relation identifying key features
- Investigate transformations of functions
- Solve equations involving algebraic, logarithmic and circular functions
- Differentiation and Anti-differentiate
- Evaluate derivatives of basic, transformed and combined functions and apply differentiation to curve sketching and related optimisation problems
- Apply matrices to transformations of functions and their graphs
- Apply definite integrals to the evaluation of the area under a curve and between curves over a specified interval
- Analyse a probability mass function or probability density function and the shape of its graph in terms of the defining parameters for the probability distribution and the mean and variance of the probability distribution
- Calculate and interpret the probabilities of events
- Apply probability distributions to modelling and solving related problems
- Simulate repeated random sampling and interpret the results

## Assessment

- Extended Investigation
- Problem Analysis (2)
- External Exams (2)  
1x No Calculator allowed  
1x Calculator active with a bound reference
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Scientific calculator
- CAS Calculator (TI-Inspire)
- Study Notes (by Teacher)

## Pathways

- Engineering,
- Medicine,
- Computer Science,
- Accounting,
- Physiotherapy,
- Pharmacy,
- Games programming,
- Veterinary science
- Behavioural Sciences

## Complimentary Subjects

- Chemistry
- Physics
- Specialist Mathematics

# Unit 3 & 4 Media

## Assessment

- Unit 3 & 4 School-assessed coursework – 20%
- School-assessed task – 40%
- End of Year VCE Examination – 40%

## Resources/camps/excursions

- USB
- SD Card
- Display folder/visual diary

## Pathways

- Journalism
- Publishing
- Film & TV
- Animation
- Post-production
- Photography

## Complimentary Subjects

- VCE Visual Communication and Design

## Unit 3

### *AOS 1 – Narratives and their contexts*

- Analyse how narratives are constructed, distributed and engaged by audiences.
- Consider how media codes and conventions structure meaning and how this influenced by social, cultural and ideological contexts
- Analyse the way media narratives reflect or challenge views and values of specific contexts

### *AOS 2 – Research, development and experimentation*

- Research and develop ideas for a media production
- Experiment with media equipment, technologies and processes appropriate to a selected media form
- Record, document and evaluate the exploration and development of skills

### *AOS 3 – Pre-production planning*

- Use specific planning, using both written and visual documentation to complete a pre-production plan
- Demonstrate concepts and intentions in a selected media form for a specific audience

## Unit 4

### *AOS 1 – Media production*

- Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3
- Realise production plans through production and post-production processes
- Use reflection and feedback to refine and resolve a media product
- Document the development, refinement and resolution of a media product
- Evaluate the construction of media representations

### *AOS 2 – Agency and control in media*

- Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation, and ethical and legal issues in the media
- Analyse and explain the changing relationship between the media and audience
- Explain how media is used by globalised media institutions, governments and individuals
- Explain and discuss the regulation of the media and audiences in Australia
- Evaluate ethical and legal issues in the media

# Unit 3 & 4 Outdoor & Environmental Studies

## Unit 3: Relationships with outdoor environments

### Area of Study 1: Changing human relationships with outdoor environments

- Explore characteristics that have made Australian flora & fauna unique
- Investigate specific indigenous and historic relationships with local environments
- Explore the foundation of an early environmental movement
- Learn how environmental awareness impacted Government policies

### Area of Study 2: Relationships with Australian environments since 1990

- Analyse conservation, recreation and economic relationships with outdoor environments
- Analyse methods used by individuals and groups to influence decisions about conflicts over the use of outdoor environments, and the processes followed by land managers to resolve
- Explore environmental policies of Australian political parties in relation to environmental issues
- Learn about climate change, renewable energy, and water management impacts on relationships with local environments

## Unit 4: Sustainable outdoor environments

### Area of Study 1: The importance of healthy outdoor environments

- Explore the pillars of sustainability and their limitations
- Evaluate observable environmental health indicators in environments
- Analyse the impact of threats to visited environments and society
- Explore the importance of healthy outdoor environments for individuals & society
- Analyse local, national and international solutions and mitigation strategies to combat climate change

### Area of Study 2: The future of outdoor environments

- Explore Indigenous and non-Indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments
- Evaluate the effectiveness of environmental acts or conventions
- Explore community actions undertaken to sustain healthy outdoor environments
- Evaluate individual actions undertaken to promote and sustain healthy outdoor environments

### Area of Study 3: Investigating outdoor environments

- Explore outdoor and environmental concepts related to human relationships, health and sustainable use of selected outdoor environments
- Collection of primary and secondary data relevant to the investigation
- Evaluate and report data and information, including findings and implications

## Assessment

- Media analysis
- Structured Questions
- Written Reports
- Reflection logbooks
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day canoe journey camp
- 5 day ski camp
- Local area excursions
- Guest presenters

## Pathways

- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

## Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

# Units 3 & 4 Philosophy

## Assessment

- Essay
- Written Reflections
- Analysis
- Presentation
- Outcome Tasks

## Resources/camps/excursions

- VCE Philosophy: a student text for Unit 3 & 4 3ed.
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Bachelor Arts
- Journalism
- Teaching
- Intelligence
- Research/Academia
- Public Policy (NGOs)

## Complimentary Subjects

- English
- Literature
- History
- Psychology

## **Unit 3: Minds, bodies and persons**

### *Area of Study 1: Minds and bodies*

- Analyse the relationship between one's mind and body
- Learn about how thinkers like Rene Descartes approached the mind/ body question
- Debate questions like: Can the mind exist outside of the body?
- Explore how modern science has moved the mind/ body debate

### *Area of Study 2: Personal identity*

- Discuss philosophical concepts and arguments about the nature of 'self' or personal identity
- Learn about how thinkers like Locke and Hume see personal identity and human nature
- Debate questions like: Is the person at 8 the same person at 80?

## **Unit 4: The good life**

### *Area of Study 1: Conceptions of the good life*

- Debate what it means to live 'The Good Life'
- Learn concepts like: morality, hedonism, egoism, virtue, altruism and justice
- Discuss questions like: What is the nature of happiness and what is its role in the good life?

### *Area of Study 2: Living the good life in the twenty-first century*

- Develop and justify responses to debates on technological development in relation to the good life
- Explore the interplay between the changing conditions of contemporary life and our ability to live a good life
- Outline philosophical viewpoints and arguments related to contemporary debates on technological development and the good life

# Units 3 & 4 Physical Education

## Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Edrolo
- Sports Uniform
- METs incursion
- Excursions to the gym in Unit 4

## Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

## Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

## **Unit 3: Movement skills and energy for physical activity**

### *Area of Study 1: How are movement skills improved?*

- Learn how to classify fundamental movement skills
- Explore the link between motor skill development and participation in physical activity
- Learn how biomechanical principles improve movement skills from a coaching perspective
- Learn about different approaches to coaching, factors that impact on sporting performance and strategies used to improve performance

### *Area of Study 2: How does the body produce energy?*

- Learn about what fuels our bodies when performing movement
- Participate in physical activity to explore how energy is created in the body
- Explore the changes in oxygen consumption when performing movement
- Discover what causes fatigue and how to recover after sporting performance

## **Unit 4: Training to improve performance**

### *Area of Study 1: What are the foundations of an effective training program?*

- Learn how data can be collected and used to analyse sporting performance to assist in the creation of a training program
- Explore the different fitness components used in sporting performance
- Participate in a range of Fitness Tests and learn about their aims and protocols, their importance and which Fitness Components are being tested

### *Area of Study 2: How is training implemented effectively to improve fitness?*

- Learn the components of training program
- Explore training principles
- Participate in a range of different ways an athlete may train
- Explore psychological strategies that can be used to enhance performance
- Discover nutritional and rehydration recovery strategies
- Learn how training improves the cardiovascular, respiratory and muscular systems, leading to improved performance
- Design a training program

### *Area of Study 3: Integrated movement experiences*

- Integrate theory and practice from Unit 3 and 4 to analyse interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

# Units 3 & 4 Physics

## Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing
- Extended Investigation
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- Edrolo
- Scientific Calculator
- Study Notes (by Teacher)
- Possible Excursion;
  - Synchrotron at Monash University
  - Observatory
  - Luna Park

## Pathways

- Bachelor of Science
- Bachelor of Engineering
- Electrician

## Complimentary Subjects

- Chemistry
- Specialist Maths
- Physical Education
- English Language

### **Unit 3: How do fields explain motion and electricity?**

*Area of Study 1: How do physicists explain motion in two dimensions?*

- Investigate and apply Newton's 3 laws of motion
- Learn about satellites, magnets, DC motors
- Investigate relationships between force, energy and mass
- Complete practical activities to investigate the concepts studied in Physics

*Area of Study 2: How do things move without contact?*

- Describe gravitation, magnetism and electricity using a field model
- Apply the model to satellites in orbit

*Area of Study 3: How are fields used in electricity generation?*

- Calculate magnetic flux
- Explain the production of DC Electricity
- Learn about electricity transmission

### **Unit 4: How have creative ideas and investigation revolutionised thinking in physics**

*Area of Study 1: How has understanding of the physical world changed?*

- Investigate the properties of the different types of waves. For example; gamma waves, microwaves, infrared, sound etc.
- Explore light as a wave, as a particle and examine matter as particles or waves
- Einstein's special theory of relativity

*Area of Study 2: How is scientific inquiry used to investigate fields, motion or light*

- Complete a Scientific Investigation and communicate this in the form of a poster

# Units 3 & 4 Product Design and Technology

## Unit 3: Applying the product design process

### Area of study 1: Designing for end-user/s

- The relationship and roles of the designer and end-user/s
- Stages and steps of the product design process
- Product design factors that influence the designer
- The purpose and structure of evaluation criteria
- Relationships between the design brief, evaluation criteria, research and the product design process

### Area of study 2: Product development in industry

- The role of research and development (R&D)
- The importance of new and emerging technologies and materials
- The importance of lean manufacturing
- Design and innovation and their importance in the product development process
- Sustainability frameworks
- Planned obsolescence (style, technical and functional )
- Benefits and problems and the environmental issues with planned obsolescence
- Methods and suitability of different scales of manufacturing systems

### Area of study 3: Designing for others

- Methods used to determine the needs of an end-user/s
- Product design factors
- Criteria used to justify design option selection and evaluate the finished product
- The purpose and role of visualisations, annotated presentation drawings, and working drawings
- The role and components of production planning:
- Techniques used to record progress and reasons for modifications to the design, planning and production plans
- Methods of manufacturing in a mass/high-volume production or low-volume setting.

## Unit 4: Product development and evaluation

### Area of study 1: Product analysis and comparison

- Methods of evaluating commercial products
- Environmental, economic and social issues associated with product design
- How designers, manufacturers, end-user/s and owners prioritise and place value on product attributes and how these values vary over the life cycle of a product
- Key factors and aspects that determine the quality of a product.

### Area of study 2 : Product manufacture

- Risk management
- A range of processes and techniques involving with the manufacture of a specific product

## Assessment

- A range of practical activities Anyone or a combination of the following;
- A short written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast

## Resources/camps/excursions

- Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition.
- Required to purchase own materials for practical product.
- Laptop recommended.

## Pathways

- Product Design
- Engineering
- Architecture
- Manufacturing
- Interior Design
- Fashion Design
- Building Industry

## Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- V.E.T. Building and Construction

- Goal setting, and time and resource project management techniques
- Monitoring efficiency and effectiveness of planning and production activities
- Methods used to record and report progress

*Area of study 3: Product evaluation*

- Techniques to gather end-user/s' feedback with reference to evaluation criteria for the finished product
- Methods of testing and checking the finished product against evaluation criteria
- Methods of creating end-user/s instructions or care labels
- Possible improvements to the product as a result of evaluation.

*Be Respectful*

*Be Inclusive*

*Be Resilient*

# Units 3 & 4 Psychology

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

*Area of Study 1: How does the nervous system enable psychological functioning?*

In this area of study, students will:

- Learn how the nervous system functions.
- Investigate stress as an example of a psychobiological process.

*Area of Study 2: How do people learn and remember?*

In this area of study, students will:

- Explore models to explain how we learn.
- Learn how memories are formed, the brain structures involved and ways to enhance memory.

## Unit 4: How is wellbeing developed and maintained?

*Area of Study 1: How does sleep affect mental processes and behaviour?*

In this area of study, students will investigate the:

- Importance of sleep, sleep across the lifespan, and ways to measure sleep.
- Effects of sleep deprivation and sleep disturbances and their possible treatments.

*Area of Study 2: What influences mental wellbeing?*

In this area of study, students will:

- Explore mental wellbeing as a continuum and the characteristics of mental wellbeing for individuals.
- Apply a biopsychosocial approach, as a scientific model, to explain specific phobia.
- Investigate protective factors for maintaining mental health.

*Area of Study 3: Analysis and evaluation of a practical investigation*

In this area of study, students will:

- Students develop a research question related to key knowledge in Unit 3 or 4.

They design, run and report on an experiment that answers their research question.

### Assessment

- Analysis and evaluation of at least one psychological case study, experiment, model or simulation.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities.
- Analysis and comparison of two or more contemporary media texts.
- Scientific poster

### Resources/camps/excursions

- Textbook
- Melbourne Museum excursion

### Pathways

- Bachelor of Psychology
- Master of Psychology
- Educational Psychologist
- Forensic Psychologist
- Sports Psychologist
- Clinical Psychologist
- Human Resource Officer
- Teaching
- Mental Health Nurse
- Psychiatry

### Complimentary Subjects

- Health and Human Development
- Biology
- Chemistry

# Units 3 & 4 Revolutions

## Assessment

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay
- Outcome Tasks

## Resources/camps/excursions

- Reinventing Russia textbook
- Liberating France textbook
- Students are required to bring a device for use in class (laptop or iPad)

## Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

## Complimentary Subjects

- English
- Literature
- Law
- Philosophy

## **Unit 3: Revolutionary France**

### *Area of Study 1: Causes of the Revolution France*

- Learn about the events and other conditions that contributed to the outbreak of revolution in France
- Explore the ideas that played a significant role in challenging the existing order of France
- Explore the role of different individuals in the development of the Revolution
- Explore the contribution of popular movements in mobilising French society.

### *Area of Study 2: Consequences of the French Revolution*

- Examine the challenges the new regime faced in attempting to consolidate its power in France
- Analyse the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals
- Explore the contribution of significant individuals that changed France
- Analyse the French Revolution was experienced by different social groups and there reaction to these changes

## **Unit 4: Revolutionary Russia**

### *Area of Study 1: Causes of the Revolution Russia*

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- Analyse how the Russian Revolution was experienced by different social groups and there reaction to these changes

# Units 3 & 4 Software Development

VCE Applied Computing: Software Development focuses on creating digital solutions to meet specific needs and to manage the threats to data, information and software security.

## Unit 3: Software development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language (OOP language). They are expected to fully develop working software modules.

In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

### Unit 3 Outcomes

- Emerging trends in using artificial intelligence
- Design tools for a range of representing modules
- Principles of OOP
- Features of programming language and algorithms
- Debugging and testing techniques
- Reasons why software development projects are initiated
- Features of a brief and project management and steps to fulfil project
- Key legal requirements

## Unit 4: Software development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. Using object-oriented programming (OOP).

In Area of Study 1 students develop the solution they designed in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

### Unit 4 Outcomes

- You will develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan
- You will respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices

## Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions

School Assessed Tasks: 30%

School assessed Coursework Unit 3: 10%

School assessed Coursework Unit 4: 10%

End of Year Examination: 50 %

## Resources/camps/excursions

- textbook
- laptop device

## Pathways

- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst
- Artificial intelligence

## Complimentary Subjects

- Further Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication

# Units 3 & 4 Specialist Mathematics

Did you do Specialist Mathematics and Mathematical Methods in Year 11 and pass all the SACs?

Do you enjoy mathematics and like a challenge?

Are you prepared to commit to 4 or 5 hours a week of homework?

Students must be studying (or have studied) Units 3 and 4 Mathematical Methods in order to study Specialist Mathematics Units 3 and 4 and it is strongly recommended that students have completed Specialist Mathematics in Year 11

This course provides opportunities to build on the knowledge, skills and understandings gained in Mathematical Methods. It will also help you understand concepts presented in Mathematical Methods.

As such, Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in the Methods course, as well as demonstrate their application in many areas.

The Specialist course also extends understanding and knowledge of statistics and introduces the topics of Vectors, Kinematics and Complex numbers.

Even if it is not stipulated as a prerequisite for a specialised university courses such as engineering, physical sciences and mathematics, study of Specialist Mathematics is strongly recommended as it will make the transition to tertiary education much smoother and provide a solid foundation (and often assumed knowledge).

## Unit 3 & 4 Topics Include:

- Algebra included complex numbers
- Differential and Integral Calculus
- Vectors
- Circular Functions
- Vectors
- Mechanics
- Kinematics
- Probability and Statistics

## Assessment

- Extended Investigation
- Problem Analysis (2)
- External Exams (2)
  - No Calculator allowed
  - Calculator active
- Outcome Tasks

## Resources/camps/excursions

- Textbook
- CAS Calculator (TI-Inspire)
- Study Notes (by Teacher)

## Pathways

- Engineering
- Medicine
- Computer Science
- Accounting
- Physiotherapy
- Pharmacy
- Games programming,
- Veterinary science
- Behavioural Sciences

## Complimentary Subjects

- Chemistry
- Physics
- Mathematical Methods

*Be Respectful*

*Be Inclusive*

*Be Resilient*

# Units 3 & 4 Visual Communication

## Assessment

- Written reports
- Folio of drawings
- Digital presentation
- Annotated visual report
- Oral report
- Design folio
- Written exam
- Outcome Tasks

## Resources/camps/excursions

- A3 Sketch book
- A3 folio
- Set square
- Sight visit

## Pathways

- Unit 3 & 4 Visual Communications
- Bachelor in Visual Communication Design
- Bachelor of Graphic Design
- Bachelor of Fine Arts
- Bachelor in Architecture

## Complimentary Subjects

- Studio Arts
- Visual Arts
- Design Technology

## **Unit 3: Visual communication design practices**

### *Area of Study 1: Analysis and practice in context*

- Use observational, visualisation and presentation drawing to communicate ideas and concepts
- Explore a range of existing visual communications in the communication, environmental and industrial design fields
- Draw on their findings from the analysis to inform the creation of their own visual communications

### *Area of Study 2: Design industry practice*

- Develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications
- Examine how design and production decisions made during the design process are influenced by a range of factors

### *Area of Study 3: Developing a brief and generating ideas*

- Gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas
- Apply design thinking to create, analyse, evaluate, reflect on, and critique information and ideas
- Use both observational and visualisation drawings to investigate and document their ideas and approaches

## **Unit 4: Visual communication design development, evaluation and presentation**

### *Area of Study 1: Development, refinement and evaluation*

- Focus on the design process stages of the development of concepts and refinement
- Explore and develop expertise in a range of appropriate manual and digital methods, materials and media
- Evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience

### *Area of Study 2: Final presentations*

- Select and apply materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats
- Explore ways of presenting their final visual communications that attract and engage a target audience

# VCE VM Unit 3-4

## Subjects

# Unit 3 - 4 VCE Vocational Major Literacy

## Unit 3: Accessing and understanding informational, organisational and procedural texts

### *Area of Study 1: Accessing and understanding informational, organisational and procedural texts*

- Identify the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts
- Investigate the way different organisations, groups and businesses develop their own use of language
- Read, infer and create meaning from texts
- Compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information

### *Area of Study 2: Creating and responding to organisational, informational or procedural texts*

- Understand the structure and language of different organisational, informational and procedural texts
- Identify the audience and purpose of a text
- Use the conventions of discussion and debate, including active listening and questioning
- Listen and contribute to small group and whole class discussions

## Unit 4: Understanding and engaging with literacy for advocacy

### *Area of Study 1: Understanding and engaging with literacy*

- Explain the relationship between language choices, audience and purpose
- Investigate the impact of visual cues and presentation in influencing an audience
- identify the layout, design and structural elements of a variety of written, digital and visual cues
- design and create influential or promotional material appropriate for context and audience

### *Area of Study 2: Speaking to advise or advocate: Literacy for everyday personal contexts*

- Use the elements of oral communication, including eye contact, tone, body language and intonation
- Investigate the way language choice can influence an audience
- Sequence and structure oral content to advocate or present advice to an audience
- Apply the conventions of referencing and acknowledge other creators

### Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

### Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

### Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

### Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Numeracy

# Unit 3 - 4 VCE Vocational Major Numeracy

## Unit 3: Numeracy

### Area of Study 1: Number

- Investigate whole numbers and decimals up to three places
- Solve a range of practical calculations including positive and negative numbers

### Area of Study 2: Shape

- Explain the properties and names of two-dimensional shapes and three-dimensional objects
- Demonstrate an understanding of reflection, rotation and symmetry of simple familiar shapes and use these to manipulate subjects

### Area of Study 3: Quantity and measures

- Use a range of units of time and temperature
- Read, interpret and calculate units of analogue and digital time and temperature

### Area of Study 4: Relationships

- Analyse relevant and straightforward ratios and proportions
- Use and apply formulas to solve real-life problems

## Unit 4: Numeracy

### Area of Study 5: Dimension and direction

- Use location and direction in relation to maps and technologies
- Find and locate places of interest on a map

### Area of Study 6: Data

- Explore data collection tools and processes
- collect, collate and organise data sets and display these in the most appropriate format, including axes and scales

### Area of Study 7: Uncertainty

- Examine the likelihood of certain events and how to represent them
- Compare different real-life events or probabilities

### Area of Study 8: Systematics

- Investigate relevant and appropriate information and data inputs and outputs
- Choose appropriate technologies such as spreadsheets, software or applications to input or record real-life data and information

## Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

## Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

## Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

## Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM WRS

# Unit 3 - 4 VCE Vocational Major Personal Development Skills

## Unit 3: Leadership and teamwork

### Area of Study 1: social awareness and interpersonal skills

- Identify characteristics of effective leadership
- Use interpersonal skills to support effective and respectful interactions with others
- Use strategies to demonstrate social awareness

### Area of Study 2: Effective leadership

- Understand the characteristics of effective leadership
- Use critical and creative thinking in relations to leadership
- Describe concepts relating to leadership

### Area of Study 3: Effective teamwork

- Describe concepts relating to effective teamwork
- Discuss, compare and analyse characteristics of effective teamwork
- Apply communication, critical thinking and other skills when working in a team

## Unit 4: Community project

### Area of Study 1: Planning a community project

- Participate in the process of planning and designing a community project
- Identify an area of concern to focus on
- Investigate previous and current responses to the area of concern

### Area of Study 2: Implementing a community project

- Use key elements such as interpersonal skills to implement a community project
- Participate actively and proactively in the project
- Implement strategies to achieve desired objectives

### Area of Study 3: Evaluating a community project

- Evaluate the design and implementation of the community project
- Apply reflective processes to the design and implementation process
- Apply critical and creative thinking when evaluating the community project

## Assessment

Outcome Tasks  
Booklets  
Teacher Observations  
Feedback from Employers

## Resources/camps/excursions

Work Experience  
Excursions to Industries  
Running of Café  
Onsite Mock Job Interviews  
Careers Day Out in Shepparton

## Pathways

To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

## Complimentary Subjects

VCE VM WRS  
VCE VM Literacy  
VCE VM Numeracy

# Unit 3 - 4 VCE Vocational Major Work Related Skills

## Unit 3: Industrial relations, workplace environment and practice

### Area of Study 1: Workplace wellbeing and personal accountability

- Identify an overview of common workplace structures
- Investigate the role of advocacy organisations including unions and employer associations
- Learn effective and appropriate collaboration, teamwork and communication
- Propose and justify methods of contributing to a positive workplace environment

### Area of Study 2: Workplace responsibilities and rights

- Gain knowledge of the National Employment Standards and the role of the Fair Work Commission in workplace disputes
- Identify worker classifications
- Identify and explain key ideas and concepts relating to workplace relations
- Propose and justify strategies to improve the workplace environment

## Unit 4: Portfolio preparation and presentation

### Area of Study 1: Portfolio development

- Gain knowledge of the purpose of a portfolio and its intended audience and uses in different contexts
- The use of portfolios in current relevant industry practice or further education
- Propose the relevant evidence that will be included in a portfolio
- Research the current industry practices for portfolios in a chosen field

### Area of Study 2: Portfolio presentation

- Demonstrate employability and personal skills
- Communicate personal skills in a physical, digital and/or hybrid portfolio
- Use portfolios to enhance and support presentation to the panel

## Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

## Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

## Pathways

- To study Unit 3 and 4 students need to have received an 'S' in at least 6 units including at least one unit of literacy in Year 11.

## Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM Numeracy

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*Be Inclusive*

*Be Resilient*

# VET Subjects

# Certificate II in Automotive Vocational Preparation (Mechanical Stream) VET

## AUR20720 Certificate II in Automotive Vocational Preparation (Mechanical Stream)

Non scored VCE VET program

The VET Automotive program aims to provide participants with the knowledge, skills, and competency that will enhance their employment prospects and future training pathways in the automotive industries. Provides general knowledge and practical workshop skills in motor mechanics, auto electrical, parts interpreting, light engines and engine reconditioning. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

*Core Units that will be covered over the two-year course:*

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain tools and equipment in an automotive workplace

*Elective Units (5 will be selected to study over the two years):*

- Carry out basic vehicle servicing operations
- Inspect, test and service batteries
- Operate electrical test equipment
- Solder electrical wiring and circuits
- Set up and use welding equipment
- Remove and replace brake assemblies
- Dismantle and assemble single cylinder four-stroke petrol engines
- Dismantle and assemble multi-cylinder four-stroke petrol engines
- Remove and replace wheel and tyre assemblies
- Construct and test basic electronic circuits
- Remove, inspect and refit light vehicle wheel and tyre assemblies

### Assessment

- Competence based
- Online theory modules

### Resources/camps/excursions

- Overalls
- Work boots
- VET Shirt

### Pathways

- Motor Mechanic
- Vehicle Serviceperson
- Spare Parts Manager
- Automotive Engineer

### Complimentary Subjects

- Certificate II Engineering

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# Certificate II Building & Construction (Carpentry) VET

## 22614VIC Certificate II in Building and Construction (Carpentry)

Non scored VCE VET program

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction industry. Is ideal for students wanting to enter the building and construction industry as apprentice carpenters. Students will gain knowledge and practical skills to work safely in the building and construction industry. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

### Year 1 Units to complete:

- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements, policies and procedures in the construction industry
- Prepare to work safely in the construction industry
- Provide basic emergency life support
- Identify and handle carpentry tools and equipment
- Prepare for work in the building and construction industry
- Apply basic levelling procedures
- Interpret and apply basic plans and drawings

### Year 2 Units to complete:

- Construct basic wall frames
- Install basic external cladding
- Construct basic sub-floor
- Perform basic setting out
- Erect and safely use working platforms
- Construct basic roof frame
- Install basic window and door frames
- Install interior fixings
- Dismantle basic timber structures
- Construct basic formwork for concreting

### Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

### Resources/camps/excursions

- VET Shirt
- Overalls/work pants
- Leather boots
- Safety glasses
- Ear muffs
- Nail bag/tool belt
- Red carpenter's pencil
- 1 meter plastic folding ruler (mm only)
- 8m measuring tape (mm only)
- USB
- Laptop is recommended

### Pathways

- Carpenter
- Joiner
- Construction Worker
- Building Site Administrator
- Project Manager
- Building Inspector

### Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- Product Design and Development

# Certificate II Community Services VCE/VET Units 1 - 2

## CHC22015 II in Community Services VCE Units 1 + 2

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

*Year 1 Units 1 + 2 Units to complete:*

- Organise and complete daily work activities
- Interact effectively with others at work
- Work with diverse people
- Use strategies to respond to routine workplace problems
- Provide first aid
- Participate in workplace health and safety
- Communicate and work in health or community services
- Provide first point of contact
- Manage personal stress in the workplace

### Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

### Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

### Pathways

- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

### Complimentary Subjects

- VCE/VET Unit 3 & 4 Community Services
- Health and Human Development
- Physical Education

# Certificate II in Cookery VCE/VET Units 1-4

## SIT202421 Certificate II in Cookery

VCE Scored VET Subject

This subject prepares students with a range of food preparation and cookery skills to prepare food and menu items ready for the hospitality and cooking industries. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

### *Year 1 Units 1 + 2 Units to complete:*

- Clean kitchen equipment and premises
- Prepare and present simple dishes
- Use food preparation equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare dishes using basic methods of cookery
- Show social and cultural sensitivity
- Prepare and present sandwiches

### *Year 2 Units 3 + 4 Units to complete:*

- Work effectively in a commercial kitchen
- prepare stocks, soups and sauces
- preparing vegetable, fruit, eggs and homemade gnocchi and pasta dishes
- prepare appetisers and salads

### *Subject highlights:*

- Exciting hands-on individual projects
- Local employment opportunities
- Essential life skills

### Assessment

- A range of practical cooking activities
- Online assessment modules
- Observation during practical classes
- Work placement in Year 1 and 2 in local restaurants/cafes

### Resources/camps/excursions

- Chef uniform/ VET shirt (student supplied)
- All food, text books and online modules are provided
- Small class sizes – capped 14 students

### Pathways

- Employment in the hospitality industry throughout Australia
- Certificate III trainee or apprenticeship program in Commercial Cookery
- Certificate IV front of house
- University entrance ATAR score
- Nationally accredited/recognised in most European countries

### Complimentary Subjects

- VCE Food Studies
- VCE VM Personal Development

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# Certificate II Engineering Studies VCE/VET Units 1-4

## 22470VIC Certificate II in Engineering Studies

VCE Scored VET Subject

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the engineering industry.

Equips participants with comprehensive skills and knowledge to work in steel and metal industries by introducing computer use in relation to engineering work, use of hand and power tools, engineering science, fabrication techniques and quality concepts. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

### Year 1 Units 1 + 2 Units to complete:

- Apply principles of occupational health and safety in the work environment
- Use hand tools
- Report on a range of sectors in the manufacturing, engineering and related industries
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Perform basic fabrication techniques
- Use power tools/hand held operations
- Perform metal fabrication operations

### Year 2 Units 3 + 4 Units to complete:

- Undertake a basic engineering project
- Perform basic welding and thermal cutting processes to fabricate engineering structures
- Produce basic engineering components and products using fabrication and machining operations (for VM)  
or
- Perform intermediate engineering computations (for VCE)

### Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

### Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

### Pathways

- Fitting and Turning Tradesperson
- Heavy Fabrication (Boilermaker) Tradesperson
- Light Fabrication (Sheetmetal) Tradesperson
- Welder
- Tool Maker

### Complimentary Subjects

- VET Certificate II in Construction Pathways
- VCE Product and Design Technology

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# Certificate II in Retail Cosmetics

## **SHB20121 Certificate II in Retail Cosmetics**

Non scored VCE VET program 1 year course

Certificate II in Retail Cosmetics is a great introduction for those who want to work in the beauty industry or become a makeup artist.

*Year 1 Units to complete:*

- Demonstrate retail skin care products
- Advise on beauty products and services
- Design and apply make-up
- Produce visual merchandise displays
- Research and apply beauty industry information
- Communicate as part of a salon team
- Apply safe hygiene, health and work practices

### **Assessment**

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

### **Resources/camps/excursions**

- Equipped salon
- VET Shirt

### **Pathways**

- Retail cosmetic assistant
- Makeup artist
- Salon assistant
- Beauty advisor
- Beauty consultant
- Retail product sales

### **Complimentary Subjects**

- Cert III in Beauty Services
- Cert III in Make-Up
- Cert III in Nail Technology
- Diploma in Beauty Therapy

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# Certificate II in Salon Assistant

## SHB20216 Certificate II in Salon Assistant

Non scored VCE VET program 1 year course

Provides participants with the knowledge and skills to work in the hairdressing industry, providing students with genuine hands-on experience with clients in our salon on campus. Students will learn how to interact with customers professionally and follow workplace health and safety procedures.

*Year 1 Units to complete:*

- Contribute to health and safety of self and others
- Provide shampoo and basin services
- Dry hair to shape
- Maintain and organize tools, equipment and work areas
- Greet and prepare clients for salon services
- Recommend products and services
- Research and use hairdressing industry information
- Provide head, neck and shoulder massages for relaxation
- Braid hair

### Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

### Resources/camps/excursions

- Equipped salon
- VET Shirt

### Pathways

- Hair stylist assistant
- Reception/administrative assistant

### Complimentary Subjects

- Cert III in Hairdressing
- Cert III in Barbering

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# Certificate II Agriculture VET

## AHC30122 Certificate II in Agriculture

Non scored VCE VET program

Provides students the skills and knowledge to perform a variety of tasks in relation to cropping, plant nutrition, intensive horticulture and mixed farming enterprise skill set. Individuals with this qualification perform tasks in a variety of contexts, which involve some judgement in selecting and maintaining equipment and services.

### *Year 1 and Year 2 Units to complete:*

- Contribute to workplace health and safety processes
- Apply environmentally sustainable work practices
- Maintain and monitor animal health and wellbeing
- Apply biosecurity measures
- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Plan and construct conventional fencing
- Comply with industry animal welfare requirements
- Operate and maintain chainsaws
- Operate tractors with attachments
- Implement a plant nutrition program
- Control weeds
- Control plant pests, diseases and disorders
- Sample soils and interpret results
- Monitor weather conditions

### Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

### Resources/camps/excursions

- VET Shirt
- Work pants
- Boots

### Pathways

- Farm or station hand/worker
- fencing contractor

### Complimentary Subjects

- Biology
- Outdoor Education
- Agriculture and Horticulture Studies

# Certificate III Early Childhood Education and Care

## CHC30121 Certificate III in Early Childhood Education and Care

Non scored VCE VET program

Will teach participants a range of practical early childhood skills. Participants will learn to facilitate children's play and leisure to help them to achieve developmentally.

### Work Placement

Students will be required to complete mandatory 80 hours of Structured Workplace Learning over 2 years (40 hours per year). Bendigo TAFE will endeavour to provide students/schools with contacts in industry to secure these hours. The school and student is responsible for arranging the SWL with the employer. The teaching portfolio will provide block dates for when SWL hours are to occur.

### Year 1 Units to complete:

- Work effectively in children's education and care
- Work with diverse people
- Support children to connect with the natural environment
- Follow basic food safety practices

### Year 2 Units to complete:

- Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- Participate in workplace health and safety
- Observe children to inform practice
- Use an approved learning framework to guide practice

### Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

### Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

### Pathways

- Centre-based day care services
- Kindergartens and out-of-school hours service

### Complimentary Subjects

- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care

# Certificate II Electrotechnology (Electrical) VET

## 22499VIC Certificate II in Building and Construction (Electrical)

Non scored VCE VET program

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the electrical or electrical-related industries. Enables participants to identify and use a range of materials, tools, equipment and technologies in electrical work.

### Year 1 Units to complete:

- Use of routine equipment/plant/technologies in an energy sector
- Prepare to work safely in the construction industry
- Apply occupational health and safety regulations, codes and practices in the workplace
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply
- Use test instruments in the electrotechnology industry
- Solve problems in ELV single path circuits
- Perform intermediate engineering computations

### Year 2 Units to complete:

- Fabricate, assemble and dismantle utilities industry components
- Fix and secure electrotechnology equipment
- Carry out basic network cabling for extra low voltage
- Carry out basic electrotechnology project
- Install a sustainable extra low voltage energy power system

### Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

### Resources/camps/excursions

- VET Shirt
- Overalls/work pants
- Leather boots
- USB
- Laptop is recommended

### Pathways

- Electrician
- Electrical Trade Worker

### Complimentary Subjects

- Maths
- IT

# Certificate III in Visual Arts

## CUA31120 Certificate III in Visual Arts

Non scored VCE VET program

Certificate III in Visual Arts supports students to develop a range of visual art skills to prepare for work in a variety of visual arts, craft and design environments. Skills are underpinned by the application of introductory art theory and history. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2. Students learn about creative design processes, drawing to communicate ideas, and have the opportunity to develop skills in a range of areas such as photography, digital imaging, painting, sculpture and more. Students also develop skills to work safely and effectively.

### Core Units that will be covered over the two-year course:

- Contribute to health and safety of self and others
- Produce drawings to communicate ideas
- Produce creative work
- Apply knowledge of history and theory to own arts practice

### Elective Units (8 will be selected to study over the two years):

- Develop drawing skills to communicate ideas
- Follow a design process
- Produce and prepare photo images
- Produce digital images
- Produce drawings
- Plan a career in the creative arts industry
- Produce paintings
- Capture photographic images
- Make simple creative work
- Produce sculpture
- Participate in collaborative creative projects
- Investigate business opportunities
- Operate digital media technology package

### Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

### Resources/camps/excursions

- Equipped studio
- VET Shirt

### Pathways

- Art class instructor
- Art, craft or design practitioner
- Studio assistant
- Digital artist
- Art studio tutor
- Illustrator
- Photographer

### Complimentary Subjects

- VCE Visual Communications
- VCE Art Creative Practice

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# Certificate III Information Technology VCE/VET Units 1 - 4

## ICT30120 Certificate III in Information Technology

VCE Scored VET Subject

The Certificate III in IT program develops a broad set of fundamental skills but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields software engineering, gaming, coding, programming, technical support, data management, network management, information security and more. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

*Year 1 Units 1 + 2 Units to complete:*

- Work in a team
- Use computer operating systems and hardware
- Operate application software packages
- Run standard diagnostic tests
- Securely manage personally identifiable information and workplace information
- Develop and extend critical and creative thinking skills
- Apply introductory programming techniques

*Year 2 Units 3 + 4 Units to complete:*

- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain and repair equipment and software
- Provide basic system administration
- Identify IP, ethics and privacy policies in ICT environments

### Assessment

- Multiple choice Questions
- Short answer questions
- Projects/assignments
- Practical demonstrations

### Resources/camps/excursions

- iVET Online Portal
- Work experience

### Pathways

- Certificate IV in Information, Digital Media and Technology
- Diploma in Information, Digital Media and Technology
- IT support positions
- Help Desk support
- Retail, business administration, hospitality and education occupations
- Graphic design  
Web designer

### Complimentary Subjects

- Visual Communication
- Maths

# Certificate III MUSIC INDUSTRY (Performance) Units 1- 4

## CUA30920 Certificate III in Music Industry (Performance)

VCE Scored VET Subject

This course assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. This course is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

*Year 1 Units 1 & 2 Units to complete:*

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Notate music
- Develop ensemble skills for playing or singing music

*Year 2 Units 3 + 4 Units to complete:*

*VCE SAC 1: (Portfolio)*

- Clarify performance requirements and develop own performance pieces
- Practise instrument and/or voice
- Observe work health and safety (WHS) principles in private practice, rehearsals and performance
- Implement strategies to overcome the effects of performance anxiety

*VCE SAC 2: (Work Performance)*

- Explore the range and scope of instrument or voice
- Maintain and care for instrument or voice
- Use personal practice time to extend technical skills
- Perform pieces
- Evaluate own performance

*VCE SAC 3: (Work Performance/Stagecraft)*

- Develop stagecraft skills
- Apply stagecraft skills
- Maintain stagecraft skills
- Follow safe work practices

Students are required to successfully complete at least one work placement. The course will provide students with these workplace experiences, including rehearsal workshops, performance and recording opportunities with music industry professionals.

### Assessment

- Portfolio
- Performance participation
- Written Reports
- Rehearsal participation

### Resources/camps/excursions

- Workbook
- Own Instrument (optional)
- Work Placement

### Pathways

- Singer
- Song Writer
- Studio Assistant
- Unit 3 & 4 Music Industry (performance)
- Bachelor of Music
- Certificate IV in Music Industry (performance)
- Diploma of Music

### Complimentary Subjects

- Studio Art
- VET Sound Production

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# Certificate III Sport and Recreation VCE/VET

## Units 1- 4

### SIS30115 III in Sport and Recreation VCE Units 1 + 2

VCE Scored VET Subject

This certificate has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

#### Year 1 Units 1 + 2 Units to complete:

- Organise personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreation sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

#### Year 2 Units 3 + 4 Units to complete:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control

#### Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

#### Resources/camps/excursions

- Textbook
- VET Shirt
- Sports Uniform

#### Pathways

- Leisure Assistant
- Recreational Assistant
- Certificate III/IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- Grounds Assistant

#### Complimentary Subjects

- Health and Human Development
- Physical Education
- VET Community Services

# Certificate III Sport, Aquatics and Recreation VCE/VET

## Units 1- 4

### SIS30122 III in Sport, Aquatics and Recreation VCE Units 1-4 VCE Scored VET Subject

This certificate has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

#### Year 1 Units 1 + 2 Units to complete:

- Participate in workplace health and safety
- Provide quality service
- Respond to emergency situations
- Maintain activity equipment
- Maintain sport, fitness, and recreation industry knowledge
- Provide first aid
- Provide cardiopulmonary resuscitation
- Participate in conditioning for sport
- Organise personal work priorities
- Continuously improve officiating skills and knowledge
- Respond to interpersonal conflict

#### Year 2 Units 3 + 4 Units to complete:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control

#### Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

#### Resources/camps/excursions

- Textbook
- VET Shirt
- Sports Uniform

#### Pathways

- Leisure Assistant
- Recreational Assistant
- Certificate III/IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- Grounds Assistant

#### Complimentary Subjects

- Health and Human Development
- Physical Education
- VET Community Services

# Partial Certificate III Community Services VCE/VET Units 3 - 4

## CHC22015 III in Community Services VCE Units 3 + 4

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

*Year 2 Units 3 & 4 Units to complete:*

- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies

### Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation
- VCE VET Unit 3 & 4 Community Services
- End of Year examination

### Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

### Pathways

- Completion of Certificate III in Community Services at Tafe
- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

### Complimentary Subjects

- Health and Human Development
- Physical Education

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