



**MERCY**  
REGIONAL COLLEGE



# MERCY PATHWAYS

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2022 SUBJECT SELECTION &  
PATHWAYS BOOKLET

Years 9-12

# CONTENTS

<b>INTRODUCTION .....</b>	<b>1</b>
<b>YEAR 9 .....</b>	<b>2</b>
YEAR 9 SUBJECT INDEX .....	3
YEAR 9 CORE SUBJECTS .....	4
YEAR 9 ELECTIVES .....	5
English .....	5
Languages .....	6
Sciences .....	6
Health & PE .....	7
Technology .....	8
The Arts .....	10
<b>YEAR 10 .....</b>	<b>13</b>
YEAR 10 SUBJECT INDEX .....	14
YEAR 10 CORE SUBJECTS .....	15
YEAR 10 MATHEMATICS PATHWAYS .....	16
YEAR 10 PROGRAMS .....	17
Work experience .....	17
Careers .....	18
YEAR 10 ELECTIVES .....	19
English .....	19
Humanities .....	21
Languages .....	23
Mathematics .....	24
Sciences .....	25
Health & PE .....	26
Technology .....	28
The Arts .....	29
Accelerated programs .....	32
<b>YEAR 11 &amp; 12 .....</b>	<b>33</b>
UNDERSTANDING VCE, VCAL & VET .....	34
VCE STUDIES .....	36
VCE ACCELERATED PROGRAMS .....	37
VCE STUDY INDEX .....	38
English .....	39
Humanities .....	41
Mathematics .....	46
Sciences .....	49
Health & PE .....	52
Technology .....	55
The Arts .....	58
Religious Education .....	61
External studies .....	62
VET STUDIES .....	63
VET STUDY INDEX .....	64
Health & PE .....	65
Technology .....	66
VCAL STUDIES .....	68
VCAL STUDY INDEX .....	69
<b>VCE STUDY SUMMARIES .....</b>	<b>72</b>

# INTRODUCTION

The *Subject Selection & Pathways Booklet* provides comprehensive information about studies available at Mercy Regional College and beyond. This booklet is designed to enable students to make relevant decisions about their studies and future pathways.


All students should read the subject descriptions that follow and base their decisions on the content rather than the name of the subject alone.

All students should consider how subject choices will benefit them, either through access to a specific career or educational pathway, or by keeping their options open. If you are unsure as to where this subject will lead you, please take a look at the *Year 9-12 Pathways* section that appears to the right of each subject summary. It will help you understand what pathways are available within this subject area.

## TIPS FOR CHOOSING YOUR SUBJECTS

1. Choose studies which interest you and in which you can achieve. Don not choose subjects on the basis of what your friends are choosing.
2. Maintain a balance between your interests and an appropriate pathway. If you have a good idea of your subject pathway, make sure you choose your subjects carefully.
3. Talk to a relevant staff member if you are unsure of you pathway.

## TIPS ON HOW TO USE THIS BOOKLET

1. The symbol  is a hyperlink to another page. You can jump to different sections of the booklet by clicking the symbol wherever it appears.
2. The Study Index pages (Year 9, Year 10, VCE & VET) feature an interactive menu which allows you to click on the subject name and jump to its description.
3. The table of contents allows you to see an overview of the whole booklet at once. By clicking items in the table of contents you can skip ahead to any section.
4. All websites are hyperlinked. Simply click on the website text and you will be directed to the requested webpage.





# YEAR 9

## YEAR 9 SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### ENGLISH

- ✓ English
- Creative Writing
- Debating

### HUMANITIES

- ✓ Humanities

### LANGUAGES

- French

### MATHEMATICS

- ✓ Maths

### SCIENCES

- ✓ Science
- Agricultural Studies
- \$ STEAM

### HEALTH & PE

- ✓ Health & PE
- Athletic Football Codes

### TECHNOLOGY

- Product Design - Wood
- Product Design - Textiles
- Product Design - Food
- Electronics
- Computer Applications

### ART

- Art
- Drama
- Visual Communication Design
- Media
- Music

### RELIGIOUS EDUCATION

- ✓ Religious Education

### PASTORAL CARE

- ✓ M.E.R.C.Y.

✓ Compulsory subject  
\$ Subject involves additional costs



# YEAR 9 CORE SUBJECTS

## WHAT WILL I STUDY IN YEAR 9?

Year 9 is an opportunity for students to establish a strong foundation of key skills through a variety of learning activities.

In addition to the Core Curriculum subjects students going into Year 9 need to select FOUR elective subjects.

### CORE SUBJECTS

-  English
-  Humanities
-  Mathematics
-  Science
-  Health & Physical Education
-  Religious Education
-  M.E.R.C.Y.



### 4 ELECTIVE SUBJECTS

When choosing the elective subjects students should think about what they like and what they are good at. The Year 9-12 Pathways section next to each elective will help students make their choice with the focus on their interests and future study options.

The subjects of choice should be listed in preferential order on the subject selection sheet. The College cannot guarantee every subject will run or there will be enough capacity in each subject a student has chosen.

# YEAR 9 ELECTIVES

## ENGLISH



### CREATIVE WRITING

#### What will students learn?

Students will build on their skills in reading and writing, as they create and craft pieces of their own. They will learn how to write with suspense and develop characters within their writing, develop an understanding of how writers achieve maximum effect with minimum words as they master the art of narrative writing.

#### Students will

- Read a variety of genres of short fiction
- Complete close reading of a favourite text
- Discuss various genres and their characteristics
- Explore the importance of editing



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Writing and editing
- Reading
- Discussing ideas

### DEBATING

#### What will students learn?

Students will develop their own speaking style and learn how to improve communication skills such as rebutting opposing viewpoints. Students will focus on editing and drafting speeches for a debate and how to use effective persuasive language.

#### Students will

- Learn the importance of adjudication - matter, manner and method - and their meaning
- Undertake prepared formal debates in class
- Practice impromptu-style argument
- Emulate guest speakers; watch and learn from the best
- Participate in interschool debates



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Speaking and listening
- Current world issues
- Critical thinking
- Reading and discussion



# YEAR 9 ELECTIVES

## LANGUAGES



### FRENCH

#### What will students learn?

Students will expand the range and nature of their learning experiences and of the contexts within which they communicate with others. They will have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. Students will extend their French reading, writing, speaking and listening skills while developing a further understanding of French geography, history and culture.

#### Students will

- Practice French listening, speaking, vocabulary and communication skills
- Travel virtually around France learning about regions, important cities and events
- Communicate in French about personal interests, health, social media, current events, the environment and history
- Access French media in digital and text formats



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Languages
- Global thinking
- Communication

## SCIENCES



### AGRICULTURAL STUDIES

#### What will students learn?

Students will gain an understanding of the history of agriculture in Australia and learn how things like soil and climate influence what can be produced. They will learn about the care and breeding of animals.

#### Students will

- Visit a number of agricultural enterprises in the local region
- Study how local farmers deal with damage caused by pests and diseases
- Investigate the forms of fertilizers and soil types



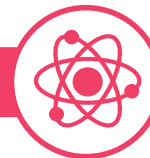
#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Biology
- The outdoor environment

# YEAR 9 ELECTIVES

## SCIENCES



### STEAM

#### What will students learn?

STEAM (Science, Technology, Engineering, Art and Mathematics) covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world. STEAM skills and knowledge are important for all stages of our learning, jobs and everyday lives. In STEAM classes students will employ curiosity, critical thinking, problem solving and creativity in the fields of Science, Technology, Engineering, Art and Mathematics.

#### Students will

- Undertake a research project investigating the use of robotics in the community, and conduct a range of experimental and inquiry-based learning activities
- Use Python and Tkinter to make applications and develop an IOS App
- Work with LEGO Mindstorms to mirror a machine used in real world applications



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Technology and robotics
- Hands-on learning
- Computer programming
- Problem solving and creative thinking

## HEALTH & PE



### ATHLETIC FOOTBALL CODES

#### What will students learn?

This course is designed not just for those familiar with our great Australian game, but for any student wishing to engage in further knowledge of athletic football codes. The course uses AFL as its core focus, and also challenges students to call on a range of skills which may be learnt across all subject areas.

#### Students will

- Learn analysis techniques used within a game, including statistics
- Explore training techniques, fitness patterns and diet involved in careers in football codes
- Learn how the body's biomechanics affects movement and person's abilities



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Fitness
- Sport
- Health

# YEAR 9 ELECTIVES

## TECHNOLOGY



### PRODUCT DESIGN - WOOD

#### What will students learn?

Students will plan and manage projects from conception to realisation including technical drawings through to the use of various power tools and building techniques. They will apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions.

#### Students will

- Make 3D hand drawn and computer assisted models
- Design and produce a utility table using various equipment and processes in the workshop.
- Discuss and follow safe work practices



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished items

### PRODUCT DESIGN - TEXTILES

#### What will students learn?

Students will learn about a variety of materials, processes and equipment used to manipulate the material to complete three projects. Students will read a pattern and follow instructions regarding the specifics of the pattern requirements. Students are encouraged to learn about and become more proficient at the process of following a pattern and specifically sewing pockets.

#### Students will

- Learn to follow the process of a pattern and choose materials specific for patterns selected
- Construct items to product specifications and standards
- Make various items including lined and reversible tote bags, a pair of boxer shorts and either pants or a skirt



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Design and process
- Creativity
- Fashion

# YEAR 9 ELECTIVES

## TECHNOLOGY



### PRODUCT DESIGN - FOOD

#### What will students learn?

Throughout this course, students will look more closely at nutrition, examining food use appropriate to the adolescent life span. Students should demonstrate the ability to investigate recipe ideas to use in completing design folio pieces. The design folio requires the students to evaluate their choices in line with designated constraints.

#### Students will

- Gain an understanding of how food and nutrition impact health, and how to determine the nutritional value of food
- Select and work safely with different utensils, tools and cooking methods
- Plan, order and prepare food
- Identify evaluation criteria from design briefs and use them to justify design choices



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Cooking
- Food and nutrition
- Creativity and design
- Following a concept through process to finished product

### ELECTRONICS

#### What will students learn?

Students will learn how to identify basic electronic components used in the electronics industry. They will be able to understand the link between electricity and magnetism in devices such as motors, microphones and speakers.

#### Students will

- Construct their own electronic devices.
- Use simple circuits to observe the effects of combining electronic components.
- Investigate common electronic equipment and devices.



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Electronic devices
- Electricity and magnetism
- Problem solving

# YEAR 9 ELECTIVES

## TECHNOLOGY



### COMPUTER APPLICATIONS

#### What will students learn?

Students will learn a variety of skills using different computer software design and development programs. They will develop an understanding of how computers are networked and communicate locally and over the internet. Students will explore programming languages that underpin software/hardware.

#### Students will

- Learn introductory programming/control of hardware and robotics using the Arduino platform
- Learn web development - HTML, CSS, Javascript
- Research, design, troubleshoot and build computer networks
- Learn Introduction to Computer Aided Design using Autodesk Fusion 360



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Designing and developing applications
- Programming/coding
- Digital technologies
- Creating solutions/ problem solving

## THE ARTS



### ART

#### What will students learn?

Students will build on their knowledge of the elements and principles of art and begin to form their own style. Students will explore the creation, development and refinement of artworks through their folio and work based on a theme.

#### Students will

- Create different styles of art through painting and drawing
- Study the use of light in art
- Create portraits
- Design and create masks



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished items
- History

# YEAR 9 ELECTIVES

## THE ARTS



### DRAMA

#### What will students learn?

Students are able to use stagecraft to enhance performances such as acting, costumes, makeup and props. Students will explore ways in which meaning is created in drama and consider social, cultural and historical influences of drama.

#### Students will

- Use role play, games and improvisation to develop their work
- Improve in confidence as an individual and group performers
- Rehearse, refine and perform for one another



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Drama, dance and music
- Set design
- Lighting and sound design
- Costume design

### VISUAL COMMUNICATION DESIGN

#### What will students learn?

Students will be introduced to techniques, drawing systems and other disciplines associated with the production of visual communications. Particular emphasis is placed on building an understanding of conventional drawing systems. The design process is investigated as a formal tool for the generation and development of ideas. Combined with knowledge of the elements and principles of design, students will explore how visual communications can be improved and presented in response to a communication need.

#### Students will

- Create two- and three-dimensional drawings, perspective and rendered drawings and learn architectural and orthogonal drawing
- Discover the need for communication, purpose and audience of a given brief by exploring the client-designer relationship
- How to explore the use of mixed media in their two- and three-dimensional drawings



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Art and design
- Mixed media
- Creativity
- Visual communication



# YEAR 9 ELECTIVES

## THE ARTS



### MEDIA

#### What will students learn?

Students will develop an understanding about how Media productions are created. They will look at codes and conventions used in film, television news and radio. A product design process is utilised in the creation and distribution of a product of their own. Students will analyse how media producers use production elements to represent groups from diverse backgrounds.

#### Students will

- Learn techniques of media production, such as editing techniques, for both video and audio
- Use media technologies
- Explore how news and documentaries are created
- Explore how the media convey values and issues
- Make and edit media productions



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Media and current affairs
- Speaking and listening
- Journalism
- Digital technologies
- News and current affairs

### MUSIC

#### What will students learn?

Students will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will demonstrate a developing personal voice and technical control, expression and stylistic understanding. They will use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.

#### Students will

- Learn how to create musical expressions as a composer, improviser and performer
- Become increasingly familiar with the notation and arrangement of music
- Improve confidence as an individual and group performer
- Explore musical styles and the elements of music
- Rehearse and perform works both as an individual and in a group
- Develop notations and musical arrangements



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Music
- Group and solo performances
- Performing Arts



# YEAR 10



# YEAR 10

## SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### YEAR 10 PROGRAMS

- ✓ Work Experience
- ✓ Careers

### ENGLISH

- ✓ English
  - What does that actually mean?
  - Beanbags and Books
  - Say What?
  - The Book Was Better

### HUMANITIES

- ✓ Humanities
  - Ancient History
  - Holocaust Studies
  - Why Democracy Matters
  - \$20 Boss

### LANGUAGES

- A Teenager in Paris
- Being an Exchange Student in France

### MATHEMATICS

- ✓ Maths
  - Analytical Problem Solving

### SCIENCES

- ✓ Science
  - Paddock to Plate
- \$ STEAM

### HEALTH & PE

- ✓ Health & PE
  - Health Insights
  - Good Food, Great Health!
  - People and the Environment
  - Energy for Exercise

### TECHNOLOGY

- Design Technology - Wood, Metal and Plastics
- Design Technology - Design and Fashion
- Ag in Focus

### THE ARTS

- Hollywood Hacks: Film Production
- Focus on Folio
- Act and Create
- For the Love of Music
- Think and Brand

### RELIGIOUS EDUCATION

- ✓ Religious Education

### PASTORAL CARE

- ✓ M.E.R.C.Y.

### ACCELERATED PROGRAMS

- VCE - VCAL - VET
- Structured Workplace Learning

# YEAR 10 CORE SUBJECTS

## WHAT WILL I STUDY IN YEAR 10?

Year 10 enables students to build on prior learning while specialising their program in preparation for senior pathways.

In addition to the Core Curriculum subjects students going into Year 10 will need to select FOUR elective subjects.

### CORE SUBJECTS

- English
- Humanities
- Mathematics
- Sciences
- Health & Physical Education
- Religious Education
- M.E.R.C.Y.

### YEAR 10 PROGRAMS

- Work Experience
- Careers

**4**  
**ELECTIVE**  
**SUBJECTS**  
**AND/OR**  
**ACCELERATED**  
**PROGRAMS**

When choosing the elective subjects students should think about what they like and what they are good at. The Year 9-12 Pathways section next to each elective will help students make their choice with the focus on their interests and future study options.

The subjects of choice should be listed in preferential order on the subject selection sheet. The College cannot guarantee every subject will run or there will be enough capacity in each subject a student has chosen.

# YEAR 10

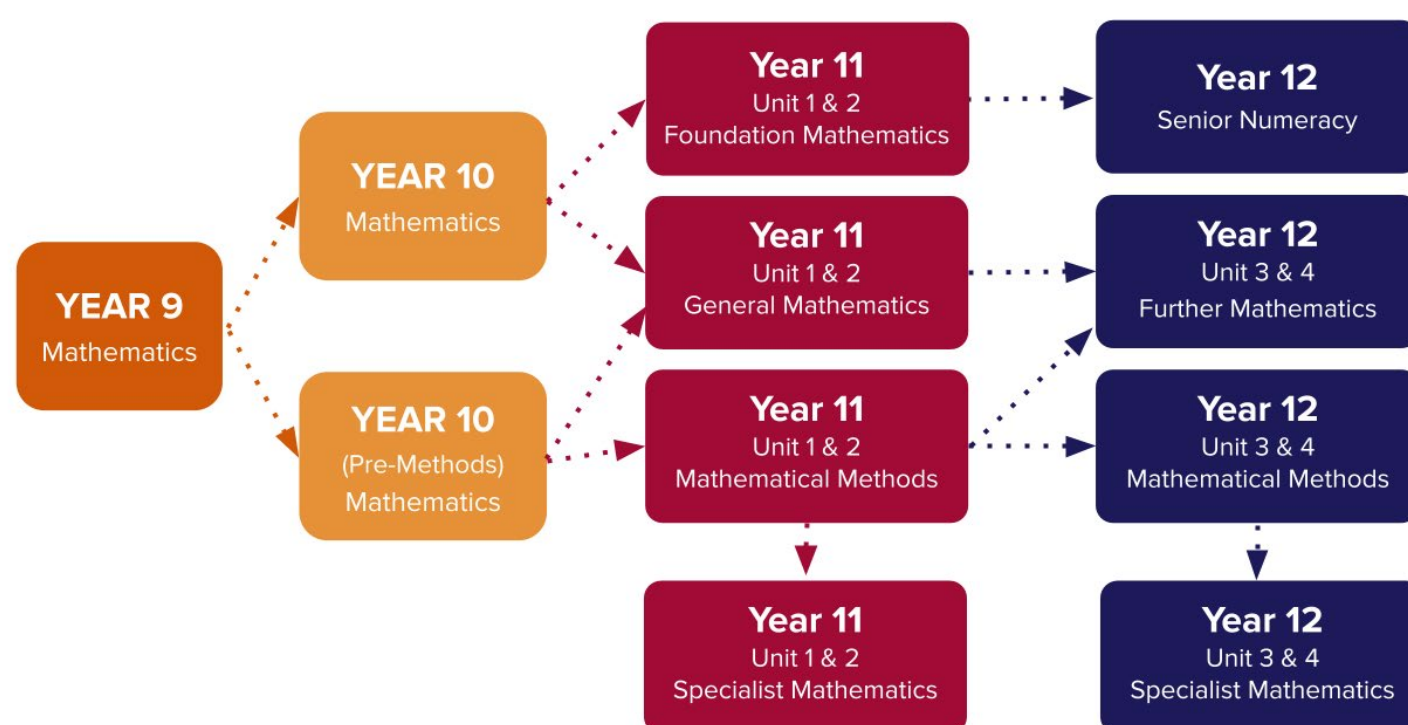
## MATHEMATICS PATHWAYS

Mercy Regional College has a proud tradition of always running all Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) mathematics subjects.

In Year 10, students do not study mathematics in their regular homeroom groupings. Instead mathematics classes are structured in a way that considers the mathematics pathway students intend to study in VCE, i.e. Foundation Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. Teachers discuss VCE options with the students and highlight the implications for further learning. We encourage students to consult tertiary study guides and talk to our Careers teacher to ensure that the mathematics they are studying satisfies the prerequisites for future studies.

The path to Year 12 mathematics can vary greatly from student to student. There is no wrong path as long as students leave Mercy Regional College with the required level of mathematics for further studies or work.

There are also opportunities for early entry into VCE Mathematics for higher ability students. An example of this may be to study Further Mathematics in conjunction with a Year 10 or 11 mathematics subject.



*Specialist Mathematics can only be studied in conjunction with Mathematical Methods.*

# YEAR 10 PROGRAMS

## WORK EXPERIENCE

### WHAT IS WORK EXPERIENCE?

Work experience is a compulsory short term placement of secondary school students with 'host' employers, to provide practical insights into the industry and the workplace in which they are located and different career pathways.

Students are placed with employers primarily to observe, learn and undertake tasks that do not require extensive training.

Work experience is an effective way to learn about various career pathways. It gives students the chance to see the day-to-day routine of different jobs and build job related skills.

### WORK EXPERIENCE IN THE CURRICULUM

Students need to undertake work experience, complete the work experience journal and evaluation sheets and participate in the preparatory/evaluation classes (before and after the placement) to gain a satisfactory result for Careers in Year 10.

### PLANNING AND ORGANISATION

Students will prepare for Work Experience in their Careers class. During this class students complete background to work experience including work health and safety, employer expectations, what employers are looking for and work experience procedures and paperwork. All students completing work experience must complete Safe@Work modules - these will be completed in Careers class time. Students considering anything in the construction industry must complete their White Card training - the school usually organises a provider at the cost to students. It is in the student's best interests to plan well ahead and begin thinking and making enquiries about work experience in advance. Experience has shown that if students begin to do some letter writing and phoning early, their chances of gaining more interesting and beneficial placements will be significantly enhanced.



### HOW DO YOU BENEFIT FROM IT?

#### You develop:

- Job seeking skills
- Work related skills, e.g. work communication/team work
- Knowledge and skills relevant to a particular job/industry

#### You gain:

- Contact with Employers for future employment, apprenticeships or traineeships
- An understanding of the workplace and work related issues, such as technological change, health and safety, working conditions and wages
- The experience and knowledge to assist in career and pathways planning



*Year 10s participate in one week of work experience on a date to be determined (usually March).*



# YEAR 10 PROGRAMS

## CAREERS

### WHAT IS CAREERS?

It involves activities which enable insight and preparation for different pathways as students enter their Senior years of schooling. Careers at Year 10 level consists of 2 lessons per cycle.

### WHAT DO STUDENTS LEARN?

Career investigation and quiz work at the start of the school year allows students to research angles on different areas of employment and study. This research leads into preparation and organisation for the MRC Work Experience program. The 5 days of work placement provide an excellent opportunity to learn about the world of work and build new skills. Students also receive support with subject selection, resume preparation and participate in a mock interview program as part of their learning.

### WHAT RESOURCES ARE AVAILABLE TO STUDENTS?

The Careers Google Classroom and portal allows students to have a more personalised investigation and to ultimately build a folio of research and documents for their own Careers journey.

# YEAR 10 ELECTIVES

## ENGLISH

### WHAT DOES THAT ACTUALLY MEAN? INTRODUCTION TO ENGLISH LANGUAGE

#### What will students learn?

The course is an introductory course to VCE English Language Units 1 & 2. Students will explore the ways in which language is used by individuals and groups and reflects our thinking and values.

#### Students will

- Identify and describe primary aspects of the nature and functions of human language
- Explore a range of texts and see how language is changing in them
- Complete individual or group research tasks and presentations

### BOOKS AND BEANBAGS: INTRODUCTION TO ENGLISH LITERATURE

#### What will students learn?

The course examines various pivotal and acclaimed texts that form the canon of English literature. Students will study iconic British and American novels, a Shakespearian play and several sonnets. They will explore a collection of short stories and a selection of poetry from various 18th-20th century poets.

#### Students will

- Practice various writing skills, including a creative response
- Complete close passage analysis
- Examine texts with various literary perspectives



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- English grammar
- Language and the craft of writing
- Critical thinking

#### Possible Pathways:

- VCE English
- VCE English Language



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Reading
- Language and the craft of writing
- Critical thinking

#### Possible Pathways:

- VCE English
- VCE Literature

# YEAR 10 ELECTIVES

## ENGLISH



### SAY WHAT? INTRODUCING ENGLISH LANGUAGE AND LITERATURE

#### What will students learn?

The course consists of two key topics - Literature and Language. Students will understand, appreciate and analyse the origin and importances texts in the English language and contributions made by writers in various English speaking environments. They will explore the nature and function of language in a range of contexts.

#### Students will

- Analyse a range of texts and evaluate the social, moral and ethical positions represented in them
- Learn to understand language as a system of signs and conventions
- Complete individual or group research tasks and presentations



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Reading
- Language and the craft of writing
- English grammar
- Critical thinking

#### Possible Pathways:

- VCE English
- VCE English Language
- VCE Literature

### THE BOOK WAS BETTER: ADAPTATIONS IN ENGLISH

#### What will students learn?

Students will see how texts are and can be translated between media. They will examine why texts are adapted and changed, the process of adaptation as well as the outcome of these decisions.

#### Students will

- Analyse and compare a text and its film adaptations
- Explore the process of modernising texts
- Examine how works of literature have been interpreted and adapted in different ways over time



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Film studies
- Analytical thinking
- Discussion based learning

#### Possible Pathways:

- VCE English
- VCE Literature
- VCE History

# YEAR 10 ELECTIVES

## HUMANITIES



### ANCIENT HISTORY: MYTHS, HEROES, RELIGIONS & WAR

#### What will students learn?

The course is a deep dive into Ancient History, looking at society in Ancient Egypt, Greece and Rome over the course of the several millennia BCE. Students will examine these societies overall with a specific focus on mythological beliefs and practices, interactions and conflict with over cultures and the development of religion. Examinations and comparisons between the different cultures and highlighting the common links that span all three cultures broadly.

#### Students will

- Complete a research task (Mythology and Religion)
- Work on Individual/Group artefact task and presentation (Student choice)
- Explore the lasting impact of these societies on the modern world



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- History
- Inquiry based learning

#### Possible Pathways:

- VCE History (Australian History, Ancient History and Revolutions)
- VCE Geography
- VCE Legal Studies
- VCE Business Studies
- VCE Literature

### HOLOCAUST STUDIES: MAKING JEWISH THINKING VISIBLE

#### What will students learn?

Students will learn the importance of preserving the memory of those individuals the Nazis sought to exterminate from history and push back against prejudice in all its forms. Students will explore pre-war Jewish life, acts of resistance against the Nazis, survivor testimony and combating Holocaust denial. Students will also examine historical antisemitism in Europe and investigate the brave actions of significant groups of people and individuals.

#### Students will

- Create an assembly of museum artefacts in relation to a Nazi resistor
- Reflect on one of the big questions arising from the Holocaust
- Listen to and learn from the experiences of those who survived the Holocaust



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- History
- Understanding the world around them
- Critical thinking and creativity

#### Possible Pathways:

- VCE History (20th Century and Revolutions)
- VCE Legal Studies
- Religion & Society



# YEAR 10 ELECTIVES

## HUMANITIES



### WHY DEMOCRACY MATTERS

#### What will students learn?

Why Democracy Matters gives students the opportunity to engage with politics and assess the health of Australian democracy in 2021. Students will also examine how laws are made, the importance of voting and how individuals can encourage change.

#### Students will

- Explore the key features of Australian democracy
- Learn about systems and government and the Commonwealth Parliament
- Compare systems of government in Australia and an overseas nation
- Explore factors that influence democracy



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Politics
- The world around them
- Legal studies
- Current affairs

#### Possible Pathways:

- VCE Legal Studies
- VCE Australian and Global Politics
- VCE Media
- VCE History
- VCE Geography

### \$20 BOSS: ECONOMICS AND BUSINESS

#### What will students learn?

The \$20 Boss program gives students the opportunity to develop enterprise and entrepreneurial skills by designing, creating and managing a social enterprise. Students will learn about the ins and outs of how to create, launch and operate a business venture within a social enterprising context. They also consider the nature of the work environment and the way the business climate is changing in response to future careers.

#### Students will

- Complete their \$20 Boss Business Pitch
- Work collaboratively with their peers
- Complete a Market Day presentation



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands on/practical learning
- Group work
- Design/creativity

#### Possible Pathways:

- VCE Business Management
- VCE Accounting
- VCE Economics

# YEAR 10 ELECTIVES

## LANGUAGES



### A TEENAGER IN PARIS

#### What will students learn?

Students will explore an imaginary lifestyle of a teenager living in Paris. They will learn about the culture, geography and history of Paris all while extending their French vocabulary and language skills. Topics covered in this course include meeting people and introductions, friendships and relationships, shopping for food, giving advice and expressing needs, going out, minor ailments, getting around and travelling out of Paris and exploring the south of France.

#### Students will

- Complete/create treasure hunts and Tourist Guides of Paris
- Learn about the French culture
- Taste French cuisine
- Explore the hidden French culture of intercultural Melbourne
- Complete a multimedia analysis of current events



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Developing their French language skills for VCE
- Being an exchange student in France
- Inquiry-based learning

#### Possible Pathways:

- VCE French
- Being an Exchange Student in France

### BEING AN EXCHANGE STUDENT IN FRANCE

#### What will students learn?

Students will explore the French language through a variety of written and oral tasks focusing on language skills and cultural understanding you might need as an exchange student in France. This course is designed to extend students' knowledge and skills in listening, speaking, reading and writing, through the study of past and future tenses as well as direct and indirect object pronouns. Topics will include: school life, daily routine, school linguistic exchanges, choosing the right course to study, travel within France, French regional cuisine and history.

#### Students will

- Learn to express their thoughts on the topics above
- Deepen their knowledge of the French grammar
- Understand the historical background of the Loire Valley and its impact on French culture and literature



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Developing their French language skills for VCE
- Being an exchange student in France
- Inquiry-based learning

#### Possible Pathways:

- VCE French
- A Teenager in Paris

# YEAR 10 ELECTIVES

## MATHEMATICS



### ANALYTICAL PROBLEM SOLVING

#### What will students learn?

This class aims to prepare students in an engaging way for VCE Mathematics by focusing on the content not currently covered in Years 7-10 and to improve students' analysis and problem solving skills.

#### Students will

- Pose a problem for investigation
- Use various resources to research relevant information and mathematics required to solve the problem posed
- Use mathematics to solve the problem



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

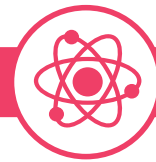
- Numbers and patterns
- Problem solving
- Investigating maths

#### Possible Pathways:

- VCE Mathematical Methods
- VCE Specialist Mathematics

# YEAR 10 ELECTIVES

## SCIENCES



### Paddock to Plate

#### What will students learn?

Students gain exposure to the agricultural and horticultural industries through practical activities. Students explore new technologies available to assist farming practices and learn about the challenges facing our farming industries at present, with a particular focus on ethical and sustainability principles and practices. They will also explore the diversity of foods that may be produced from a range of agricultural and horticultural produce through practical food technology activities.

#### Students will

- Create an infographic about a current challenge related to agriculture and horticulture in Australia
- Create a product or solution for one of the challenges identified
- Debate the importance of knowing where our food comes from



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Food studies
- Environmental sciences

#### Possible Pathways:

- VCE Agriculture and Horticulture
- VCE Food Studies

## STEAM

#### What will students learn?

Students will complete projects that incorporate Science, Technology, Engineering, Art and Mathematics in a program that encompasses all stages of the Design and Implementation process, from the initial idea, through to the design and testing phase, to production of the final product.

#### Students will

- Build an iPhone app
- Engineer a robotic assembly line
- Make an airplay speaker which will be theirs to keep at the conclusion of the project
- Develop practical skills in design, testing, logic, CAD programming, 3D printing, laser cutting, electronics, and other aspects of technology.



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on practical learning
- Technology
- Innovation and creativity
- Programming and coding

#### Possible Pathways:

- Year 10 Science
- Year 10 Mathematics
- VCE Physics
- VCE Applied Computing



# YEAR 10 ELECTIVES

## HEALTH & PE



### HEALTH INSIGHTS

#### What will students learn?

Health Insights gives students the opportunity to explore and gain knowledge of different areas of health and develop skills to be able to make informed decisions about their own health. Students have the opportunity to develop an understanding of holistic health and wellbeing, through investigation areas of health services.

This subject investigates the dimensions of health and types of development, allowing students to understand the important relationship between physical, social, mental and spiritual health.

#### Students will

- Undertake data analysis through case studies
- Complete a research task on a health issue
- Perform film analysis

### GOOD FOOD, GREAT HEALTH!

#### What will students learn?

Students gain exposure to the importance of nutrients and healthy eating on their own health. They also explore the nutritional requirements throughout the lifespan. Students learn about different food models and influences that impact food choices.

#### Students will

- Develop design folios - designing and adapting recipes
- Adapt recipes and explore healthy food swaps
- Nutrition plan for different lifespan stages and health considerations
- Participate in practical lessons



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Health
- Psychology

##### Possible Pathways:

- VCE Health and Human Development
- VET Community Services
- VET Allied Health



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Hands-on learning
- Food and nutrition
- Creativity and design

##### Possible Pathways:

- VCE Health and Human Development
- VCE Food Studies

# YEAR 10 ELECTIVES

## HEALTH & PE



### PEOPLE AND THE ENVIRONMENT

#### What will students learn?

Students will gain the knowledge, understanding and skills to strengthen their sense of self-connectedness to the environment. The major focus of this subject is on healthy and sustainable living. This includes learning about the importance of outdoor recreation, leadership and collaboration, ecosystems, climate change, pollution and conflicts over the use of outdoor environments. Students will be introduced to the idea that healthy sustainable living includes physical fitness, psychological wellbeing and cultural and environmental responsibility.

#### Students will

- Investigate environmental effects of human activity
- Evaluate the effectiveness of international protocols
- Understand the role that outdoor recreation plays in keeping people connecting to the environment
- Participate in practical activities including volunteering, visiting local wetlands, navigating and orienteering, tree planting and others

### ENERGY FOR EXERCISE

#### What will students learn?

This subject includes practical and theory based components. Students will gain exposure to nutritional aspects of performance that allow athletes to achieve the very best from their chosen field of sport. Students will learn about different training methods in order to know how to train smarter as well as learning the basics of hydration and recovery techniques. Energy systems, biomechanics and fitness components are areas of focus in this subject.

#### Students will

- Design a training program
- Create a nutrition plan
- Participate in practical lessons



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Outdoor recreation
- Geography
- Environmental science
- Sustainability
- Effects of climate change

##### Possible Pathways:

- VCE Geography
- VCE Outdoor and Environmental Studies
- VCE Agriculture and Horticultural Studies



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Health and fitness
- Sport and exercise
- Training

##### Possible Pathways:

- VCE Physical Education
- VCE Health and Human Development

# YEAR 10 ELECTIVES

## TECHNOLOGY



### DESIGN TECHNOLOGY - WOOD, METALS & PLASTICS

#### What will students learn?

In this course, students will develop design ideas using CAD and Technical Drawing in conjunction with using 3D printers and laser cutters to make prototypes of their final production piece. Students will experiment with hand and power tools, materials and technologies to manage and produce a furniture project. Students will use wood, metal and plastics to achieve their final outcomes.

#### Students will

- Develop a design brief and plan for their production project
- Develop their production piece with technical drawings
- Produce a production project and complete its evaluation



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity and design
- Building and construction

#### Possible Pathways:

- VCE Product Design and Technology
- VET Building and Construction
- VET Furnishing

### DESIGN TECHNOLOGY - DESIGN & FASHION

#### What will students learn?

Students will have the opportunity to develop sewing skills, learning to follow a commercial pattern to construct garments which will be suitable for leisure or sports wear. Students choose materials that will meet their design briefs and construct products to specifications and standards, involving students to become more proficient at manipulating one or more materials. Students will recognise and test the different fabrics to be sewn when making leisure and sportswear. A major piece will also be completed by the students, developing their design and creative skills.

#### Students will

- Plan and manage projects from conception to realisation.
- Develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.
- Complete an evaluation of their final project



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Fashion and design
- Creativity
- Independent and self-directed learning

#### Possible Pathways:

- VCE Product Design and Technology

# YEAR 10 ELECTIVES

## TECHNOLOGY



### AG IN FOCUS

#### What will students learn?

Students will participate in a number of practical activities involving general farm tasks. The course oversees popular farming systems endemic to our community while exposing students to alternative production systems such as beekeeping and mushroom production.

#### Students will

- Develop a partnership with a number of local production systems
- Look closely into how a farming business operates
- Participate in a number of practical activities involving general farm tasks



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands on learning
- Agriculture/farming
- Biology

#### Possible Pathways:

- VCE Agricultural and Horticultural Studies
- Paddock to Plate
- RIST

## THE ARTS



### HOLLYWOOD HACKS: FILM PRODUCTION

#### What will students learn?

Students will discover the tricks of the film-making trade by unleashing their creative talents and using industry-standard software (Adobe Audition and Adobe Premiere Pro) to produce authentic media products.

Students will explore particular film styles and analyse how media creators use cinematic codes and conventions to represent particular groups and individuals.

#### Students will

- Produce individual media products
- Be part of a team to create a film production
- Have the opportunity to visit the Australian Centre for the Moving Image and ABC



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Movies
- Film-making

#### Possible Pathways:

- VCE Studio Arts
- VCE Visual Communication Design
- VCE Media



# YEAR 10 ELECTIVES

## THE ARTS



### FOCUS ON FOLIO

#### What will students learn?

Students work with a wide range of materials and techniques to create a folio of artworks. They explore art movements and artists from different cultural and historical contexts. Students increase their understanding of how the elements and principles of Art are used by professional artists. These elements and principles are analysed and utilised by students to create their own artworks and develop their personal artistic styles.

#### Students will

- Explore a range of techniques such as drawing, painting, photography, photoshop, printmaking and sculpture
- Develop self-reflection through annotating their trials and explorations
- Create a folio of artworks

### ACT AND CREATE

#### What will students learn?

Students will learn to use drama skills to create their own work and to analyse, interpret and perform the works of others. Participating in drama workshops will further develop students' self-belief and confidence. They will practice improvisation and role-play through a range of drama games and activities.

Students will learn to understand and question the drama and media around them – TV, Film, Theatre, Radio, Advertising, Social Media, Peer and Social Groups.

#### Students will

- Devise their own performance work
- Refine, rehearse and perform for the group
- Complete reflective performance analysis tasks
- Work independently and in groups



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Developing practical skills and techniques using a range of mediums and materials

#### Possible Pathways:

- Think and Brand
- Design Technology - Wood, Plastics and Metal
- VCE Studio Arts
- VCE Visual Communication Design
- VCE Media
- VCE Product Design Technology



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Drama
- Dance
- Music
- Creativity

#### Possible Pathways:

- VCE Drama
- VCE Theatre
- VCE Media
- VCE English
- VCE English Literature

# YEAR 10 ELECTIVES

## THE ARTS



### FOR THE LOVE OF MUSIC

#### What will students learn?

Students will learn to use music skills to make and create their own musical work, and bring to life the musical work of others. Students will be asked to actively listen, imitate, improvise, compose, arrange, conduct, play, refine individual work and group work, interpret, record and notate their work, practise, rehearse, present and perform. They will listen to, reflect on and analyse a variety of music styles.

#### Students will

- Work independently and in groups to achieve their set artistic goals
- Complete composition tasks
- Present and perform

### THINK AND BRAND

#### What will students learn?

Students will be introduced to the basic vocabulary of visual communication through practical exercises in advertising, typography, layout, rendering and computer work. They will learn fundamental technical skills in the creative industry standard Adobe software applications Photoshop, Illustrator and Indesign.

The course will cover the design process from start to finish. A variety of practical and analysis activities will explore and improve student understanding of the design elements and design principles.

#### Students will

- Produce a visual folio that showcases their creative work
- Design a poster for a film
- Create a logo and apply visual communications
- Explore technical drawings
- Complete a design analysis



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Music
- Musical instruments
- Singing
- Practical learning approach

#### Possible Pathways:

- VCE Music
- VCE Drama
- VCE Theatre
- VCE Media



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Design and creativity
- Working with different mediums
- Independent and self-directed work

#### Possible Pathways:

- Focus on Folio
- VCE Studio Arts
- VCE Visual Communication Design
- VCE Product Design Technology
- VCE Media



# YEAR 10 ELECTIVES

## ACCELERATED PROGRAMS



Students who are identified as more capable in their studies have the opportunity to extend their learning and thinking skills by being involved in an appropriate Accelerated Program. Year 10 students may undertake VCE/VET Unit 1 & 2 subjects.

Students willing to participate in an Accelerated Program must apply and demonstrate a high level of performance in Year 9 in the subject area of their VCE/VET choice.

Students must also be dedicated to their studies and demonstrate positive work habits. All students applying for the programs will be interviewed to discuss their subject selections. Final acceptance into the Accelerated Programs may also be affected by class sizes and timetable constraints.

**Accelerated Programs available at MRC include:**

**VCE/  
VET**

**VET  
+  
Structured  
Workplace  
Learning (SWL)**

Structured Workplace Learning is on-the-job training that allows students to develop work skills and understand workplace expectations. SWL allows students to build and improve skills, apply practical industry knowledge and expand employment opportunities. SWL needs to be aligned with a VET certificate completion.

**VET  
+  
School-Based  
Apprenticeship  
or Traineeship**

Both School Based Apprenticeship and Traineeship offer students the opportunity to combine part time paid work and training while still at school. Both programs need to be aligned with a VET certificate completion.



Learn more  
about  
**VCE**



Learn more  
about  
**VET**



# YEAR 11 & 12

**VCE • VET • VCAL**



# UNDERSTANDING VCE, VCAL & VET

At Mercy Regional College students can achieve a Senior School Certificate. This certificate could be either the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Both these certificates are acknowledged in the wider community. It is imperative when deciding a pathway for students that the students needs are considered.

## VICTORIAN CURRICULUM OF EDUCATION - VCE

The Victorian Certificate of Education (VCE) is a senior certificate of education within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

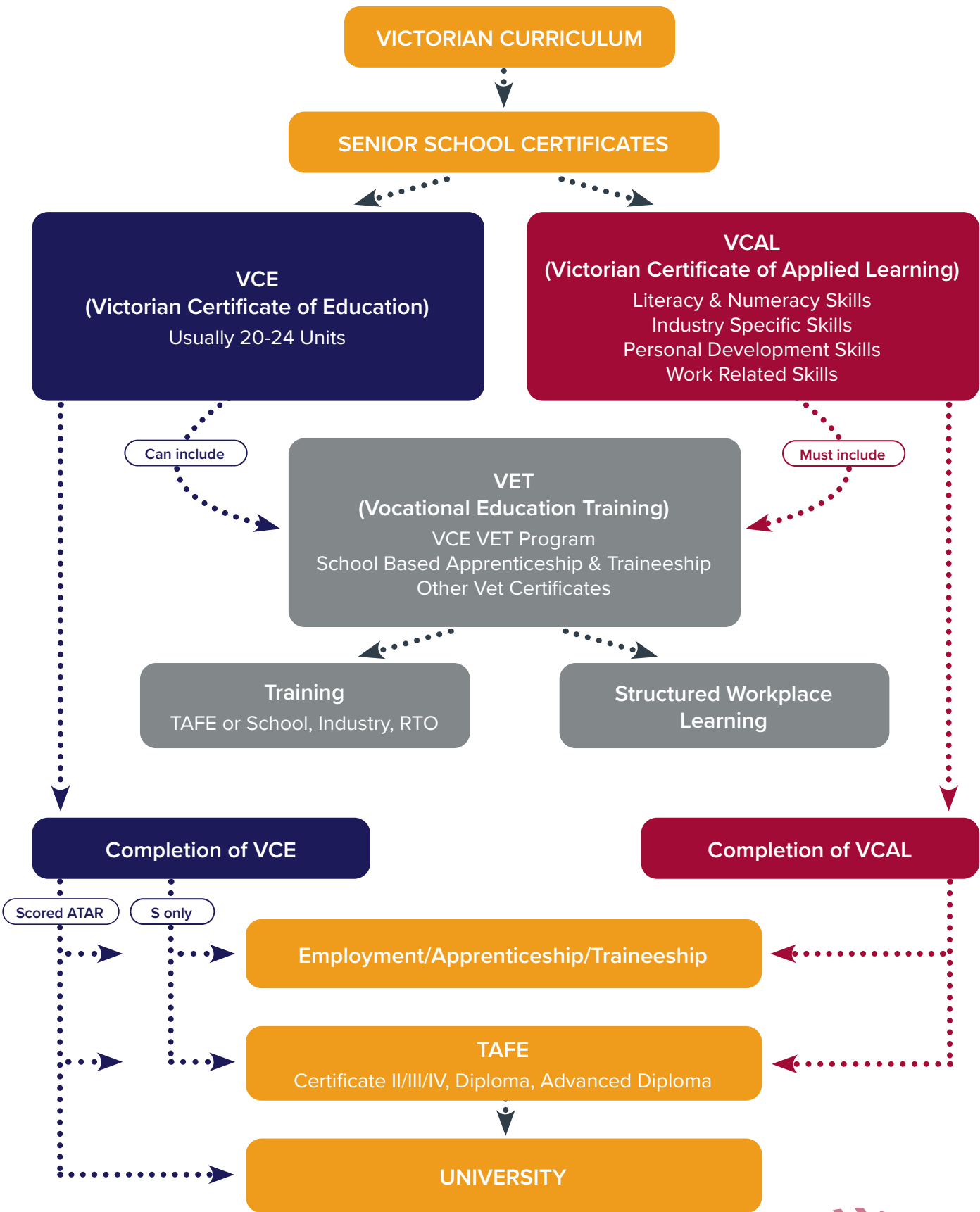
## VICTORIAN CERTIFICATE OF APPLIED LEARNING - VCAL

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCAL is a pathway to Technical and Further Education (TAFE), university, apprenticeships/traineeships or employment. The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students' interests and pathways for secondary students underpin the VCAL program.

## VOCATIONAL EDUCATION TRAINING - VET

Students may include Vocational Education and Training (VET) in their VCE and VCAL program. Students can undertake nationally recognised training through a VCAA approved VCE VET program as an apprenticeship or traineeship or any other VET qualification and receive credit towards their VCE or VCAL.

# SENIOR PATHWAYS





# VCE STUDIES

The Victorian Certificate of Education (VCE) is usually a two year course of study. The Victorian Curriculum and Assessment Authority (VCAA) implements and manages the VCE.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one Semester or half a year of work). Units 1 & 2 are typically taken in Year 11, while Units 3 & 4 are usually completed in Year 12. Mercy Regional College provides the opportunity for students to study Units 1 & 2 of some VCE studies in Year 10 and Units 3 & 4 in Year 11.

## WHAT WILL I STUDY IN YEAR 11?

Students in Year 11 complete a minimum of 6 VCE studies. In addition to the Core subjects students going will need to select FOUR elective subjects.

### CORE SUBJECTS



- 1 subject from the English Domain
- 1 subject from the Mathematics Domain
- Religious Education
- M.E.R.C.Y.



4

**ELECTIVE**  
SUBJECTS  
(VCE or VET)

## WHAT WILL I STUDY IN YEAR 12?

Students in Year 12 complete a minimum of 5 VCE studies. In addition to the Core subjects students going will need to select FOUR elective subjects.

### CORE SUBJECTS



- 1 subject from the English Domain
- Religious Education
- M.E.R.C.Y.



4

**ELECTIVE**  
SUBJECTS  
(VCE or VET)

# VCE ACCELERATED PROGRAMS

Students who are identified as being more capable in their studies have the opportunity to extend their learning and thinking skills by being involved in an appropriate accelerated program.

- Year 10 students may undertake VCE/VET Unit 1 & 2 subjects
- Year 11 students may undertake VCE/VET Units 3 & 4 subjects
- Year 12 students who are successful in VCE studies may apply to participate in Higher Education Studies offered through the appropriate universities. Normally this is the Deakin Accelerate Program.

## DEAKIN ACCELERATE PROGRAM

The Deakin Accelerate Program is explored mainly for students who are high achievers and who can cope with a more demanding workload. Students apply directly to the university that offers the study of their choice and should seek the advice of the Careers Coordinator before beginning an extension study.

In the Deakin Accelerate Extension program students complete two units of a first-year university subject at the same time as their Year 12 studies. There are 14 study areas on offer ranging from accounting, health practice and research, psychology and sports management. For some of these study areas there are prerequisites.

### WHY CHOOSE DEAKIN ACCELERATE?

Students get the same benefits as studying a fifth or sixth VCE subject while gaining university credit and reducing the cost of their future degree.

### FOR MORE INFORMATION ABOUT DEAKIN ACCELERATE VISIT:

**DEAKIN UNIVERSITY WEBSITE:** [www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program](http://www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program)

### FOR MORE INFORMATION ABOUT VCE VISIT:

**VTAC WEBSITE:** [www.vtac.edu.au](http://www.vtac.edu.au)  
**THE ATAR EXPLAINED:** [www.vtac.edu.au/results-offers/atar-explained.html](http://www.vtac.edu.au/results-offers/atar-explained.html)  
**MRC CAREERS WEBPAGE:** [www.mercy.vic.edu.au/learning/careers/](http://www.mercy.vic.edu.au/learning/careers/)

# VCE

## STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### ENGLISH

- ✓ English
- ✓ Literature

### HUMANITIES

Accounting  
Ancient History  
Australian History (Units 3 & 4)  
Business Management  
Legal Studies  
Religion & Society (Units 3 & 4)

### MATHEMATICS

- ✓ Mathematics - Foundation (Units 1 & 2)
- ✓ General Mathematics (Units 1 & 2)
- ✓ Further Mathematics (Units 3 & 4)
- ✓ Mathematical Methods
- ⌚ ✓ Specialist Mathematics

### SCIENCES

Biology  
Chemistry  
Physics  
Psychology

### HEALTH & PE

- Health & Human Development
- 💰 Outdoor Education & Environmental Studies
- Physical Education

### TECHNOLOGY

Agricultural & Horticultural Studies  
Food Studies  
Product Design & Technology

### THE ARTS

Media  
Studio Arts  
Visual Communication Design

### RELIGIOUS EDUCATION

- ✓ Religious Education

### EXTERNAL STUDIES

A range of VCE studies are available to MRC students externally and virtually

- ✓ Compulsory subject. Students must choose at least one subject with the ✓ sign per domain
- ⌚ To study Specialist Mathematics, students need to study Mathematical Methods
- 💰 Subject involves additional costs

# VCE STUDIES

## ENGLISH

### ENGLISH - Unit 1 & 2

Year 11

#### What will students learn?

Students' VCE English journey starts here. In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

Students will:

- Identify, explain, and analyse various elements associated with texts, including characters, themes, features, and impact on audiences
- Apply the conventions of oral presentations in the delivery of spoken texts
- Critically analyse the way writers use language to persuade and position audiences

In Unit 2, students compare the presentation of ideas, issues, and themes in texts. They analyse arguments presented and the use of persuasive language in texts. Students develop their skills in creating written and multimodal texts.

In this unit, students will:

- Explain and analyse the similarities and differences between texts
- Draft, review, edit, and refine comparative responses
- Plan analytical responses and texts that present an argument
- Develop, clarify, and critique ideas presented in their own and others' arguments using discussion and writing
- Draft, review, edit, and refine analytical responses and texts that present an argument, crafting for persuasion and using feedback gained from individual reflection, along with peer and teacher comments

### ENGLISH - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3 English, students will study the language of the media, learn more about current issues, and become informed critics. Students will also study a variety of texts, including print, multimedia, and film. Students will develop creative ideas relating to a nominated text as well as write a sustained and carefully constructed text response to another nominated text.

In Unit 4, students demonstrate skills associated with oral language analysis. Students will also study two texts with a view to constructing a comparative analysis. The end of year exam provides students with an opportunity to showcase their English skills in three areas: using language to persuade, comparative analysis, and reading and responding.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Reading
- Public speaking
- Current affairs



Learn more  
about the study  
design

## ENGLISH

### LITERATURE - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1 students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

In Unit 2 students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

### LITERATURE - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3 students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Reading
- Thinking critically
- Writing creatively



Learn more about the study design

## HUMANITIES

### ACCOUNTING - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students also begin to record, analyse, interpret and evaluate the performance of the business using financial and non-financial information and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on analysing and evaluating the performance of a business relating to inventory, accounts receivable, accounts payable and non-current assets. Students use relevant financial and other information to predict, budget for and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner, strategies to improve business performance.

### ACCOUNTING - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students focus on financial accounting for a trading business owned by a sole proprietor and highlight the role of accounting as an information system. Students use the double entry system of recording financial data to prepare and evaluate accounting reports while using the accrual basis of recording. Students will also record inventory in inventory cards using the First-In, First Out (FIFO) and Identified Cost methods, in addition to applying appropriate internal control procedures to protect business assets and suggesting strategies to improve the performance of a business.

In Unit 4, students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. Students consider the impact of decisions made on the performance of the business and interpret reports and information to suggest strategies to the owner to improve the performance of the business.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Financial management
- Business management
- Budgeting



Learn more about the study design



## HUMANITIES



### ANCIENT HISTORY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students investigate the emergence of early societies in Ancient Mesopotamia. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history.

In Unit 2, students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years.

### ANCIENT HISTORY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis.

In Unit 4, Students investigate the features and the early development of Rome. Students investigate how the interests and actions of individuals led to the demise of the Republic.

### AUSTRALIAN HISTORY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students study Australian history, both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

In Unit 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Problem solving
- Understanding links between past and present



Learn more  
about the study  
design



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Australian history
- Legacy of First Nations
- Critical thinking



Learn more  
about the study  
design

## HUMANITIES



### BUSINESS MANAGEMENT - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine the concepts of innovation and entrepreneurship and consider factors that influence business ideas. Students explore the internal and external environments of a business and consider how each environment influences the way the business operates. Students learn core business planning and decision-making skills and apply these to their very own business plan.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the strategies involved in effectively marketing a business and its goods/services. Students explore the concepts of staffing a business and managing the needs of employees to maximise success.

### BUSINESS MANAGEMENT - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students explore the types of businesses in Australia and the styles and skills used by managers to operate them. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are arranged to meet objectives. Students examine a range of theories/strategies for improving the performance of employees and optimising business operations.

In Unit 4 students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) management change effectively.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Marketing
- Business planning
- Human Resources



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design

## HUMANITIES



### LEGAL STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop an understanding of the different types and sources of law. Students learn key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

In Unit 2, students examine the methods that may be used to determine a criminal case or resolve a civil dispute, including the purposes, types and effectiveness of sanctions and remedies. Students develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

### LEGAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3 students develop an understanding of the rights of the accused and of victims in the criminal justice system. They will examine and analyse the factors considered when initiating a civil claim, and discuss the institutions and methods used in resolving civil disputes. Students learn about the principles of justice: fairness, equality and justice and evaluate the ability of the legal system in achieving these principles.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students 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.



YEAR 9-12  
PATHWAYS

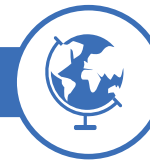
#### Suits students interested in:

- Law making
- Justice
- Human rights



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## RELIGION & SOCIETY



### RELIGION & SOCIETY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents.

In Unit 4, students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Religious traditions
- Cultures
- History



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## MATHEMATICS



### MATHEMATICS - FOUNDATION - Unit 1 & 2

Year 11

*Foundation Mathematics strongly emphasises using mathematics in practical situations.*

*This subject is intended for students who do not wish to continue studies of mathematics at Unit 3 & 4 level.*

#### What will students learn?

In Unit 1, students will study topics in four areas 'Space, shape & design', 'Patterns & number', 'Data' and 'Measurement'. They explore the use of math in everyday life in the community, at work and at study.

In Unit 2, students continue to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs. Students progressively develop skills throughout the units of study, developing links between the concepts. The math content is in the context present in students' other studies, work or other familiar situations.

### GENERAL MATHEMATICS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, student study univariate & bivariate data, linear equations & graphing and matrices. Students must be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

In Unit 2, students study networks, sequences (recursion) and financial math. Students progressively develop skills throughout the units of study, developing links between the concepts.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Developing numeracy skills
- Practical application of trades



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#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Networks
- Financial maths
- Using CAS in solving problems



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## MATHEMATICS



### FURTHER MATHEMATICS - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students complete compulsory core units – 'Data analysis' and 'Recursion and financial modelling'.

In unit 4 students complete the Applications modules – 'Matrices' and 'Networks and decision mathematics'. Modules are related to topics studied in General Mathematics Unit 1 & 2. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

### MATHEMATICAL METHODS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, student study univariate & bivariate data, linear equations & graphing and matrices. Students must be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

In Unit 2, students study networks, sequences (recursion) and financial math. Students progressively develop skills throughout the units of study, developing links between the concepts.

### MATHEMATICAL METHODS - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students extend the studies to include a combination of functions with increasing complexity. Students will learn to solve problems requiring modelling, transformations, graph sketching and equation solving.

In Unit 4 students continue to study calculus applications and the study of random variables, discrete & continuous probability distributions. The content of calculus will include the treatment of integration, the relation between integration and the area of regions specified by lines or curves described by function rules.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Networks
- Financial maths
- Using CAS in solving problems



Learn more about the study design



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts



Learn more about the study design



## MATHEMATICS

### SPECIALIST MATHEMATICS - Unit 1 & 2

Year 11

To study *Specialist Mathematics*, students need to study *Mathematical Methods*.

#### What will students learn?

In Unit 1 & 2 students cover the following four prescribed topics:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of non-linear relations

In addition to the prescribed topics, students will also study the following:

- Transformations, trigonometry and matrices
- Principles of counting
- Kinematics
- Statistics

### SPECIALIST MATHEMATICS - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3 students learn 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

In Unit 4 studies consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Students study techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts



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## SCIENCES

### BIOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

### BIOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.



YEAR 9-12  
PATHWAYS

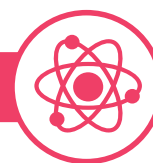
#### Suits students interested in:

- Health/medical skills
- Gene technology
- Ecology



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## SCIENCES



### CHEMISTRY - Unit 1 & 2

Year 11

#### What will students learn?

Students will learn about materials in the context of bonding, chemical and physical properties. They also learn about chemical reactions with a focus on water chemistry and some analytical science like chromatography.

### CHEMISTRY - Unit 3 & 4

Year 12

#### What will students learn?

Students look at the role of energy in society and learn about energy sources including combustion fuels, electrochemical cells and electricity production. Students learn organic and industrial chemistry principles as well as aspects of food science.

### PHYSICS - Unit 1 & 2

Year 11

#### What will students learn?

Students will explore and explain phenomena related to heat, electricity, matter, motion and light. They use models and mathematical relationships to predict, measure and analyse concepts.

### PHYSICS - Unit 3 & 4

Year 12

#### What will students learn?

These units involve further study in electricity and magnetism as well as laws and theories developed by scientists such as Newton and Einstein. Students will use the wave and particle theories in the context of light, its properties and behaviour.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Engineering
- Medicine/pharmacy
- Biomedical science



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YEAR 9-12  
PATHWAYS

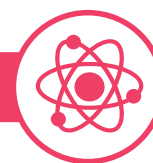
#### Suits students interested in:

- Engineering
- Mathematics
- Space & astrophysics



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design

## SCIENCES



### PSYCHOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

Students explore how human behaviour and mental processes are shaped, including how the brain functions and enables us to interact with the world around us.

They learn about psychological development and factors that influence social interaction. Students conduct research and report their findings.

### PSYCHOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

Students develop their understanding of the nervous system and investigate sources of stress and coping strategies.

They investigate the processes of memory and learning, states of consciousness and sleep and mental health, including the development of phobias.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Educational psychology
- Mental health
- States of consciousness and sleep



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## HEALTH & PE



### HEALTH & HUMAN DEVELOPMENT - Unit 1 & 2

Year 11



YEAR 9-12  
PATHWAYS

#### What will students learn?

In Unit 1, students explore the various definitions of health and wellbeing, while investigating the health status of Australia's youth through the use of current data. They consider the various factors that influence their own health and wellbeing including the role of nutrition and food selection in promoting short and long term health and wellbeing. Students will apply research skills to conduct an independent research project on a focus health issue relating to youth.

In Unit 2, students examine the developmental transition from youth to adulthood and gain an insight into the human lifespan. Students investigate the factors that influence development during the prenatal and early childhood stages of the lifespan. A key focus of this unit is to analyse the role of healthy and respectful relationships in achieving optimal health and well being. Australia's health care system is explored and students are given the opportunity to research health services in their local community.

#### Suits students interested in:

- Social justice
- Nutrition
- Illness & disease



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### HEALTH & HUMAN DEVELOPMENT - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing and its importance as an individual and collective resource. Their thinking extends to health as a universal right and looks at the prerequisites for health as determined by the World Health Organization (WHO). They will look at health promotion and improvements in population health over time and analyse variations in health status of population groups within Australia.

In Unit 4, students examine health and wellbeing, and human development in a global context. They explore factors that contribute to health inequalities between and within countries and study the key concepts of sustainability and human development. They will consider the health implications of increased globalisation and investigate the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students will reflect on their own capacity to take action to improve health and wellbeing and human development.

## HEALTH & PE



### OUTDOOR & ENVIRONMENTAL STUDIES - Unit 1 & 2

Year 11



YEAR 9-12  
PATHWAYS

#### What will students learn?

In Unit 1, students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. health services in their local community.

In Unit 2, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

#### Suits students interested in:

- Sustainability
- Tourism
- Resource management



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design

### OUTDOOR & ENVIRONMENTAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia

In Unit 4, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.



## HEALTH & PE



### PHYSICAL EDUCATION - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

In Unit 2 students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They explore a range of factors that influence and facilitate participation in regular physical activity and collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### PHYSICAL EDUCATION - Unit 3 & 4

Year 12

#### What will students learn?

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Fitness
- Training methods and practices
- Sports exercise



Learn more about the study design

## TECHNOLOGY



### AGRICULTURAL/HORTICULTURAL STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries.

In Unit 2, students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Interaction between science and farming
- Agricultural innovation



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### AGRICULTURAL/HORTICULTURAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences.

In Unit 4, students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques.

## TECHNOLOGY



### FOOD STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students look at food from a historical and cultural perspective. Students investigate the origins and roles of food through time and across the world, with a focus on Australian cuisine. The practical component of the study explores the use of ingredients available today. Australian indigenous foods are investigated and we see how food patterns have changed through the influence of food production, processing and manufacturing industries. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

In Unit 2, students investigate food systems in Australia, looking at both commercial food production and small scale food production in the home. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, highquality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and compare their foods to commercial products. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Nutrition
- Food production
- Fractional properties of food



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### FOOD STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students explore the science of food relating to chemical changes that occur during food preparation and cooking. They will look at the rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop an understanding of nutrient requirements. The influences on food choice and how communities, families and individuals change their eating patterns over time will be discussed. There is opportunity to investigate the functional properties of food, experiment with food to demonstrate techniques and effect, and apply their knowledge and practical skills in the safe production of a variety of nutritious meals for a range of audiences; including healthy meals suitable for families.

In Unit 4, students focus on the global and Australian food systems, the development and application of technologies, the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. Food information and misinformation regarding labelling and marketing will be looked at along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Food beliefs, food trends, food fads and diet will be evaluated.

## TECHNOLOGY



### PRODUCT DESIGN & TECHNOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

##### Unit 1 – Sustainable product redevelopment

In this unit students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution use and likely disposal. They consider how a product could be sustainably redeveloped. Students work through the product design process to redevelop an existing product.

##### Unit 2 – Collaborative Design

Students will work in a design team to generate one design brief collaboratively from a scenario based around a historical or contemporary design movement or a music genre or fashion house. They collaboratively investigate their theme for inspiration and work through the stages within the product design process. All students will use production processes to construct a product based on their team's theme.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Drawing & product manufacturing
- Practical application of skills



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### PRODUCT DESIGN & TECHNOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

##### Unit 3 – Applying The Product Design Process

Students work as designers and apply the product design process to meet the requirements of an end-user. They identify specific needs of the end-user by referring to the product design factors and conduct appropriate research, visualisations and design options.

##### Unit 4 – Product development and evaluation

Students create the preferred design option and evaluate the quality of their product with reference to criteria and end-user feedback. Students make judgements about further improvements and they develop a care label that highlights the products features.

## THE ARTS



### MEDIA - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. They will work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

In Unit 2, students further develop an understanding of the concept of narrative in media products and forms in different contexts. They will analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Critical analysis
- Media production
- Design & creativity



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### MEDIA - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students explore stories that circulate in society through media narratives. They consider how construction is influenced by the social, cultural ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. They will use the pre-production stage of the media production process to design the production of a media product for a specified audience.

In Unit 4 students focus on the construction stages of the media production process. They refine their media production in response to feedback and through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They will also explore the capacity of the media to be used by governments, institutions and audience.

## THE ARTS



### STUDIO ARTS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artwork.

In Unit 2, students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Developing artworks
- Creative thinking



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### STUDIO ARTS - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

In Unit 4, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.



## THE ARTS



### VISUAL COMMUNICATION DESIGN - Unit 1 & 2

Year 11

#### What will students learn?

Within Unit 1 design folios, students apply design thinking and drawing skills to create visual messages, ideas and design concepts. They practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. They create drawings for different purposes using a range of drawing methods, media and materials and select and apply design elements and design principles to create visual communications for specific purposes. They describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Within Unit 2 design folios, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications that meet specific purposes in designated design fields. The folio will include presentation drawings that incorporate relevant technical drawing conventions and information and ideas for a selected design field.

Students will manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright, and apply stages of the design process to create an appropriate final presentation to a given brief.

### VISUAL COMMUNICATION & DESIGN - Unit 3 & 4

Year 12

#### What will students learn?

Students will gain an understanding of the processes designers undertake that structure their design thinking and how they communicate ideas with clients, target audiences, other designers and specialists. They explore a range of existing visual communications and create a body of work (folio) based on each of the 3 design fields:

- Communication Design (examples are; posters and packaging)
- Environmental Design (examples are; Architectural/ built environments and interior design)
- Industrial design (examples are; auto design, fashion accessories and electrical goods)

They investigate the practices of contemporary designers whom are employed in each of the design fields and how they apply design processes and factors that influence their work and specific field. Students will write a brief that for a client and undertake research and generate a range of drawn ideas for their folio which are relevant to the brief.

Students create a folio that focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (created in Unit 3). They apply the design process twice to meet each of the stated communication needs. While undertaking the folio they annotate their work and use a range of materials and media (including IT such as Photoshop) to generate design options and to refine their design solutions.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Design and creativity
- Hands-on learning
- Software application design



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## RELIGIOUS EDUCATION



### RELIGION & SOCIETY - Unit 2

Year 11

#### What will students learn?

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

#### Year 11 Retreat

Students explore the idea of resilience from a guest speaker. This is embedded in the Catholic identity of Mercy Regional College.

### NEW AWAKENINGS

Year 12

#### What will students learn?

In this unit students investigate a deliberate Christian response to the call for responsible action for justice on behalf of creation. They identify those they consider to be marginalised and vulnerable, both locally and globally; then articulate ways in which Catholic social teaching addresses their right to flourish. Students compare ways in which the spiritual life of people from different religious traditions and worldviews offers pathways for meaning and purpose in life and may be enriched through prayer.

#### Year 12 Seminar Days

Students participate in a number of seminar days that enrich their understanding of mercy within and outside of our school, Mercy Regional College. The days encourage students to consider what role they play in local and global social justice issues.

# VCE STUDIES

## EXTERNAL STUDIES



A range of additional VCE studies are available to Mercy Regional College students externally, through *Virtual School Victoria (VSV)* and *Victorian School of Languages (VSL)*.

Click on the VCE studies below to view their detailed study designs.

**APPLIED COMPUTING**

Unit 1 & 2

**AUSTRALIAN AND  
GLOBAL POLITICS**

Unit 1 & 2

**ECONOMICS**

Unit 1 & 2

Unit 3 & 4

**ENGLISH LANGUAGE**

Unit 1 & 2

**FRENCH**

Unit 1 & 2

Unit 3 & 4

**GEOGRAPHY**

Unit 1 & 2

Unit 3 & 4

**THEATRE STUDIES**

Unit 1 & 2

Unit 3 & 4

### FOR MORE INFORMATION VISIT:

**VIRTUAL SCHOOL VICTORIA WEBSITE:** [www.vsv.vic.edu.au](http://www.vsv.vic.edu.au)

**VICTORIAN SCHOOL OF LANGUAGES WEBSITE:** [www.vsl.vic.edu.au/Default.aspx](http://www.vsl.vic.edu.au/Default.aspx)

# VET STUDIES

Vocational Education & Training (VET) programs provide students with the opportunity to combine both their vocational interests and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two in the Australian Qualification Framework and is recognised nationally. Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

## VET OPTIONS

Mercy Regional College offers options for combining hands-on industry learning and VET studies in Years 11 & 12. This allows students to gain practical skills and explore a possible future career pathway.

### VET + Structured Workplace Learning (SWL)

Structured Workplace Learning is on-the-job training that allows students to develop work skills and understand workplace expectations. SWL allows students to build and improve skills, apply practical industry knowledge and expand employment opportunities. SWL needs to be aligned with a VET certificate completion.

### VET + School-Based Apprenticeship or Traineeship

Both School Based Apprenticeship and Traineeship offer students the opportunity to combine part time paid work and training while still at school. Both programs need to be aligned with a VET certificate completion.

With any questions about these options please refer to:

Rose Henry  
Senior School Administrator  
[rhenry@mercy.vic.edu.au](mailto:rhenry@mercy.vic.edu.au)

# VET

## STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### HEALTH & PE

Certificate III in Allied Health Assistance

### TECHNOLOGY

Certificate II in Building & Construction

Certificate II in Furnishing

Certificate II in Hospitality & Kitchen Operations

Certificate III in Information, Digital Media & Technology

### EXTERNAL STUDIES

Certificate II in Agriculture

*This course is provided at RIST (Rural Industries Skill Training)*

Certificate III in Music

*This course is provided at Emmanuel College, Warrnambool*

South West TAFE VETDSS\* Courses

The Gordon VETDSS Courses

Highlands LLEN VETDSS Courses

Corangamite Trade Training Cluster VET courses



\*VETDSS stands for Vocational Education & Training Delivered to Secondary Students.

### FOR MORE INFORMATION VISIT:

**VET PROGRAM VIDEO LIBRARY:** [www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx](http://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx)

# VET STUDIES

## HEALTH & PE

### ALLIED HEALTH

Certificate III in Allied Health Assistance - Years 1 & 2

#### What will students learn?

This hands-on course provides students with the knowledge and skills required to support allied health professionals in a variety of health care settings. Working in this industry may involve treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

Students in this course will be able to:

- gain a nationally accredited qualification in the health sector
- gain experience in a health profession e.g physiotherapy, occupational therapy, dietetics or speech pathology
- explore options available within the community health and hospital environments
- gain the skills and knowledge required to work as an allied health assistant in a diverse range of health fields

Study focuses on topics such as infection control, assisting with movement and therapy programs, communication, occupational health and safety, medical terminology and working with diverse people.

Year 2 of VET Allied Health Assistance also offers Scored Assessment which contributes to a students ATAR.



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Medicine
- Health care
- Hands-on learning

#### Possible Pathways:

- Therapy assistant
- Physiotherapy assistant
- Occupational therapy assistant
- Podiatry assistant
- Speech pathology assistant
- Allied health assistant



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# VET STUDIES

## TECHNOLOGY



### BUILDING & CONSTRUCTION

Certificate II in Building & Construction - Years 1 & 2

#### What will students learn?

This hands-on course is an introduction to the building and construction industry and provides you with skills and training in carpentry and a range of building trades.

Students will gain experience in:

- workplace safety
- workplace procedures for environmental sustainability
- basic first aid
- levelling
- safe handling and use of power tools
- workplace documents and plans
- building structures
- calculations for the building industry
- quality principles for the building industry
- basic demolition of timber structures



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Project-based learning
- Hands-on learning

#### Possible Pathways:

- Metal trades
- Wood trades



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## TECHNOLOGY



### FURNITURE MAKING

Certificate II in Furnishing - Years 1 & 2

#### What will students learn?

Students will learn to make furniture through 'hands-on' training while studying a course that makes them very employable. Year 2 also offers Scored Assessment which contributes to a students ATAR.

Students will gain experience in:

- Hand and Power tools
- Drawing and calculations
- Static machinery
- Assembly of furniture components
- Selecting and applying hardware
- Finishing surfaces
- Sustainable practices



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Designing and creating
- Hands-on learning

#### Possible Pathways:

- Metal trades
- Wood trades
- Architecture/drawing



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# VET STUDIES

## TECHNOLOGY



### HOSPITALITY

Certificate II in Hospitality & Kitchen Operations - Years 1 & 2

#### What will students learn?

Students will explore a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as; preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes. Year 2 also offers Scored Assessment which contributes to a students ATAR.

Students will gain experience in:

- Workplace safety
- Use food preparation equipment
- Use hygienic practices for food safety
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Maintain the quality of perishable items



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Food preparation
- Nutrition

#### Possible Pathways:

- Baker
- Event manager/consultant
- Chef



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## TECHNOLOGY



### INFORMATION TECHNOLOGY

Certificate III in Information, Digital Media & Technology (partial completion) - Years 1 & 2

#### What will students learn?

This program is to provide students with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry. It provides knowledge and skills in the advanced use of software applications.

Students will gain experience in:

- Operating application software packaging
- Run standard diagnostic tests
- Installing and optimising operating system software
- Providing ICT advice to clients
- Maintaining equipment and software
- Working and communicating effectively in an ICT environment



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Designing/developing applications
- Programming and coding
- Developing digital games

#### Possible Pathways:

- IT administrator/technician
- Coder/programmer
- Web designer

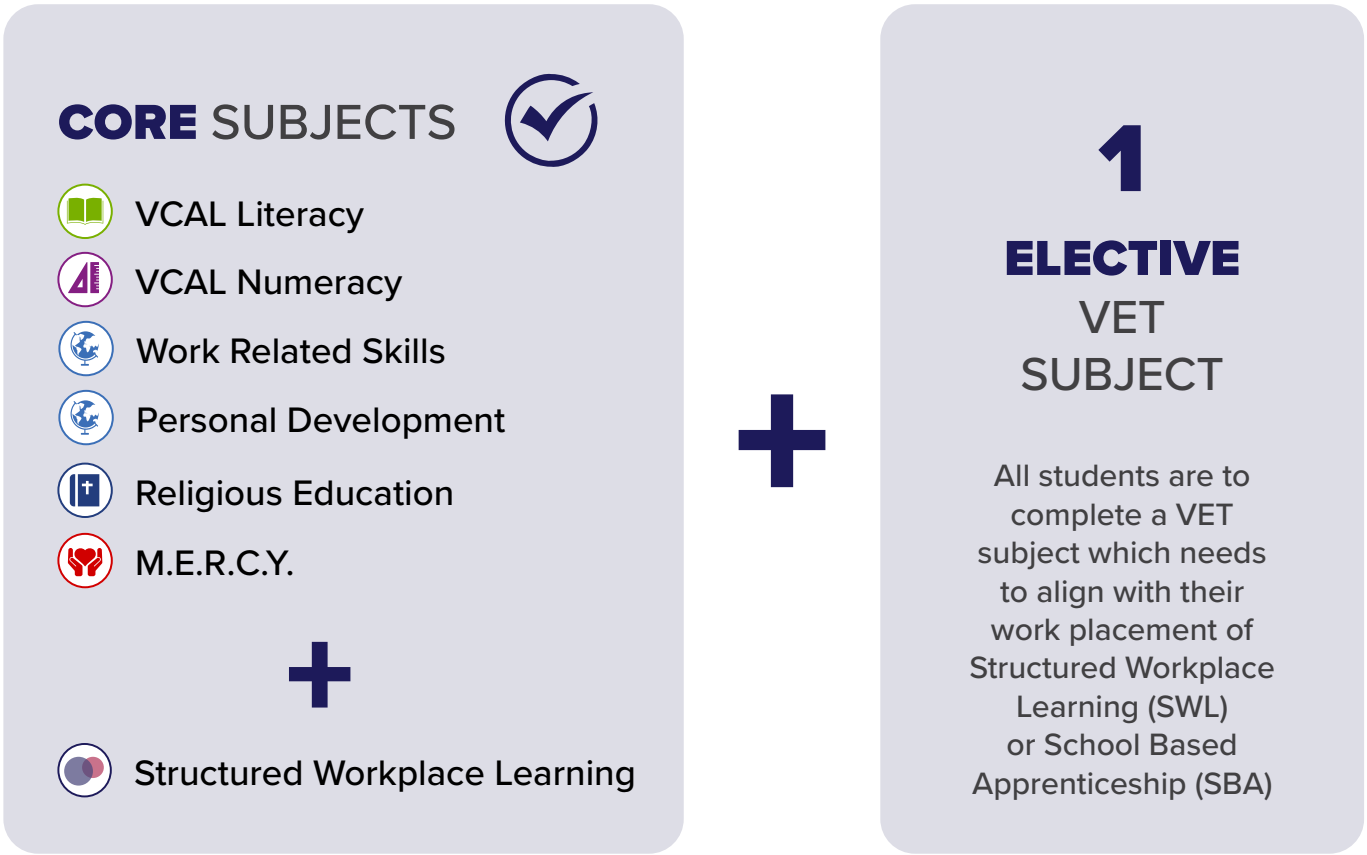
# VCAL STUDIES

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students. It suits those who like to learn in a more practical way and want to find out more about work or TAFE pathways.

VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is a recognised senior secondary qualification.

It is important to note that VCAL is a rigorous program that will challenge all students. It should not be considered as an 'easier' option by students, rather a more hands-on approach and appropriate pathway to their career ambitions upon completing Year 12 at MRC. It will not suit all students and therefore an application and interview process will be used to select students for the VCAL program next year.

## WHAT WILL I STUDY IN VCAL - YEARS 11 & 12?



# VCAL STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

**ENGLISH**

✔ Literacy

**MATHEMATICS**

✔ Numeracy

**HUMANITIES**

✔ Work Related Skills

✔ Personal Development

✔ Compulsory subject for VCAL students.

# VCAL STUDIES

## ENGLISH



### VCAL LITERACY

#### What will students learn?

The focus of literacy is to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include reading and writing for:

- Self-expression
- Practical purposes
- Knowledge
- Public debate



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## MATHEMATICS



### VCAL NUMERACY

#### What will students learn?

The purpose of numeracy is to develop student confidence and skills to perform simple and familiar numeracy tasks, and to be able to make sense of mathematics in their daily personal and work lives.

The mathematics involved includes:

- Numbers and data
- Financial literacy
- Time and location
- Measurement and design
- The use of software tools and device



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# VCAL STUDIES

## HUMANITIES



### VCAL WORK RELATED SKILLS

#### What will students learn?

Students develop the skills, knowledge and attributes that are valued within community and work environments as a preparation for employment. They also focus on the development of career goals.

Students will gain experience in:

- Critical thinking skills that apply to problem solving in work-related contexts
- Planning and work-related organisational skills
- Occupational Health and Safety awareness and understanding



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### VCAL PERSONAL DEVELOPMENT

#### What will students learn?

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement.

Students will learn:

- Family, social, community and environmental responsibilities
- Resilience, self-esteem and efficacy
- Health and wellbeing
- Valuing participation in a democratic society



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# VCE STUDY SUMMARIES


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## VCE STUDY SUMMARIES

The summary tables of VCE studies provide an overview of the study design and assessment tasks across Years 11 and 12. Students are encouraged to familiarise themselves with the VCE Study Summaries to understand the bigger picture.

The VCE Study Summaries will be presented to students and discussed at the Mercy Regional College VCE Expo.

### TIPS ON HOW TO USE VCE STUDY SUMMARIES

1. The order of the VCE Subject Summaries corresponds with the VCE Study Index on page 37.
2. Each VCE Subject Summary page has a hyperlink to the VCE study description and the VCE Study Index. The hyperlink is marked by  symbol.
3. Some VET studies have separate tables for Years 11 & 12. Be sure to check the following page to view study summary of Year 12.

# VCE ENGLISH - UNIT 1-4

	Year 11				Year 12			
	Unit 1		Unit 2		Unit 3		Unit 4	
Areas of Study	AOS 1: Reading and creating texts	AOS 2: Analysing and presenting argument	AOS 1: Reading and comparing texts	AOS 2: Analysing and presenting argument	AOS 1: Reading and creating texts	AOS 2: Analysing arguments	AOS 1: Reading and comparing texts	AOS 2: Presenting argument
What do I learn about? (in a nutshell)	Students explore the complexities of a text, considering how key features such as character, setting, language, theme and symbolism affect meaning.  Students develop creative responses which directly relate to a set text.	Students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument.	Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts.	Students will build their understanding of both analysis and construction of texts that attempt to influence the audience. They will use their understanding of argument and language as the basis for the development of a written response of their points of view.	Students will develop an understanding of the world of a text and the explicit and implied values it expresses. Students look at the ways authors create meaning and build the world of the text and respond to different contexts, audiences and purposes.	Students will analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms. They develop an understanding of the way in which.	Students will explore meaningful connections between 2 texts. They will analyse texts including the interplay between character and setting, voice and structure and how ideas, issues and themes are conveyed. Students explain and analyse the choices made by authors to convey particular perspectives.	Students will build their understanding of both analysis and construction of texts that attempt to influence the audience. They will use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.
Assessment	Produce an analytical interpretation of a selected text.  Produce a creative response to a different selected text.	An analysis and use of persuasive language within a text.  An oral presentation that presents a point of view on a current issue.	Produce a detailed comparison in written form of how 2 selected texts present ideas, issues and themes.	An analysis and use of persuasive language within a text.  A written persuasive text that presents an argument of point of view.	Produce an analytical interpretation of a selected text (30 marks)  Produce a creative response to a different selected text (30 marks)	An analysis and comparison (written) of argument and use of perspective language in 2-3 texts that present a point of view on an issue (40 marks)	Produce a detailed comparison in written form of how 2 selected texts present ideas, issues and themes (60 marks)	A point of view presented orally using sound arguments and persuasive language (30 marks)  A written statement of intention (10 marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 50% of marks for Unit 3&4 English)			



# VCE LITERATURE - UNIT 1-4



	Year 11				Year 12			
	Unit 1: Approaches to Literature		Unit 2: Context and connections		Unit 3: Form and transformation		Unit 4: Interpreting texts	
Areas of Study	AOS 1: Reading practices	AOS 2: Ideas and concerns in texts	AOS 1: The text, the reader and their contexts	AOS 2: Exploring connections between texts	AOS 1: Adaptations and transformations	AOS 2: Creative responses to texts	AOS 1: Literary perspectives	AOS 2: Close Analysis
What do I learn about? (in a nutshell)	Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.	Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.	Students focus on the connection between the text, readers and their social and cultural contexts. Students develop responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts.	Students focus on the ways that texts relate to and influence each other. They also consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.	Students focus on how the form of text contributes to the meaning of the text. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.	Students draw inferences from the original text and speculate about the writer's purpose. In their own adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.	Students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding by delving into critical responses to the text and literary theories.	Students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.
Assessment	A critical response to a set text, delivered orally.	A written interpretation of a text, supported by close textual analysis.	A creative response to a text.  Develop an interpretation of a text informed by different literary perspectives.	An analytical response which compares features of both texts.	Analyse the extent to which meaning changes when a text is adapted to a different form. (50 marks)	Respond creatively to a text and comment on the connections between the text and the response.  (50 marks)	Produce an interpretation of a text using different literary perspectives to inform their view.  (50 marks)	A written interpretation of a text, supported by close textual analysis. (completed twice, on different texts)  (25 marks + 25 marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 50% of marks for Unit 3&4 Literature)			



# VCE ACCOUNTING - UNIT 1-4



	Year 11					Year 12			
	Unit 1: The role of Accounting in business		Unit 2: Accounting and decision-making for a trading business			Unit 3: Financial accounting for a trading business		Unit 4: Recording, reporting, budgeting and decision-making	
Areas of Study	AOS 1: The role of accounting	AOS 2: Recording financial data and reporting accounting information for a service business	AOS 1: Accounting for Inventory	AOS 2: Accounting for and managing accounts receivable and accounts payable	AOS 3: Accounting for and managing non-current assets	AOS 1: Recording and analysing financial data	AOS 2: Preparing and interpreting accounting reports	AOS 1: Extension of recording and reporting	AOS 2: Budgeting and decision-making
What will I learn about (in a nutshell)?	Reasons for establishing and factors that lead to success or failure of business. Develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.	Investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.	Investigate use of both First-In, First-Out (FIFO) and Identified Cost inventory methods to record and report the movement of inventory through the business.	Record and report transactions relating to accounts receivable and payable. Examine strategies for managing credit transactions and use indicators to analyse decisions related to these areas.	Develop an understanding of the accounting processes for non-current assets. Calculate and apply depreciation using the straight line method and undertake recording and reporting of depreciation	Focus on identifying and recording financial data for a business. Use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations.	Look at accounting processes and complete those processes applicable to the reporting period for a trading business. Apply the accrual method of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions	General journal and general ledger by focusing on balance-day adjustments and alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual and ICT.	Prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. Discuss and evaluate the ethical considerations associated with business decision-making and business improvement.
Outcomes (what your teacher is looking for...)	students should be able to describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business	Students should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.	Students should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.	Students should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations	Students should be able to record and report for non-current assets and depreciation	Students should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations	Students should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.	Students should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports	Students should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business
Assessment	A folio of exercises	A folio of exercises  Preparations of Journals	A folio of exercises  Recording in special journals and inventory cards	Recording for credit transactions  Reporting for accounts receivable and payable	A folio of exercises  Reporting for depreciation, NCA valuation  Managing NCA	Structured Questions under test conditions	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.
Exam	Unit 1 Exam		Unit 2 Exam			End of Year Exam (50% of Marks for Unit 3&4 Accounting)			


# VCE ANCIENT HISTORY - UNIT 1-4



	Year 11				Year 12			
	<b>Unit 1: Ancient Mesopotamia</b> In this unit students investigate the emergence of early societies in Ancient Mesopotamia. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history.		<b>Unit 2: Ancient Egypt</b> In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years.		<b>Unit 3: Ancient Greece</b> Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis.		<b>Unit 4: Ancient Rome</b> Students investigate the features and the early development of Rome. Students investigate how the interests and actions of individuals led to the demise of the Republic.	
Areas of Study	AOS1:	AOS2:	AOS1:	AOS2:	AOS1:	AOS2:	AOS1:	AOS2:
What will I learn about? (in a nutshell)	<b>Discovering Civilisations</b> - What is a civilisation? - How did the first cities develop? - How do we know about these civilisations?	<b>Ancient Empires</b> - What were the features of the First Babylonian Dynasty and Assyrian Empire? - What is the significance of the Laws of Hammurabi and what they reveal about the way in which Babylonian society was organised? - What were the social, political and cultural continuities and changes between the First Babylonian Dynasty and the Assyrian Empire?	<b>Egypt: The double crown</b> - How did civilizations develop in Ancient Egypt? - What were the significant features of Ancient Egypt? - What was the significance of the king in Old Kingdom Egypt? - What do primary sources reveal about power and authority, beliefs, values and attitudes in Ancient Egypt?	<b>Middle Kingdom Egypt: Power and propaganda</b> - How did the rulers of the Middle Kingdom use their power? - How did the rulers of the Middle Kingdom present their power as authority? - What challenges did the rulers of the Middle Kingdom face? - To what extent did Ancient Egypt change during the Middle Kingdom?	<b>Living in an Ancient Society</b> - What were the social, political and economic features of an ancient society? - Why were these social, political and economic features significant? - How did society develop and change?	<b>People in power, societies in crisis.</b> - What were the causes of the crisis in ancient society? - How did the consequences of the crisis change ancient societies? - What were the roles, motives and influences of significant individuals in contributing to the crisis? - What are the different historical interpretations of the crisis?	<b>Living in an Ancient Society</b> - What were the social, political and economic features of an ancient society? - Why were these social, political and economic features significant? - How did society develop and change?	<b>People in power, societies in crisis.</b> - What were the causes of the crisis in ancient society? - How did the consequences of the crisis change ancient societies? - What were the roles, motives and influences of significant individuals in contributing to the crisis? - What are the different historical interpretations of the crisis?
Outcomes (what your teacher is looking for...)	<b>Outcome 1:</b> On completion of this unit the student should be able to explain the features of civilisations and the development of civilisation in Mesopotamia	<b>Outcome 2:</b> On completion of this unit the student should be able to explain continuity and change in Ancient Mesopotamia.	<b>Outcome 1:</b> On completion of this unit the student should be able to explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.	<b>Outcome 2:</b> On completion of this unit the student should be able to explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.	<b>Outcome 1:</b> On completion of this unit the student should be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed.	<b>Outcome 2:</b> On completion of this unit the student should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.	<b>Outcome 1:</b> On completion of this unit the student should be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed.	<b>Outcome 2:</b> On completion of this unit the student should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.
Assessment	- a historical inquiry - an essay - evaluation of historical sources - short-answer questions - extended responses		- a historical inquiry - an essay - evaluation of historical sources - short-answer questions - extended responses		Each of the following four assessment tasks must be completed over Units 3 and 4: <b>a historical inquiry; evaluation of historical sources; extended responses; an essay.</b> Teachers may choose to select one or more assessment tasks for each outcome.			
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 50% of marks for Units 3 & 4 subject)			

# VCE AUSTRALIAN HISTORY - UNIT 3-4





Year 12								
Unit 3					Unit 4			
Areas of Study	AOS 1: Foundations				AOS 2: Transformations			
What will I learn about (in a nutshell)?	In Australian History 2022 you will study 2 <b>Historical Investigations</b> , which will be followed through Unit 3 and 4.							
	Investigation 1: From custodian to the Anthropocene (60,000BCE-1901)	Investigation 2: Creating a nation (1834-1913)	Investigation 3: Power and resistance (1788-1913)	Investigation 4: War and upheaval (1909-1950)	Investigation 1: From custodian to the Anthropocene (60,000BCE-1901)	Investigation 2: Creating a nation (1834-1913)	Investigation 3: Power and resistance (1788-1913)	Investigation 4: War and upheaval (1909-1950)
Outcomes (what your teacher is looking for...)	Outcome 1: Analyse the foundations of continuity and change in Australia and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.		Outcome 2: Analyse the change in Australian society and evaluate the extent to which continuity and change occurred.		Outcome 1: Analyse the foundations of continuity and change in Australia and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.		Outcome 2: Analyse the change in Australian society and evaluate the extent to which continuity and change occurred.	
Assessment	Each of the 4 assessments must be completed over Units 3 and 4. - an essay - evaluation of historical sources - an historical enquiry - extended responses				Each of the 4 assessments must be completed over Units 3 and 4. - an essay - evaluation of historical sources - an historical enquiry - extended responses			
Exam	End of year exam (worth 50% of marks for Units 3 & 4 Australian History)							



# VCE BUSINESS MANAGEMENT - UNIT 1-4



	Year 11						Year 12				
	Unit 1 Planning a business.			Unit 2 Establishing a business			Unit 3 Managing a business			Unit 4 Transforming a business	
Areas of Study	AOS 1: The business idea	AOS 2: External environment	AOS 3: Internal Environment	AOS 1: Legal requirements and financial considerations	AOS 2: Marketing a business	AOS 3: Staffing a business	AOS 1: Business foundations	AOS 2: Managing employees	AOS 3: Operations management	AOS 1: Reviewing performance: the need for change	AOS 2: Implementing change
What will I learn about (in a nutshell)?	Investigate how business ideas are created and conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.	Students consider factors from the external environment such as legal, political, social, economic, technological, global factors and effects these may have on the decision made when planning a business.	Explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.	Students look at the legal requirements and financial considerations that are vital to establishing a business.	Identifying the needs of a target market and establishing a brand presence as well as considerations in relation to price, product features and packaging, promotion, place, people. We also consider effective public relations strategies and the benefits and costs these can bring to a business.	Examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. Processes undertaken by a business in relation to recruitment, selection and induction of staff.	Key characteristics of businesses and stakeholders. Examine a range of management styles and skills that may be used when managing a business and apply these to contemporary business case studies.	Motivation and training involved in effectively managing employees during their time at a business to ensure business objectives are achieved. Workplace relations, including the main participants and their roles in the dispute resolution process	Examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.	Understand the need for change. Investigate the ways a business can search for new business opportunities as a source of future business growth and consider forces for change on a business.	Consider the importance of leadership in change management. Consider the principles of Senge's learning organisation and apply the Three Step Change Model (Lewin) in implementing change in a business.
Outcomes (what your teacher is looking for...)	Students should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.	Students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning	Students should be able to describe the internal business environment and analyse how factors from within it may affect business planning.	Students should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures	Students should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.	Students should be able to discuss the staffing needs for the business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.	Students should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.	Students should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees	Students should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations	Students should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.	Students should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.
Assessment	Film Study - 'The Founder' - a study of the development of McDonald's  TEST - structured questions	Case study - Corporate Social Responsibility	Written Report - SWOT analysis	Case Study	Report and visual presentation	Interview & report	Case Study under test conditions	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (50% of Marks for Unit 3&4 Business Management)				


# VCE LEGAL STUDIES - UNIT 1-4



	Year 11						Year 12			
	Unit 1: Guilt and Liability			Unit 2: Sanctions, remedies and rights			Unit 3: Rights and justice		Unit 4: The people and the law	
Areas of Study	AOS 1: Legal Foundations	AOS 2: The presumption of innocence	AOS 3: Civil liability	AOS 1: Sanctions	AOS 2: Remedies	AOS 3: Rights	AOS 1: The Victorian criminal justice system	AOS 2: The Victorian civil justice system	AOS 1: The people and the Australian Constitution	AOS 2: The people, the parliament and the courts
What will I learn about? (in a nutshell)	The role of individuals, laws and the legal system in society: protection of rights, types of laws & their effectiveness, relationship between parliament and the courts, the court hierarchy and principles of justice – fairness, equality and access.	A study of this fundamental principle of law, where an accused is presumed innocent until proven guilty beyond reasonable doubt, including a study of criminal law, types of crimes, and impact on individuals and society.	The key concepts in civil law including liability and breaches, standard of proof, roles of the parties and examples of statute and common law.	How criminal cases are determined, the roles of institutions and the purpose and types of sanctions, as explored through recent case studies. Includes application of the principles of justice - fairness, equality and access.	Methods used to resolve civil disputes, the role of institutions in resolving civil disputes and the types and purposes of a range of remedies, as applied to recent case studies. Includes application of the principles of justice - fairness, equality and access.	The means of protecting human rights through the Australian Constitution, the Victorian Charter of Human Rights and statute and common law. Areas covered include racial and sex discrimination and equal opportunity, comparing with another country.	Key elements of criminal law in Victoria, including the principles of justice - fairness, equality and access, presumption of innocence, rights and roles of the parties, impact on victims of crime, roles of Legal Aid and the Courts, responsibilities of key personnel, purposes and types of sanctions and factors considered in sentencing.	Key elements of civil law in Victoria, including the principles of justice - fairness, equality and access, factors to consider when making a civil claim, a range of alternative methods for resolving civil disputes, roles of the parties and key personnel in a civil trial, judicial powers, types and purposes of a range of remedies, and factors that affect the civil justice system, including costs, time and accessibility.	Roles of the Crown and Parliament (Victorian & Commonwealth) in law-making, the division of Constitutional law-making powers, the significance of particular sections of the Australian Constitution, the role of the High Court of Australia and significance HC cases, the role of one referendum and the impact of international declarations and treaties.	The role of parliament as the supreme law-making body, including the roles and representative nature of the houses of parliament, political pressures and restrictions on parliament's law-making ability. The role of the courts in making, interpreting and applying law – statutes and common law – and factors that affect that ability of courts to make law through precedent, conservatism and activism,
Outcomes (what your teacher is looking for...)	Students should be able to describe the main sources and types of law, and assess the effectiveness of laws	Students should be able to explain the purpose and key elements of criminal law and culpability in a range of scenarios.	Students should be able to explain the purpose and key concepts of civil law and apply legal reasoning to a range of scenarios.	Students should be able to explain the key concepts in deciding a criminal case and apply the principles of justice to a range of criminal cases and sentencing approaches.	Students should be able to explain the key concepts of civil dispute resolution and relate them to the principles of justice,	Students should be able to evaluate ways in which rights are protected in Australia, compare this with another country and discuss the impact on individuals and the legal system.	Students should be able to explain the rights of accused and victims, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.	Students should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.	Students should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.	Students should be able to 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, and analyse how individuals, the media and law reform bodies can influence a change in the law.
Assessment	S/N result based on	S/N result based on	S/N result based on				Structured questions - 50% of Unit 3 SAC marks	Structured questions – 50% of Unit 3 SAC marks	Structured questions - 40% of Unit 3 SAC marks	Structured questions - 60% of Unit 3 SAC marks
Exam	Unit 1 Exam			Unit 2 Exam			End of year exam (worth 50% of marks for Unit3&4 SUBJECT)			

# VCE RELIGION & SOCIETY - UNIT 3-4



	Year 12				
	Unit 3: The search for meaning			Unit 4: Religion, challenge and change	
Areas of Study	AOS 1: Responding to the search for meaning	AOS 2: Expressing meaning	AOS 3: Significant life experience, religious beliefs and faith	AOS 1: Challenge and response	AOS 2: Interaction of religion and society
What will I learn about (in a nutshell)?	The nature and purpose of religion in the human search for meaning. This is a general study of religion. The purpose of religion in societies in which multiple worldviews coexist is explored, this is through a range of beliefs of one or more than one religious tradition or denomination. Beliefs are ideas that answer the big questions of life according to a religious worldview.	This AOS builds on the knowledge of religious beliefs from Area of Study 1. Beliefs are intended to achieve their full meaning when they are expressed through the other aspects of religion. Students study how the meaning of belief is expressed through other aspects of religion.	A focus on the interplay between religious beliefs and significant life experiences of members is studied. The consideration of the relationship between different types of significant life experience and religious beliefs is explored. A detailed study of one particular significant life experience of a member of a religious tradition or denomination is completed.	The consideration of how some aspects of religion are more likely to be involved when taking a stance, such as distinctive beliefs, rituals, religious practices, the interpretation of texts, the application of ethical principles, the nature and role of authority, and the manner of participation within the social structure of a religious tradition or denomination is studied. An overview of four significant challenges for each religious tradition or denomination they have studied in relation to theology, ethics or continued existence, is explored.	Students examine in detail one significant challenge that has engaged the religious tradition or denomination and society. They select a challenge that can be related to a particular time in the past or present of the religious tradition or denomination, or be a challenge that has recurred and is then studied over a period of time. The selected challenge may have occurred in the past but the responses may be ongoing and the resolution may not yet have been achieved in the present day. Responses may involve advocacy and/or reaction by the religious tradition or denomination at various times.
Outcomes (what your teacher is looking for...)	Students should be able to discuss and analyse the nature and purpose of religion and religious beliefs.	Students should be able to examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning.	Students should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.	Students should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.	Students should be able to discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.
Assessment	School-assessed Coursework for Unit 3 contributes 25 per cent.  Three outcomes need to be completed. These could be completed in a number of ways - report, structured questions, case study, essay, extended response or analytical exercises			School-assessed Coursework for Unit 4 contributes 25 per cent.  Two outcomes need to be completed. These could be completed in a number of ways - report, structured questions, case study, essay, extended response or analytical exercises	
Exam	End of Year Exam (50% of marks for Unit 3&4 Religion and Society)				




# VCE MATHEMATICS - FOUNDATION - UNIT 1-2



Year 11				
Unit 1		Unit 2		
Areas of Study	AOS 1: Space, shape and design	AOS 2: Patterns and number	AOS 3: Data	AOS 4: Measurement
What will I learn about (in a nutshell)?	<p>Students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.</p> <p>This area of study includes:</p> <ul style="list-style-type: none"> <li>geometric conventions and properties of shapes and objects</li> <li>interpretation and use of plans, elevations, maps, models and diagrams</li> <li>application and use of similarity and symmetry</li> <li>enlargement and reduction of diagrams and models</li> <li>interpretation and use of location, distance, direction and scale on diagrams, maps and plans</li> <li>application of Pythagoras' theorem in practical situations.</li> </ul>	<p>Students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.</p> <p>This area of study includes:</p> <ul style="list-style-type: none"> <li>application of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems</li> <li>estimation, approximation and reasonableness of results</li> <li>use and interpretation of formulas and algebraic expressions to describe relationships between variables and to model patterns</li> <li>manipulation and solution of expressions and equations to solve problems including predicting a required quantity or finding a break-even point.</li> </ul>	<p>Students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.</p> <p>This area of study includes:</p> <ul style="list-style-type: none"> <li>features, conventions and terminology used when representing information in diagrammatic, graphical and tabular forms</li> <li>collection and representation of data in diagrammatic, tabular and graphical forms</li> <li>interpretation of diagrams, charts, tables and graphs</li> <li>use of measures of central tendency (averages) and spread to summarise and interpret data</li> <li>comparison and interpretation of data sets.</li> </ul>	<p>Students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.</p> <p>This area of study includes:</p> <ul style="list-style-type: none"> <li>application and use of metric units and measures, including derived measures</li> <li>interpretation of scales on digital and analogue instruments</li> <li>solution of personal, societal and workplace problems involving metric measurement with consideration of error, required accuracy and tolerances</li> <li>estimation and approximation strategies</li> <li>interpretation and use of time and duration including time and date specifications, conventions, schedules, timetables and time zones.</li> </ul>
Outcomes (what your teacher is looking for...)	<p>For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.</p> <p><b>Outcome 1</b> - On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.</p> <p><b>Outcome 2</b> - On completion of this unit the student should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.</p> <p><b>Outcome 3</b> - On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.</p>			
Assessment	<p>Demonstration of achievement of Outcomes 1 and 2 should be based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"> <li>investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park</li> <li>assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting</li> <li>tests of mathematical skills developed across application contexts.</li> </ul> <p>Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.</p>			
Further information	<p>Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. Students completing VCAL will undertake Foundation Mathematics as there numeracy strand.</p> <p>In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.</p>			

# VCE GENERAL MATHEMATICS - UNIT 1-2



	Year 11					
	Unit 1			Unit 2		
Areas of Study	AOS 1: Algebra and structure	AOS 2: Arithmetic and number	AOS 3: Discrete mathematics	AOS 4: Geometry, measurement and trigonometry	AOS 5: Graphs of linear and non-linear relations	AOS 6: Statistics
What will I learn about (in a nutshell)?	Students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.	Students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.	Students cover matrices, graphs and networks, number patterns and recursion, and their use to model practical situations and solve a range of related problems.	Students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.	Students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.	Students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.
Outcomes (what your teacher is looking for...)	<p>On completion of Unit 1 the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.</p> <p>On completion of Unit 2 the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.</p> <p>On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.</p> <p>To achieve these outcomes the student will draw on knowledge and skills outlined in the areas of study.</p>					
Assessment:	<b>Outcome 1</b>  Demonstration of achievement of Outcome 1 is based on the student’s performance on a selection of the following assessment tasks: <ul style="list-style-type: none"><li>• assignments</li><li>• tests</li><li>• summary or review notes.</li></ul>		<b>Outcome 2</b>  Demonstration of achievement of Outcome 2 is based on the student’s performance on a selection of the following assessment tasks: <ul style="list-style-type: none"><li>• modelling tasks</li><li>• problem-solving tasks</li><li>• mathematical investigations.</li></ul>		<b>Outcome 3</b>  Demonstration of achievement of Outcome 3 is based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.	
Exams	<b>Exam 1 - Unit 1:</b> 80 minutes in June <b>Exam 2 - Unit 2:</b> 80 minutes in November Both exams contain questions of the following type: Multiple-choice, Short answer, Extended response					

# VCE FURTHER MATHEMATICS - UNIT 3-4



Year 12				
	Unit 3		Unit 4	
Areas of Study	AOS 1: Data Analysis	AOS 2: Recursion and Financial Modelling	AOS 3: Matrices	AOS 4: Networks and Decision Mathematics
What will I learn about (in a nutshell)?	Investigating data distributions and the association between two variables, including investigating and modelling linear associations and transformations of nonlinear associations and the investigation and modelling of time series data.	The use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.	This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.	This module covers definition and representation of different kinds of undirected and directed graphs, eulerian trails, eulerian circuits, bridges, hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.
Outcomes (what your teacher is looking for...)	<p>1) On completion of unit 4 the student should be able to define and explain key concepts and apply related mathematical techniques and models in routine contexts.</p> <p>2) On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.</p> <p>3) On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.</p>			
Assessment SACs (34%)	<p>The Application task is a guided investigation of a given data set with several variables. The task has three components of increasing complexity:</p> <ul style="list-style-type: none"> <li>the construction, description and interpretation of data plots, including smoothed plots where time series data is used</li> <li>the calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used</li> <li>the modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.</li> </ul> <p>The application task is to be of 4–6 hours duration over a period of 1–2 weeks.</p>	Modelling or problem-solving task 1 is to relate to Recursion and financial modelling. This task is to be of 2–3 hours duration over a period of 1 week.	Modelling or problem-solving task 2 is related to the first selected module, Matrices; The modelling or problem-solving tasks are to be of 2–3 hours duration over a period of 1 week.	Modelling or problem solving task 3 is related to the second selected module (Networks); The modelling or problem-solving tasks are to be of 2–3 hours duration over a period of 1 week.
Exams	<b>Exam 1</b> (33%): 90 minutes, multiple-choice questions covering all modules		<b>Exam 2</b> (33%): 90 minutes, short answer and analysis questions on all modules	



# VCE MATHEMATICAL METHODS - UNIT 1-4




	Year 11								Year 12			
	Unit 1				Unit 2				Unit 3 & 4			
Areas of Study	AOS 1: Functions and graphs.	AOS 2: Algebra.	AOS 3: Calculus.	AOS 4: Probability and statistics.	AOS 1: Functions and graphs.	AOS 2: Algebra.	AOS 3: Calculus.	AOS 4: Probability and statistics.	AOS 1: Functions and graphs.	AOS 2: Algebra.	AOS 1: Calculus.	AOS 2: Probability and statistics.
What will I learn about (in a nutshell)?	Students cover the graphical representation of simple algebraic functions. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.	In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.	Students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts.	Students cover the concepts of event, frequency, probability and representation of finite sample spaces and events.	Students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain, co-domain and range, asymptotic behaviour, periodicity and symmetry.	In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane.	Students cover first principles approach to differentiation, differentiation and antidifferentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.	Students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.	Students cover transformations of graphs and the behaviour of functions of a single variable including key features of their graphs such as axis intercepts, stationary points, domain and range, asymptotic behaviour and symmetry. The functions and their graphs are linked to applications in practical situations.	Students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also cover recognition of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches.	Study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.	Students study discrete and continuous random variables using tables, probability functions, the calculation and interpretation of central measures and measures of spread. Also, understanding a random variable, its properties, application and interpretation in context for a probability distribution.
Outcomes (what your teacher is looking for...)	Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics. use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.								Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines.  Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.  Select and use numerical, graphical, symbolic functionalities of technology to develop mathematical ideas, produce results and carry out analysis.			
Assessment	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.				S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.				SACs consist of one Application task and two Problem solving tasks to determine their score for the internal component of their study score.			
Exam	Unit 1 Exam				Unit 2 Exam				Unit 3 / 4 Exams (1 * 22% and 1 * 44%)			

# VCE SPECIALIST MATHEMATICS - UNIT 1-4



Year 11						
Unit 1 & 2						
Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.						
Areas of Study	AOS 1: Algebra and structure.	AOS 2: Arithmetic and Number.	AOS 3: Discrete mathematics.	AOS 4: Geometry, measurement and trigonometry.	AOS 5: Graphs of linear and non-linear relations.	AOS 6: Statistics.
What will I learn about (in a nutshell)?	<b>Logic and algebra.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• proposition, truth value, tautology, set and set operations</li> <li>• validity, argument and proof</li> <li>• boolean operators, and axioms of boolean algebra</li> <li>• gates and circuit diagrams.</li> </ul> <b>Transformations.</b> <b>Trigonometry and matrices.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• coordinate and matrix representation of points and transformations</li> <li>• dilation, rotations and reflections and invariance properties</li> <li>• the inverse transformations and composition of transformations</li> <li>• trigonometric identities.</li> </ul>	<b>Principles of counting.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• one-to-one correspondence of sets</li> <li>• the pigeon-hole principle</li> <li>• techniques of counting</li> <li>• identities involving Pascal's triangle.</li> </ul> <b>Number systems and recursion.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• the representation of natural, integer, rational and irrational real</li> <li>• identity, inverse, conjugate and limit</li> <li>• operations on number, order properties, and algorithms for computation</li> <li>• the representation of complex numbers and the conventions for arithmetic of complex numbers in cartesian form.</li> </ul>	<b>Graph theory.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• the representation of natural, integer, rational and irrational real numbers in various structures and contexts including arithmetic and geometric sequences and series</li> <li>• identity, inverse, conjugate and limit</li> <li>• operations on number, order properties, and algorithms for computation in a variety of contexts</li> <li>• the representation of complex numbers and the conventions for arithmetic of complex numbers in cartesian form.</li> </ul>	<b>Geometry in the plane and proof.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• standard geometric conventions and notation for points, lines and angles</li> <li>• the definitions and properties of common polygons, circle</li> <li>• notions of congruence and similarity</li> <li>• geometric theorems involving lines, polygons and circles</li> </ul> <b>Vectors in the plane.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• the standard notation and representations for vectors in the plane</li> <li>• the definition of arithmetical operations for</li> <li>• the geometric and coordinate definition of the scalar product of two vectors</li> <li>• geometrical representation of vectors.</li> </ul>	<b>Kinematics.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• position, time, average and instantaneous speed, velocity and acceleration, displacement and distance travelled</li> <li>• formulas for rectilinear motion involving constant acceleration</li> <li>• central difference, step functions, numerical approximation and limiting value.</li> </ul> <b>Non-linear relations and functions.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• the definition of relation and function, independent and dependent variables, domain, co-domain and range, graphs</li> <li>• reciprocal functions and their properties</li> <li>• distance formula and locus definitions of curves in the plane</li> <li>• cartesian, polar and parametric coordinate systems and graphs</li> </ul>	<b>Simulation, sampling and sampling distributions.</b> Students cover the concepts of: <ul style="list-style-type: none"> <li>• methods of simulation</li> <li>• sampling distributions and how to describe the distribution through central tendency and spread</li> <li>• the effect of taking larger samples from a fixed population.</li> </ul>
Outcomes (what your teacher is looking for...)	Students should be able to define and explain key concepts in relation to the topics from the selected area of study, and apply a range of related mathematical routines and procedures.  Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.  Students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.					
Assessment	S/N result based on classwork, chapter questions, topic assignments and topic tests.					
Exam	Unit 1 Exam			Unit 2 Exam		

# VCE BIOLOGY - UNIT 1-4

	Year 11						Year 12				
	Unit 1 How do organisms regulate their functions?			Unit 2 How does inheritance impact diversity?			Unit 3 How do cells maintain life?		Unit 4 How does life change and respond to challenges?		
Areas of Study	AOS 1: How do cells function?	AOS 2: How do plant and animal systems function?	AOS 3: How do scientific investigations develop understanding of how organisms regulate their functions?	AOS 1: How is inheritance explained?	AOS 2: How do inherited adaptations impact diversity?	AOS 3: How do humans use science to explore and communicate contemporary bioethical issues?	AOS 1: What is the role of nucleic acids and proteins in maintaining life?	AOS 2: How are biochemical pathways regulated?	AOS 1: How do organisms respond to pathogens?	AOS 2: How are species related over time?	AOS 3: How is scientific inquiry used to investigate cellular processes and/or biological change?
What will I learn about (in a nutshell)?	Structure and functioning of <b>cells</b> : including <b>organelles</b> ; how materials move into and the need for cells to multiply for growth/repair/ replacement; the <b>cell cycle</b> , <b>mitosis</b> and <b>stem cells</b>	<b>Specialisation</b> and <b>organisation</b> of plant and animal cells into tissues & organs. <b>Regulation of systems</b> ; water balance, body temperature and blood sugar. <b>Malfunctions in homeostasis</b> .	<b>How to design, conduct and report on a practical investigation</b> related to Areas of study 1 and/or 2	Production of gametes in sexual reproduction ( <b>meiosis</b> ); nature of chromosomes, interpret <b>patterns of inheritance</b> and predict outcomes of <b>genetic crosses</b> .	Advantages and disadvantages of <b>asexual</b> and <b>sexual</b> reproduction and applications of <b>reproductive cloning technologies</b> . Explore the biological importance of genetic diversity and adaptations that enable species to survive.	Explore a contemporary <b>bioethical issue</b> relating to the application of <b>genetic knowledge, reproductive science, inheritance</b> or <b>adaptations</b> and interdependencies beneficial for survival.	Relationship between nucleic acids and proteins; examine the <b>biological consequences</b> of manipulating the DNA molecule and applying <b>biotechnologies</b> .	Examine how <b>biochemical pathways</b> involve many steps that are controlled by <b>enzymes</b> . Investigate factors that affect the rate of cellular reactions and explore applications of biotechnology.	Immune response to pathogens; antigens and how they elicit an <b>immune response</b> , the nature of <b>immunity</b> and the role of <b>vaccinations</b> in providing immunity. How <b>immunotherapies</b> can be applied to the treatment of other diseases.	Changes to <b>genetic material</b> over time; consequences of changes in allele frequencies; how isolation and divergence are required for speciation. Evidence for major trends in hominin evolution.	<b>Student-designed scientific investigation</b> . The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges
Outcomes (what your teacher is looking for...)	Students should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.	Students should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.	Students should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.	Students should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.	Students should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.	Students should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.	Students should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.	Students should be able to analyse the structure and regulation of biochemical pathways and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.	Students should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.	Students should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.	Students design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges. Present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.
Assessment	S/N result based on practical reports, assignments, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, classwork, semester 1 exam etc.	A report of a student-designed scientific investigation using a selected format such as a scientific poster, a practical report etc.	S/N result based on practical reports, assignments, classwork, semester 2 exam etc.	S/N result based on practical reports, assignment, classwork, semester 2 exam etc.	An investigation into a bioethical issue relating to genetics or reproductive science.	A task (teacher’s choice of format) Tools and techniques in DNA manipulation. (50% of Unit 3 SAC marks)	A task (teacher’s choice of format) Regulation of biochemical pathways. (50% of Unit 3 SAC marks)	A task (teacher’s choice of format) The immune response and immunity. (33% of Unit 4 SAC marks)	A task (teacher’s choice of format) Genetic changes in species over time. (33% of Unit 4 SAC marks)	Poster from prac investigation (see above) (33% of Unit 4 SAC marks)
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (50% of marks for Unit 3&4 Biology)				



# VCE CHEMISTRY - UNIT 1-4



	Year 11						Year 12				
	Unit 1: How can the diversity of materials be explained?			Unit 2: What makes water such a unique molecule?			Unit 3: How can chemical processes be designed to optimise efficiency?		Unit 4: How are organic compounds categorised, analysed and used?		
Areas of Study	AOS 1: How can knowledge of elements explain the properties of matter?	AOS 2: How can the versatility of non-metals be explained?	AOS 3: Research Investigation	AOS 1: How do substances interact with water?	AOS 2: How are substances in water measured and analysed?	AOS 3: Practical Investigation	AOS 1: What are the options for energy production?	AOS 2: How can the yield of a chemical product be optimised?	AOS 1: How can the diversity of carbon compounds be explained and categorised?	AOS 2: What is the chemistry of food?	AOS 3: Practical Investigation
What will I learn about? (in a nutshell)	Elements and the periodic table; metals and ionic compounds and their properties; and the mole concept.	Structures and properties of nonmetals and organic molecules; and calculations involving the mole, mass and formulas.	One topic related to a selected material or chemical.	Structure, properties and reactions of water; acids and bases; and pH calculations.	Water analysis including instruments, techniques and water quality; solubility and concentration; and stoichiometric calculations.	How to design, report and conduct a practical investigation related to one aspect of water quality (AOS1 and/or AOS2).	Analyse and compare fossil fuels, biofuels, galvanic cells and fuel cells as energy resources; energy calculations of combustion reactions; and the electrochemical series.	Rate of reaction, collision theory and thermochemical equations; equilibrium, Le Chatelier's Principle and yield of reactions; and electrolytic cells, rechargeable cells and Faraday's Laws.	Carbon compounds including structural features, isomers and how they are represented; properties of organic compounds and reaction pathways; and identification of compounds based on spectroscopic techniques.	Organic compounds in food that provide us with energy and how they are broken down chemically by the body; as well as cellular respiration and calorimetry.	How to design, report and conduct and practical investigation related to energy and/or food ((AOS1 and/or AOS2 as determined by teacher).
Outcomes (what your teacher is looking for...)	Students should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.	Students should be able to investigate and explain the properties of carbon lattices and molecular substances, name organic compounds, and explain how polymers can be designed for a purpose.	Students should be able to investigate and communicate a substantiated response to a question related to a selected material or chemical.	Students should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.	Students should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.	Students should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.	Students should be able to compare fuels quantitatively, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources.	Students should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.	Students should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.	Students should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of food including the role of enzymes, and calculate the energy content of food using calorimetry.	Students should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
Assessment	S/N result based on any or all of the following - chapter questions, classwork, practical reports, topic assessments, semester 1 exam.	S/N result based on any or all of the following - chapter questions, classwork, practical reports, topic assessments, semester 1 exam.	Report of an issue related to a selected material or chemical. Substantial response required.	S/N result based on any or all of the following - chapter questions, classwork, practical reports, topic assessments, semester 2 exam.	S/N result based on any or all of the following - chapter questions, classwork, practical reports, topic assessments, semester 2 exam.	Digital poster and logbook related to practical investigation.	One task selected by the teacher - response to stimulus material, report on lab investigation, comparison of cells or reflective learning journal (50% of Unit 3 SAC marks).	At least one task selected by the teacher - report of 2 pracs or investigation, research task, data analysis, media response, graphic organiser of chemical process, analysis of electrolytic cell or response to structured questions (50% of Unit 3 SAC marks).	At least one task selected by the teacher - report of 2 pracs or investigation, data analysis, media response, response to structured questions or reflective learning journal (33% of Unit 4 SAC marks).	One task selected by the teacher - response to stimulus material, report on lab investigation, comparison of food molecules or reflective learning journal (33% of Unit 4 SAC marks).	
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (60% of the marks for Unit 3&4)				

# VCE PHYSICS - UNIT 1-4



	Year 11						Year 12					
	Unit 1: What ideas explain the physical world?			Unit 2: What do experiments reveal about the physical world?			Unit 3: How do fields explain motion and electricity?			Unit 4: How can two contradictory models explain both light and matter?		
Areas of Study	AOS 1: How can thermal effects be explained?	AOS 2: How do electric circuits work?	AOS 3: What is matter and how is it formed	AOS 1: How can motion be described and explained?	AOS 2: Is there life beyond Earth's Solar System?	AOS 3: Practical investigation	AOS 1: How do things move without contact?	AOS 2: How are fields used to move electrical energy?	AOS 3: How fast can things go?	AOS 1: How can waves explain the behaviour of light?	AOS 2: How are light and matter similar?	AOS 3: Practical Investigation
What will I learn about? (in a nutshell)	Investigate <b>thermodynamic principles</b> and examine environmental impacts of <b>Earth's thermal systems</b> due to human activities.	Analyse <b>electrical phenomena</b> and undertake practical investigations of <b>circuit components</b> .	Explore the nature of <b>matter</b> ; consider the origins of <b>atoms, time</b> and <b>space</b> and how <b>energy</b> is derived from the nucleus.	Observe <b>motion</b> and explore the effects of balanced and unbalanced <b>forces</b> . Analyse motion using concepts of <b>energy</b> .	The likelihood of <b>life beyond the Solar System</b> , methods used to find suitable <b>habitable planets</b> and how the search is conducted.	<b>How to design, conduct and report on a practical investigation</b> related to Areas of study 1 and/or 2	<b>Gravitational, magnetic and electric</b> fields and interactions. The effects of fields and application of field concepts.	Explain how <b>electricity</b> is produced and delivered to homes using <b>models of electric, magnetic and electromagnetic</b> effects.	<b>Newton's Laws of motion</b> to analyse relative, circular and projectile motion. Compare Newton's and Einstein's explanation of motion.	<b>Wave theory</b> ; describe transfer of energy; explaining <b>reflection, refraction, interference</b> and <b>polarisation</b> .	<b>Light and matter</b> ; similarities in wave-like and particle-like properties.	<b>How to design, conduct and report on an experiment/practical investigation</b> related to theory covered in Unit 3 and/or 4.
Outcomes (what your teacher is looking for...)	Students should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.	Students should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.	Students should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.	Students should be able to investigate, analyse and mathematically model the motion of particles and bodies.	Students should be able to apply concepts of light and atomic physics to describe and analyse the search for life beyond Earth's Solar System.	Students should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.	Students should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.	Students should be able to analyse and evaluate an electricity generation and distribution system.	Students use Newton's laws of motion to analyse relative, circular and projectile motion. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.	Students should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.	Students should be able to provide evidence for the nature of light and matter and analyse the data from experiments that supports this evidence.	Students should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.
Assessment	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.		S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	.	A task (teacher's choice of format) where students analyse different fields to explain the operation of motors and particle accelerators (33% of unit 3 SAC marks)	Analysis and evaluation of stimulus material related to an electrical generation and supply system (33% of unit 3 SAC marks)	A task (teacher's choice of format) where students investigate motion and related energy transformations (33% of Unit 3 SAC marks)	A task (teacher's choice of format) where students apply wave concepts to explain behaviour of light (32% of Unit 4 SAC marks)	Response to stimulus material related to the nature of light and matter (32% of Unit 4 SAC marks)	Poster from prac investigation (see above) (36% of Unit 4 SAC marks)
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (60% of marks for Unit 3&4 Physics)					

# VCE PSYCHOLOGY - UNIT 1-4



	Year 11						Year 12			
	Unit 1: How are behaviour and mental processes shaped?			Unit 2: How do external factors influence behaviour and mental processes?			Unit 3: How does experience affect behaviour and mental processes?		Unit 4: How is Wellbeing developed and maintained?	
Areas of Study	AOS 1: How does the brain function?	AOS 2: What influences psychological development?	AOS 3: Student-directed research investigation	AOS 1: What influences a person's perception of the world?	AOS 2: How are people influenced to behave in particular ways?	AOS 3: Student-directed practical investigation	AOS 1: How does the nervous system enable psychological functioning?	AOS 2: How do people learn and remember?	AOS 1: How do levels of consciousness affect mental processes and behaviour?	AOS 2: What influences mental wellbeing?
What will I learn about? (in a nutshell)	Students explore changes to our understanding of the brain structure and function over time. As well as analysing the roles of specific brain areas and what happens when areas of the brain are damaged.	Students explore the complex interactions between the biological, psychological and social factors of psychological development. They explore the nature of hereditary and environmental factors on typical/atypical development.	Students analyse the scientific evidence that underpins the research in response to a question of interest (from unit 1)	Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted.	Students explore the interplay between biological, psychological and social factors that shape the behaviour of individuals and groups. Including attitudes, prejudice, discrimination helping behaviour and bullying.	Students develop a question, plan a course of action to answer the question, undertake an investigation to collect data, organise and interpret data and reach a conclusion in response to the question.	The nervous system functioning and how it responds to the world around us. Stress and how it affects a person's functioning	Mechanisms of memory and Learning that lead to the acquisition of knowledge. Consider the fallibility of memory.	Consciousness as a psychological construct. Normal Waking consciousness vs Altered States of Consciousness. Investigate sleep and sleep disturbances.	Investigate Mental Health and Mental disorder. The development of a Specific phobia and how we can maintain our mental health.
Outcomes (what your teacher is looking for...)	Students should be able to identify and describe how the understanding of the brain has changed overtime, explain how different brain areas coordinate different functions, and explain how brain plasticity and brain damage can change functioning.	Students should be able to identify the varying influences of nature and nurture on a person's psychological development and explain factors that may lead to typical/atypical development.	Students should be able to communicate the findings of their research and explain psychological concepts, outline contemporary research and present conclusions based on evidence.	Students should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to perceptual distortions	Students should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.	Students should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.	Be able to explain the function and structure of the Nervous system including the way stress affects the nervous system.	Explain the biological and psychological explanations for how new information is learnt and remembered.	Explain consciousness as a continuum, compare theories about the purpose and nature of sleep.	Explain the concepts of mental health and mental illness. Explain the development and management of specific phobia, and explain the strategies that contribute to mental wellbeing.
Assessment	Structured short answer questions	Folio of activities	Scientific research report	Visual presentation - poster	Test	Scientific research poster	Visual Presentation Structured test	Folio Annotation. Media Analysis.	Test	Test
Exam	Unit 1 Exam			Unit 2 Exam			End of year exam (worth 60% of marks for Unit3&4 SUBJECT)			



# VCE HEALTH & HUMAN DEVELOPMENT - UNIT 1-4



	Year 11					Year 12			
	Unit 1: Understanding health and wellbeing			Unit 2: Managing health and development		Unit 3: Australia's health in a globalised world	Unit 4: Health and human development in a global context		
Areas of Study	AOS 1: Health perspectives and influences	AOS 2: Health and nutrition	AOS 3: Youth health and wellbeing	AOS 1: Developmental transitions	AOS 2: Healthcare in Australia	AOS 1: Understanding health and wellbeing	AOS 2: Promoting health and wellbeing	AOS 1: Health and wellbeing in a global context	AOS 2: Health and Sustainable Development Goals
What do we learn about (in a nutshell)?	Dimensions of health and wellbeing, different measures of health status and reasons for variation and inequalities in health. Influence of age, culture, religion, gender and socioeconomic status has on the health of youth.	Investigate the roles and sources of major nutrients and use the food selection models to promote healthy eating. Consequences to health and wellbeing of dietary imbalance in youth.	Identify major health inequalities among Australia's youth and reflect on the causes. Find out what young people are most focused on and concerned about with regard to health and wellbeing. How governments and organisations develop and implement youth health programs. How youth health and wellbeing can be promoted and improved.	The developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors. Perceptions of youth and an adult and investigate the expected physical and social changes. Transition from youth to adulthood and later health status. Parenthood as a potential transition in life.	The health system in Australia. Equity of access to health services, rights and responsibilities. Research health services in local communities. Issues associated with the use of new and emerging health procedures and technologies such as artificial intelligence, robotics, three-dimensional printing of body parts and use of stem cells.	Explore the dimensions of health and wellbeing including prerequisites for health. Interpret data on Australia's health status, focusing on variations within population groups and reasons for these variations. Groups include Indigenous, rural and remote, low SES, males & females	Study improvements in Australia's health over time. Describe public health approaches in improving Australia's health. Evaluate health promotion strategies; QUIT and Indigenous health strategies	Explore similarities and differences in health between developing and developed countries. Study factors that contribute to health status and wellbeing in different countries. Such as poverty, discrimination, safe water & sanitation	Describe key features of the UN's SDGs and how they can improve health and wellbeing globally. Focus on the work of the World Health Organisation. Describe different types of aid and evaluate programs which promote health and wellbeing and human development.
Outcomes (what your teacher is looking for...)	Students should be able to explain the dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.	Students should be able to apply nutrition knowledge and tools to the selection of food and evaluate nutritional information.	Students should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.	Students should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan. Explain health and wellbeing as an intergenerational concept.	Students should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.	Students should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status	Students should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health-promotion strategies	Students should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing	Students should be able to analyse relationships between the Sustainable Development Goals and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs
Assessment	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 2 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 2 exam etc.)	Two tasks (2 *25 marks) which contributes 25% of Unit 3 SAC marks	One task (50 marks) which contributes 25% of Unit 3 SAC marks	Two tasks (2 *25 marks) which contributes 25% of Unit 4 SAC marks	One task (50 marks) which contributes 25% of Unit 4 SAC marks
Exam	Unit 1 Exam			Unit 2 Exam		End of Year Exam (50% of marks for Unit 3&4 HHD)			

# VCE OUTDOOR & ENVIRONMENTAL STUDIES - UNIT 1-4



	Year 11				Year 12			
	Unit 1: Exploring outdoor experiences		Unit 2: Discovering outdoor environments		Unit 3: Relationships with outdoor environments		Unit 4: Sustainable outdoor relationships	
Areas of Study	AOS 1: Motivations for outdoor experiences	AOS 2: Influences on outdoor experiences	AOS 1: Investigating outdoor environments	AOS 2: Impacts on outdoor environments	AOS 1: Historical relationships with outdoor environments	AOS 2: Relationships with Australian environments since 1990	AOS 1: Healthy outdoor environments	AOS 2: Sustainable outdoor environments
What will I learn about (in a nutshell)?	Motivations for seeking outdoor experiences. Knowing, experiencing & responding to outdoor environments and safe participation in the outdoors.	Influence of media portrayals, codes of conduct and planning interactions with the outdoor environments. Technologies and risks in the outdoors	Characteristics of outdoor environments, recreational users understandings and scientific understandings of Outdoor Environments. Artistic, indigenous Australian and historical understanding of specific outdoor environments.	The impacts of conservation, commercial and recreational activities on outdoor environments. Community based environmental action to promote positive impacts on humans on outdoor environments. The direct & indirect impact of technologies, urbanisation and changing lifestyles on the outdoor environment .	How Australians have understood and interacted with the unique Australian environment over time. How environmental and political movements have changed relationships with outdoor environments.	Relationships between humans and outdoor environments since 1990 and the ways they are depicted in different media. Relationships between humans and their environment including the social, cultural, economic and political factors that influence these relationships.	The contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. The concept of sustainability and observations to evaluate the health of outdoor environments. Current and potential damage to outdoor environments and the subsequent impacts.	The sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Examples of conflicts over the use of outdoor environments and methods to resolve these conflicts.
Outcomes (what your teacher is looking for...)	Students should be able to plan for & reflect on a range of practical outdoor experiences. Define & describe relevant terms and analyse motivations and ways people know, experience and respond to outdoor environments. Demonstrate practical skills for safe participation.	Students should be able to plan for & reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected during these experiences. Describe & analyse specific examples of codes of conduct. Explain the effects of technologies and describe risk & explain factors that affect access to outdoors.	Students should be able to describe, compare and contrast different characteristics of different outdoor environments. Analyse a range of understandings of the use of and relationship to outdoor environments and plan for and reflect upon a range of practical sustainable outdoor experiences and collect relevant information.	Students should be able to plan for and reflect upon a range of practical sustainable outdoor experiences Identify and evaluate the impacts of different types of activities on outdoors environments. Identify and apply practices for promoting positive impacts on outdoor environments. Analyse direct, indirect, urbanisation and changing lifestyles in outdoor environments.	Students should be able to explain the characteristics of the Australian environment before humans. Describe the relationships by specific Indigenous communities. Describe and analyse the changing relationships with Australian outdoor environments since European settlement. Evaluate environmental and political movements. Plan for and reflect upon a range of practical sustainable outdoor experiences.	Students plan for and reflect upon a range of practical sustainable outdoor experiences. Compare different societal relationships with outdoor environments. Analyse and evaluate factors influencing relationships with environments. Analyse environmental politics in Australia.	Plan for and reflect upon a range of practical sustainable outdoor experiences. Analyse definitions of sustainability and sustainable development Evaluate the health of outdoor environments and the contemporary state of Australian outdoor environments. Identify and predict the potential impact of significant threats on society and on outdoor environments.	Plan for and reflect upon a range of practical sustainable outdoor experiences. Explain conflicts and methods used to influence decisions as well as specific actions and management strategies to sustain healthy environments. Evaluate processes relating to conflicting interests over the use of outdoor environments
Assessment	Journal	<ul style="list-style-type: none"> <li>Brochure- Codes of Conduct</li> <li>Structured questions- Planning a trip</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor Environment poster</li> <li>Natural systems task</li> <li>Food webs poster</li> </ul>	Multi-media presentation (oral presentation).	At least one task from the following: case study, multimedia presentation/ podcast or a written report. (40 marks) & Journal (10 marks)	At least one task from the following: data analysis or structured questions (40 marks) and Journal (10 marks)	At least one task from the following: data analysis, structured questions or written report. (40 marks) and Journal (10 marks)	At least one task from the following: case study or structured questions and Journal (10 marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (50% of the marks for Unit 3&4 OE)			

# VCE PHYSICAL EDUCATION - UNIT 1-4



	Year 11				Year 12			
	Unit 1: The Human Body in motion		Unit 2: Physical activity, sport and society		Unit 3: Movement skills and energy for physical activity		Unit 4: Training to improve performance	
Areas of Study	AOS 1: How does the musculoskeletal system work to produce movement?	AOS 2: How does the cardiorespiratory system function at rest and during physical activity?	AOS 1: What are the relationships between physical activity, sport, health and society?	AOS 2: What are the contemporary issues associated with physical activity and sport?	AOS 1: How are movement skills improved?	AOS 2: How does the body produce energy?	AOS 1: What are the foundations of an effective training program?	AOS 2: How is training implemented effectively to improve fitness?
What do we learn about (in a nutshell)?	Anatomical movements Bones and joints Muscle anatomy Preventing musculoskeletal injuries legal and illegal methods that enhance the musculoskeletal system	The Cardiovascular system and respiratory system structure and function. Factors affecting the systems. Legal and illegal methods that enhance the cardiorespiratory system.	Physical activity concepts. All health related benefits and risks of inactivity. Sociocultural influences. Social-ecological model. Promotion of PA and reducing sedentary behaviour.	The role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies .Individual, social, policy and environmental influences on participation in physical activity and/or sport in reference to the selected issue	Classification of movement skills including fundamental movement skills.Direct and constraints based coaching, stages of learning and practice strategies and feedback.  Biomechanical principles for analysis of human movement; including kinetic concepts of human movement, and kinematic concepts of human movement.	Characteristics of the three energy systems; ATP-PC, anaerobic glycolysis and aerobic glycolysis. Interplay of the energy systems. Oxygen uptake at rest, during exercise and in recovery. Acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.	Activity analysis. Fitness components; aerobic power, agility, anaerobic capacity, balance, body composition, coordination, flexibility, muscular endurance, power and strength, reaction time and speed. Fitness testing, appropriate fitness testing regime and suitable tests for fitness components.	Implementation and evaluation of training principles and methods from a practical and theoretical perspective. Psychological strategies used to enhance performance and aid recovery. Chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training.
Outcomes (what your teacher is looking for...)	Being able to apply the correct anatomical terminology to the musculoskeletal system.Describe and implement the correct application of techniques and physiological strategies in a variety of sporting activities .	Label the structure and explain the function of the cardiovascular system, including the structure and function of the heart and blood vessels and blood flow around the body at rest and during exercise. Discuss Actual and perceived benefits and potential harms of illegal drugs in sport.	Participate in and reflect on a variety of different forms of physical activity, including a variety of culturally diverse physical activities. Collect, analyse and interpret primary and secondary data related to trends in participation . Apply the SEM model.	Students should be able to analyse the historical, current and future implications of an identified issue. Draw informed conclusions and report in a suitable format on the socio-cultural and environmental influences that impact participation on PA and/or sport based on research findings.	Students should be able to collect and analyse information, and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.	Students should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.	Students should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.	Students should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.
Assessment	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	Two tasks: Tests ( SAC 1 -20% of unit 3 SAC marks) Test SAC -. (25% of Unit 3 SAC marks) (SAC 2 -30% of unit 3 SAC marks)	Two tasks -Lab Report - (25% of Unit 3 SAC marks) Test SAC -. (25% of Unit 3 SAC marks)	One task -Written Report - (30% of Unit 4 SAC marks)	Three tasks -Reflective Folio -. (25% of Unit 4 SAC marks) Written report - (25% of Unit 4 SAC marks) Test SAC - (20% of Unit 4 SAC marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (50% of the marks for Unit 3&4 Physical Education)			



# VCE AGRICULTURAL & HORTICULTURAL STUDIES - UNIT 1-4



	Year 11				Year 12					
	Unit 1: Agricultural and horticultural operations		Unit 2: Production		Unit 3: Technology, innovation and business practices			Unit 4: Sustainable management		
Areas of Study	AOS 1: Influences on agricultural and horticultural systems	AOS 2: Agricultural and horticultural operations	AOS 1: Biological and environ. factors	AOS 2: Production systems and processes	AOS 1: Current management techniques	AOS 2: New or emerging technology	AOS 3: Business design	AOS 1: Sustainability in agriculture and horticulture	AOS 2: Resource management and maintenance	AOS 3: Business plan and implementation and evaluation
What will I learn about? (in a nutshell)	Animal and plant structure and function. Animal and plant growth and nutrition. Physical resources and their impact on systems.	The components of small business including planning, potential budgets, operation and evaluation	Anatomy and physiology of reproductive systems in plants and animals. The role of hormones. Assisted reproductive strategies and pest and diseases and their impacts	Sustainable production and marketing processes and how is value added influenced by and have an impact on the environment	Investigate techniques used by business operators to modify specific aspects of the growing environment. Integrated management practices.	Focus on new or emerging technologies and explore the drivers for the adoption of new and emerging technologies	Design a small business project including production, marketing, financial planning. They explore OHS, quality standards and cash flow, and outputs	Focus on environmental sustainability and how they relate to productivity. Identify, rectify and prevent environmental degradation.	Consider sustainable resource management practices. Learn about property management plans. Explore resources that assist sustainable operations	Continue to operate the small business project they commenced in Unit 3
Outcomes (what your teacher is looking for...)	Describe a range of biological, physical and human resources and their influence on systems in the local area	Plan, implement and evaluate management and production activities to operate a small business	Describe the nutritive and reproductive processes of plants and animals, and their application	Plan, implement, monitor and evaluate production processes and marketing and demonstrate how value can be added and how to manage risks	Analyse and evaluate a range of techniques used in business. Explain the reasons and selection and application of technology.	Describe and analyse a range of new technologies and evaluate sustainability of the innovation on business	Design, implement and report on a small commercial business that involves the management and care of living plants or animals	Explain and evaluate sustainable resource management practices and analyse responses to climate change	Analyse management techniques that promote the economic, social and environmental sustainability of agricultural, horticultural businesses	Monitor the progress of and compete the operation of their small business project, evaluating the business plan and the adherence to sustainability concepts
Assessment	Model & reports	Enterprise report	Genetics assignment Scientific report	Enterprise maintenance report	A task (teacher's format of choice) contributes 30 marks	A task (teacher's format of choice) contributes 20 marks	Extended coursework task Part 1 contributes 50 marks	A task (teacher's format of choice) contributes 25 marks	A short report or test contributes 25 marks	Extended coursework task Part 2 contributes 50 marks
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 34% of marks for Unit 3&4 Agricultural Horticultural Studies)					


# VCE FOOD STUDIES - UNIT 1-4



	Year 11				Year 12			
	Unit 1: Food Origins		Unit 2		Unit 3: Food in daily life		Unit 4: Food issues, challenges and futures	
Areas of Study	AOS 1: Food around the world	AOS 2: Food in Australia	AOS 1: Food Industries	AOS 2: Food in the home	AOS 1: The science of food	AOS 2: Food choice, health and wellbeing	AOS 1: Environment and ethics	AOS 2: Navigating food information
What will I learn about (in a nutshell)?	Explore the <b>origins</b> and <b>cultural roles</b> of food, from <b>early civilisations</b> through to today's industrialised and global world. Explore the use of ingredients available today that were used in earlier cultures.	Focus on the history and culture of food in Australia. Including <b>indigenous foods</b> and foods introduced by <b>immigrants</b> and the development of <b>food production industries</b> in Australia	Focus on <b>commercial food production</b> in Australia, and the <b>retail</b> and <b>food service sectors</b> . In the practical, creating new food products using design briefs	Explore food production, focusing on <b>domestic</b> and <b>small-scale food production</b> . Design and adapt recipes, looking at <b>dietary requirements</b> commonly encountered by the food service sector and within families.	Investigate <b>food physiology, microbiology &amp; macronutrients</b> . Investigate <b>food allergies, food intolerances &amp; contamination</b> . Apply knowledge in the safe production of nutritious meals	Focus on <b>patterns of eating in Australia</b> and the influences on the food we eat, including <b>social factors, emotional</b> and <b>psychological factors</b> . Develop a repertoire of healthy meals suitable for children and families.	Address debates concerning Australian and global food systems, relating to <b>issues on the environment, ethics, technologies, food access, food safety</b> , and <b>the use of agricultural resources</b> . Research one selected debate in depth.	Focus on food information, <b>the development of food knowledge, skills and habits</b> . Study food fads, trends and diets. Study the <b>Australian Dietary Guidelines</b> and the <b>Australian Guide to Healthy Eating</b> and produce foods reflecting these food models.
Outcomes (what your teacher is looking for...)	Students should be able to identify and explain major factors in the development of a globalised food supply	Students should be able to describe patterns of change in Australia's food industries and cultures	Students should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers	Students should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home.	Students should be able to explain the processes of eating and digesting food and absorption of macronutrients, and explain causes and effects of food allergies, food intolerances and food contamination	Students should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours	Students should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue	Students should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guideline
Assessment	S/N result based on a written task focusing on food around the world and practical activities that use ingredients found in earlier cultures.	S/N result based on a research inquiry into the change of Australia's cuisine overtime and practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration	S/N result based on design and development of a practical food solution in response to an opportunity or a need in the food industry or school community.	S/N result based on design and development of a practical food solution in response to an opportunity or a need in a domestic or small scale setting.	A written report or media analysis or research inquiry or structured questions or case study analysis and a range of practical activities and records <sup>†</sup> of two practical activities and one written task (50% of Unit 3 SAC marks)	A written report or media analysis or research inquiry or structured questions or case study analysis and a range of practical activities and records <sup>†</sup> of two practical activities and one written task (50% of Unit 3 SAC marks)	A written report on a selected food related topic related to environment, ethics and/or equity and a range of practical activities and records <sup>†</sup> of two practical activities related to sustainable and/or ethical food choices (60% of Unit 3 SAC marks)	Structured questions task and a range of practical activities and records <sup>†</sup> of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating (40% of Unit 3 SAC marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (40% of marks for Unit 3&4 Food Studies)			

# VCE PRODUCT DESIGN & TECHNOLOGY - UNIT 1-4



		Year 11				Year 12				
		Unit 1: Sustainable product redevelopment		Unit 2: Collaborative design		Unit 3: Applying the product design process			Unit 4: Product development and evaluation	
Area of Study	AOS 1: Sustainable redevelopment of a product	AOS 2: Producing and evaluating a redeveloped product	AOS 1: Designing within a team	AOS 2: Producing and evaluating within a team	AOS 1: Designing for end-user/s	AOS 2: Product development in industry	AOS 3: Designing for others	AOS 1: Product analysis and comparison	AOS 2: Product manufacture	AOS 3: Product evaluation
What will I learn about (in a nutshell)?	How to redevelop an existing product; the sustainability of materials; Intellectual Property. How to write a Design Brief; develop evaluation criteria; and test and trial materials and joins. How to develop visualisations; presentation and working drawings; a scheduled production plan, conduct a risk assessment; and develop a cutting list.	How to use their working drawings and scheduled production plan and a range of techniques and processes safely to make a redeveloped product. How to record and reflect on their progress. How to use criteria to evaluate the success of their design. Students develop practical skills and implement their risk management for the use of tools.	How to work as a team to apply the product design process to produce a group product. How to develop a product that demonstrates an understanding of user-centred design factors. How to investigate an historical or a contemporary design movement or style for inspiration.	Students continue to develop their knowledge, skills, and techniques developed in Unit1 to make their product. Students record their production process including any modifications. They evaluate their work and final product, including evaluating how well it meets the requirements of the design brief and End-user.	Using a design scenario, students identify product design factors and write a design brief. In this brief, students outline the context and the requirements as Constraints and Considerations. They develop evaluation criteria, identify areas for research and outline design ideas from the brief.	Students examine how companies meet their end-users’ needs. They look at market research; sustainability; use of computer-aided design (CAD) and computer-aided manufacture (CAM); develop an understanding of Sustainable manufacturing frameworks (LCA, DFD, C2C); research and development; and obsolescence.	Students work as designers using the Product Design Process. They produce a Design Folio which includes the needs of their end-user/s; research; visualisation, presentation and working drawings; and end-user/s’ feedback to select a design for their product. Students use creative and critical design thinking techniques.	Students examine design factors that influence the success of commercially available products. Products are also analysed and evaluated in terms of sustainability. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods.	Students draw on the skills, production techniques and processes needed to make their product. They continue to implement their production plan, apply risk management to be safe, and complete the product to specified standards of quality. They record their progress including any modifications	Students evaluate their product against their criteria developed in Unit3 and collate feedback from their End-user. They also develop and produce user instructions or care labels that may include methods of caring for the product to prolong its life, and operational, assembly and repair instructions
Outcomes	Complete a Design Folio to plan the redevelopment of a product with consideration of sustainability issues.	Construct a redesigned product; record production progress; and evaluate using pre-written criteria.	Complete a Design Folio based on a real world End-user and need (school based). Feedback and end-user consultation collected and used in all stages of the design process.	Students use appropriate production processes to make a product safely; and evaluate their teamwork and final product.	Students should be able to investigate and define a design problem; use the design process to develop product designs.	Explain and analyse influences on the design, development and manufacture of products within industrial settings, including new and emerging technologies.	Students use the product design process used to create a Design Folio that meets the needs of their end-user/s; and commence production of their product.	Students should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors including sustainability.	Apply a range of production skills and processes safely to make the product designed in Unit 3; manage time and resources effectively; and record their production	Evaluate the finished product through testing and feedback against the criteria, create end-user/s’ instructions or care labels and recommend improvements to future products
Assessment	S/N result based on Design Folio; Design Scenarios; Research Tasks; Written Assignments	S/N result based on completed product; Production Record; Evaluation report; written tasks.	S/N result based on Design Brief; surveys and feedback collected from End-User; Self-evaluation of individual contribution to team; Research Task.	S/N based on performance in Group Project; Self-evaluation; Production Records; Finished Product	A written task responding to a Design Scenario (6% of Unit 3&4 SAC marks)	A written report based on research into manufacturers (6% of Unit 3&4 SAC mark)	A Design Folio (Contributes to 50% of Unit 3&4 SAT Mark)	Compare, analyse and evaluate similar commercial products (8% of Unit 3&4 SAC Mark)	A functional product that satisfies the needs of their End-user. A written Evaluation Report using evaluation criteria developed in Unit 3 and a care label for end-users. (Contributes to 50% of Unit 3&4 SAT Mark)	
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (30% of Marks for Units 3&4 Product Design and Technology)					



# VCE MEDIA - UNIT 1-4



	Year 11						Year 12				
	Unit 1			Unit 2			Unit 3			Unit 4	
Areas of Study	AOS 1: Media Representations.	AOS 2: Media Forms in Production.	AOS 3: Australian Stories.	AOS 1: Narrative, Style and Genre.	AOS 2: Narratives in Production.	AOS 3: Media and Change.	AOS 1: Narrative and Ideology.	AOS 2: Media Production and Development.	AOS 3: Media Production Design.	AOS 1: Media Production.	AOS 2: Agency and Control in and of the Media.
What will I learn about? (in a nutshell)	Focus on how the media shapes society's values through the representation of different groups/individuals.	Students engage with the media production process as well as explore how media products engage audiences.	Learners dive into the world of Australian cinema, investigating the style of particular media creators.	Students dissect the intentions of media creators and the influence of narratives on audiences.	Learners use the media production process to create narratives as well as investigating their legal/ethical obligations as producers.	Students research the nature and forms of new media technologies, how audiences engage with them and their social influence.	Focus on the construction of media narratives and the influence of ideology.	How to hone an idea for a media product and develop specific technical skills.	Students learn how to put together a detailed plan for a media product.	Focus on the creation and resolution of a media product.	Students investigate the power and influence the media is claimed to have over audiences.
Outcomes (what the teacher is looking for)	Students analyse how meaning is constructed through representation, the social values implicit in media products and how identity is constructed through different codes and conventions.	Learners familiarise themselves with the media production process, including pre-production, production and post-production. In addition, students explain the characteristics of various media representations.	Students should understand the structure of Australian narratives, the individual style of particular directors, the impact of politics on stories and the different factors affecting audience engagement and reception.	Examination of how narratives construct realities for audiences as well as how codes and conventions can be manipulated to build meaning.	Successful completion involves the development and realisation of a media product.	Students can explain the characteristics of digital audiences, the influence of technological development and the relationship between new and old media.	Analyse how the director/s have used codes and conventions to construct their narratives, how audiences from different periods of time engage and read these media products differently, the influence of ideology and how institutions impact on the production, distribution, consumption and reception of media products.	Learners research different aspects of their chosen media form (radio, photography, film, digital journalism etc.) as well as conduct experiments with media technology. All of this is documented on Google Slides/Documents.	In this pre-production task, students will create a "Production Design", including an intention, audience statement, a break down of codes and conventions, references to style and genre, a visual overview of production processes	Students need to produce a media product, refine it through online surveys and reflect on the media production process. Media products will include: film, animation, radio, photography, digital journalism or a hybridised media product.	Analyse the changing nature of media audiences, the power of media over consumers, debates about media regulation, how the media is used to influence the public and other ethical and legal issues in the production, distribution, consumption and reception of media products.
Assessment	Serenity Analysis Task.	Media Production.	End of Semester Exam.	Analysis Task: Elements in Media. Podcast Task/Styles of Media.	Media Production.	End of Semester Exam.	75-minute Test (worth 10 per cent of study score).	Online 'Portfolio' and 'Experiments' (worth 8 percent of study score).	'Design Brief' (worth 8 percent of study score).	'Media Production and Post Production' (worth 24 percent of study score).	75-minute Test (worth 10 per cent of study score).
Exam	Unit 1 Exam			Unit 2 Exam			Final Examination (worth 40 percent of the study score). Total for School Assessed Task (SAT): 40 percent of study score.				

# VCE STUDIO ARTS - UNIT 1-4



	Year 11					Year 12					
	Unit 1: Studio inspiration and techniques			Unit 2: Exploration of studio practice and development of artworks		Unit 3: Studio practices and processes			Unit 4: Studio practice and art industry contexts		
Areas of Study	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:
What do I learn about? (in a nutshell)	Research and record art ideas that are documented in a selected form. Begin to develop an understanding of studio practice.	Explore a range of materials and techniques. Develop skills and learn to safely manipulate particular characteristics and properties of materials.	Focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.	Develop an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal.	Develop an understanding of the use of other artists' works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists' moral rights.	Develop an exploration proposal that creates a framework for the individual studio process.	Refine ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal throughout the individual studio process.	Investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.	Focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3.	Reflect on the selection of potential directions that form the basis, development and presentation of artworks.	Focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed.
Outcomes (what the teacher is looking for)	Students should be able to identify sources of inspiration and outline individual ideas.	Students should be able to produce at least one finished artwork and record the development of their studio practice.	Students should be able to discuss the artistic practice of artists from different times and cultures.	Students should be able to develop an individual exploration proposal to form the basis of a studio process, and document a variety of potential directions in a visual diary for at least one artwork.	Students should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles.	Students should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.	Students should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.	Students should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.	Students should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process.	Students should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions.	Students should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
Assessment	S/N result based on a selection of exploratory work and a visual diary.	S/N result based on a presentation of at least one finished artwork.	S/N results based on a written report related to two artists from different times and cultures.	S/N results based on a folio.	S/N results based on a written report comparing artists from different times.	S/N results based on a written exploration proposal.	S/N results based on a folio that demonstrates a progressive individual studio process.	S/N results based on a written report on the practice of at least two artists, with reference to two artworks by each artist.	S/N results based on a folio related to exploration proposal.	S/N results based on written documentation identifies any development, refinement and production of artworks.	S/N results based on structured questions relating to preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
Exam	Unit 1 Exam			Unit 2 Exam		School-assessed Task	School assessed coursework contributes to 5% of Unit 3&4 Studio Arts.		School assessed coursework contributes to 5% School-assessed Task for Unit 3 Outcome 1, 2 and Unit 4 Outcome 1, 2 contributes 60%.		

# VCE VISUAL COMMUNICATION DESIGN - UNIT 1-4



	Year 11						Year 12				
	Unit 1: Introduction to visual communication design			Unit 2: Applications of visual communication within design fields			Unit 3: Visual communication design practices			Unit 4: Visual communication design development, evaluation and presentation	
Areas of Study	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:
What do I learn about? (in a nutshell)	Introduces the knowledge and skills of the stages in the design process of generating ideas, developing concepts and refinement of visual communications.	Experiment with design elements and design principles, using manual and digital drawing and methods to visualise ideas and concepts.	Explore how visual communications have been influenced by social and cultural factors of past and contemporary visual communication practices.	Explore drawing skills that incorporate the use of technical drawing conventions	Develop knowledge and skills in manipulating type and images when communicating ideas and concepts.	Respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.	Explore a range of existing visual communications and create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials.	Investigate how the design process is applied in industry to create visual communications.	Gain an understanding of three stages of the design process: development of a brief, research and the generation of ideas.	Explore the design process stages of the development of concepts and refinement for each of the communication needs of the brief established in Unit 3.	Focuses on the final stage in the design process, the resolution of two final presentations. These are the refinements of the concepts developed in Outcome 1 Unit 4.
Outcomes (what the teacher is looking for)	Students should be able to create drawings for different purposes using a range of drawing methods, media and materials.	Students should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.	Students should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.	Students should be able to create presentation drawings that incorporate relevant technical drawing conventions	Students should be able to manipulate type and images to create visual communications.	Students should be able to apply stages of the design process to create a visual communication appropriate to a given brief.	Students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.	Students should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.	Students should be able to prepare a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.	Students should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.	Students should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.
Assessment	S/N result based on a folio of observational, visualisation and presentation drawings created using manual and/or digital methods.	S/N result based on a folio of work focusing on the design process, elements of design and principles of design.	S/N result based on a written task focusing on a design field being influenced by a variety of factors.	S/N result based on a folio of technical drawings created using manual and digital methods	S/N result based on a folio of typography and image ideas and concepts created using manual and digital methods	S/N result based on a folio demonstrating the design process using manual and digital methods responding to a brief.	S/N result based on the analysis and creation of visual communications for different contexts, purposes and audiences.	S/N result based on a written report on the practices of a contemporary designer from each of the design field	S/N result based on a written brief and the generation of ideas responding to their brief.	S/N result based on folio of conceptual developments for each need	S/N result based on folio of Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.
Exam	Unit 1 Exam			Unit 2 Exam			Unit 3 Coursework (worth 25% of marks for Unit3&4 Visual		SAT Folio Unit 3 Outcome 1, Unit 4 Outcome 1 & 2 (worth 40% of marks). End of year exam (worth 35% of marks		



# VET CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Year 11 - Unit 1 & 2									
Units	HLTWHS001 Participate in Workplace Health and Safety	HLTINF001 Comply with infection control policies and procedures	CHCCCS020 Respond effectively to behaviours of concern	CHCCOM005 Communicate and work in health or community services	BSBWOR301 Organise personal work priorities and development	CHCCCS010 Maintain a high standard of service	CHCCCS002 Assist with movement	HLTAHA001 Assist with an allied health program	CHCDIV001 Work with diverse people
Application	This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.	This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks. This unit applies to individuals working in health and direct client care contexts.	This unit describes the skills and knowledge required to respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties.	This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers. This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.	This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence. This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.	This unit describes the skills and knowledge to deliver and maintain a high standard of service. This unit applies to workers in a range of community services and health contexts where direct support services are provided. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.	This unit describes the skills and knowledge required to support people who require assistance with basic physical movement which may be due to incapacity. This unit applies to workers in a range of community services or health contexts who provide front line support services within the context of an established individualised plan.	This unit describes the skills and knowledge required to provide basic assistance to an allied health professional. This unit applies to allied health assistants working in a health or community context. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular (direct, indirect or remote) supervision of an allied health professional.	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.
Outcomes	1. Follow safe work practices 2. Implement safe work practiceS 3. Contribute to safe work practices in the workplace and procedures in own work area 4. Reflect on own safe work practices	1. Follow standard and additional precautions for infection prevention and control 2. Identify infection hazards and assess risks 3. Follow procedures for managing risks associated with specific hazards	1. Identify behaviour and plan response 2. Apply response 3. Report and review incidents	1. Communicate effectively with people 2. Collaborate with colleagues 3. Address constraints to communication 4. Report problems to supervisor	1. Organise and complete own work schedule 2. Monitor your own work performance. 3. Coordinate personal skill development and learning	1. Establish and maintain an appropriate relationship with people accessing service 2. Act in a respectful manner at all times. 3. Evaluate own work to maintain a high standard of service	1. Prepare to assist a person with movement 2. Assist with movement 3. Complete assistance with movement	1. Provide relevant information to clients 2. Prepare for therapy session 3. Provide assistance with therapy session 4. Use therapy equipment correctly and safely 5. Feedback appropriate therapy information to supervising	1. Reflect on own perspectives 2. Appreciate diversity and inclusiveness, and their benefits 3. Communicate with people from diverse backgrounds and situations 4. Promote understanding across diverse groups
Assessment	1. Written Questions 2. Quizz 3. Case Studies  C/NYC	1. Direct observation 2. Written Questions 3. Case studies 4. Product 5. Workplace Assessment  C/NYC	1. Case studies 2. Written questions 3. Direct observation  C/NYC	1. Case studies 2. Written questions 3. Direct observation  C/NYC	1.Case study 2. Written questions  C/NYC	1. Quizz 2. Written Questions 3. Direct Observation  C/NYC	1. Direct observation 2. Written Questions  C/NYC	1. Product 2. Workplace assessment	1. Written questions 2. Case study 3. Product

# VET CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Year 12 - Unit 3 & 4				
Units	HLTAAP001 Recognise healthy body systems	HLTHPS001 Take clinical measurements	BSBMED301 Interpret and apply medical terminology appropriately	Structured Workplace Learning (SWL)
Application	This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body. This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.	This unit describes the skills and knowledge required to prepare for, obtain and record simple clinical measurements. This unit applies to individuals who work under the direct or indirect supervision of a health professional.	This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology. It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team	Structured Workplace Learning (SWL) Structured Workplace Learning (SWL) involves on-the-job training where students are required to master a designated set of skills and competencies related to the program. SWL complements the training undertaken and can be undertaken in Year 1 or 2 of the program.
Outcomes	1. Work with information about the human body 2. Recognise and promote ways to support healthy functioning of the body	1. Prepare for clinical measurement 2. Obtain clinical measurements 3. Finalise clinical measurement process	1. Respond appropriately to instructions which contain medical terminology 2. Carry out routine tasks 3. Use appropriate medical terminology in oral and written communication	SWL provides students with: <ul style="list-style-type: none"> <li>• enhanced skill development</li> <li>• practical application of industry knowledge</li> <li>• assessment of units of competency</li> <li>• increased employment opportunities</li> </ul>
Assessment	<b>VCAL</b> (non-scored assessment) 1. Written Questions  <b>VCE</b> (scored assessment available) 1. Direct observation 2. Written questions 3. Product 4. Quizz 5. Case study  C/NYC	<b>VCAL</b> (non-scored assessment) & <b>VCE</b> (scored assessment available) 1. Written questions 2. Case study 3. Direct Observation  C/NYC	<b>VCAL</b> (non-scored assessment) 1. Written Questions 2. Case study 3. Direct observation <b>VCE</b> (scored assessment available) 1. Direct observation 2. Written questions 3. Case study  C/NYC	Workplace assessment  C/NYC

# VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

## Year 11 - Unit 1 & 2

Units	<b>VU22014: Prepare for work in the construction industry.</b>	<b>CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry</b>	<b>CPCCCM1012A: Work effectively and sustainably in the construction industry</b>	<b>CPCCCM1014A: Conduct workplace communication</b>	<b>VU22022: Identify and handle carpentry tools and equipment</b>	<b>VU22015: Interpret and apply basic plans and drawings</b>	<b>CPCCCM1015A: Carry out measurements and calculations</b>	<b>CPCCCM2006: Apply basic levelling procedures</b>	<b>VU22016: Erect and safely use working platforms</b>
Application	This unit of competency describes the outcomes required to prepare to work in the building and construction industries. It requires the ability to determine opportunities and pathways, take responsibility for own workplace learning and skill development and apply for work in the building and construction industries.	This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.	This unit of competency specifies the outcomes required to prepare for and sustain effective work within the construction industry. It covers the identification and clarification of the construction industry work context, scope and employment conditions, responsibility required to be accepted by the individual, working in a team, individual career path improvement activities and sustainable work practices and techniques.	This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.	This unit of competency specifies the outcomes required to identify and safely handle carpentry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment. It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment	This unit of competency specifies the outcomes required to read, interpret and produce basic plans and drawings used for building construction.	This unit specifies the skills and knowledge required to carry out measurements and perform simple calculations to determine task and material requirements for a construction industry task.  It includes carrying out measurements to calculate material quantities.	This unit of competency specifies the outcomes required to carry out levelling in a single plane for the purpose of establishing correct and accurate set-out of building components. It includes the set-up, testing and use of levelling devices, and establishing and transferring heights using a range of levelling equipment.	This unit of competency specifies the outcomes required to erect and safely use restricted height working platforms, that includes trestles and planks, step and extension ladders and mobile and modular scaffolds of up to four metres.
Outcomes	1. Identify the building and construction industries 2. Identify future career opportunities 3. Develop a plan for a career pathway 4. Develop a resume 5. Practice interview skills	1. Identify and assess risks. 2. Identify hazardous materials and other hazards on work sites. 3. Plan and prepare work practices. 4. Apply safe work practices. 5. Follow emergency procedures.	1. Identify industry structure, occupations, job roles and work conditions 2. Accept responsibility for own workload 3. Work in a team 4. Identify own development needs. 5. Identify current resource use and identify opportunities to improve resource efficiency	1. Gather, convey and receive information. 2. Carry out face-to-face routine communication 3. Apply visual communication 4. Participate in simple on-site meeting processes.	1. Plan to handle tools and equipment 2. Identify and prepare tools 3. Handle tools. 4. Select and use plant and equipment 5. Clean up	1. Interpret plans and drawings 2. Apply drawings and plan techniques	1. Obtain Measurement 2. Perform calculation.	1. Plan for setting out 2. Prepare for basic setting out 3. Setting out a building site 4. Clean up	1. Plan and prepare. 2. Set up and use levelling device 3. Clean up
Assessment	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Product 2. Direct Observation  C/NYC	1. Product 2. Questions  C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC



# VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

Year 12 - Unit 3 & 4									
Units	VU22030: Carry out basic demolition of timber structures	VU22023: Perform basic setting out	VU22031: Construct basic formwork for concreting	VU22024: Construct basic sub-floor	VU22025: Construct basic wall frames	VU22026: Construct a basic roof frame	VU22028: Install basic window and door frames	VU22027: Install basic external cladding	VU22029: Install interior fixings
Application	This unit of competency specifies the outcomes required to carry out basic setting out for a building site.	This unit of competency specifies the outcomes required to carry out basic setting out for a building site.	This unit of competency specifies the outcomes required to construct basic formwork for concreting.	This unit of competency specifies the outcomes required to apply basic sub-floor framing skills for a rectangular shaped building.	This unit of competency specifies the outcomes required to construct basic wall frames for a building.	This unit of competency specifies the outcomes required to construct a basic hip and gable end roof frame.	This unit of competency specifies the outcomes required to install basic windows and door frames to parts of a building.	This unit of competency specifies the outcomes required to install basic timber or manufactured external cladding.	This unit of competency specifies the outcomes required to prepare, cut and install standard interior fixings.
Outcomes	1.Plan for setting out 2.Prepare for basic setting out 3.Setting out a building site 4.Clean up	1 Plan for setting out 2 Prepare for basic setting out 3 Setting out a building site 4 Clean up	1 Plan for construction of formwork 2 Prepare for formwork construction 3 Set out formwork 4 Construct formwork for concrete. 5 Clean up	1 Plan for sub-floor framing 2 Prepare for sub-floor framing 3 Construct sub-floor framing 4 Clean up	1. Plan for wall framing 2. Prepare for wall framing 3. Construct wall framing 4. Clean up	1 Plan for roof framing 2 Prepare for roof framing. 3 Set out and construct roof 4 Complete roof frames 5 Clean Up	1 Plan for window and door frame installation 2 Prepare for window and door frame installation. 3 Fit and install window frame 4 Install external door frame 5 Clean up	1 Plan for external cladding 2 Prepare for external cladding 3 Prepare external wall 4 Prepare, cut and fix weatherboards 5 Clean up	1 Plan for interior fixing 2 Prepare for interior fixing 3 Install hinged door unit 4 Install window architraves and furniture 5 Install lining boards and mouldings 6 Fit and fix skirting 7 Clean up
Assessment	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation 3.Product C/NYC	1.Questions 2.Direct Observation 3.Product C/NYC	1.Product 2.Direct Observation 3.Questions C/NYC	1. Product 2.Questions 3 Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC

# VET CERTIFICATE II IN FURNISHING

Year 11 - Unit 1 & 2									Year 12 - Unit 3 & 4			
Units	<b>MSMENV272: Participate in environmentally sustainable work practices</b>	<b>MSMPCI103: Demonstrate care and apply safe practices at work</b>	<b>MSFFP2002: Develop a career plan for the furnishing industry</b>	<b>MSFFP2006: Make simple timber joints</b>	<b>MSFFP2005: Join furnishing materials</b>	<b>MSFFM2003: Select and apply hardware</b>	<b>MSFFP203: Prepare surfaces</b>	<b>MSFFP2004: Apply domestic surface coatings</b>	<b>MSFFM2001 Use furniture making sector hand and power tools</b>	<b>MSFFM2002 Assemble furnishing components</b>	<b>MSFGN2001 Make measurements and calculations</b>	<b>MSFFP2001 Undertake a basic furniture making project</b>
Application	This unit of competency covers the skills and knowledge required to effectively find out current resource use and carry out improvements, in own work area, including those that reduce the negative environmental impacts of work practices.	This unit of competency covers the knowledge and skills needed to understand, apply and satisfy safe work practices in an industry. It includes identifying and following work procedures for hazards and risks, monitoring and maintaining cleanliness and tidiness at work, and reporting hazards and risks in appropriate ways. It applies to work health and safety (WHS) requirements and internal workplace policies and procedures.	This unit specifies the competency required to research careers, training and career path options in the furnishing industry. It involves research into the range of activities available in the industry to develop a career plan.	This unit specifies the competency required to make simple timber joints by hand operations. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit covers the competency required to join furnishing materials using a variety of joining techniques. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers selecting and applying hardware to new and refurbished furniture. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit specifies the competency required to prepare a range of surfaces for the application of surface coatings. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit specifies the competency required to apply domestic surface coatings by hand using a range of application methods. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers using hand and power tools in applications relating to furniture making. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers assembling of timber components to produce furniture frames or furniture. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers taking measurements and making calculations for furnishing tasks undertaken in a variety of sites and locations. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers preparing, assembling and finishing a basic furnishing project. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.
Outcomes		1.Follow workplace OHS procedures 2.Maintain personal wellbeing in the workplace 3.Identify and report on safety of self and others 4.Take action in emergency situations	1.Research furnishing occupations 2.Develop a career plan Review plan	1.Determine job requirements 2.Plan and prepare for work 3.Make simple joint 4.Check work area and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Lay out and prepare materials 4.Join materials 5.Check work area and maintain equipment	1.Plan and prepare work 2.Apply and/or fit and finish 3.Finalise operation and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Prepare surfaces 4.Check work area and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Prepare surfaces 4.Check work area and maintain equipment	1 Identify hand and power tools 2 Select and use hand tools 3 Select and use power tools 4 Clean-up work area and tools	1 Prepare for assembly 2 Assemble components 3 Clean work area and maintain equipment	1 Identify appropriate measurements and equipment 2 Perform measurements 3 Perform calculations 4 Record measurements and calculations 5 Recognise routine and non-routine problems	1 Research furnishing materials and components 2 Develop a furnishing-based project 3 Determine drawing requirements 4 Create project drawings 5 Plan the manufacture of the product 6 Manufacture the product 7 Complete work requirements
Assessment	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation 3.Product  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1. Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1.Direct Observation 2.Questions  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC

# VET CERTIFICATE II IN HOSPITALITY & KITCHEN OPERATIONS

Year 11 - Unit 1 & 2									
Units	<b>SITXFSA001: Use hygiene practices for food safety.</b>	<b>SITXWHS001: Participate in safe work practices.</b>	<b>SITHCCC001: Use food preparation equipment.</b>	<b>SITHCCC002: Prepare and present simple dishes.</b>	<b>SITHKOP001: Clean kitchen premises and equipment.</b>	<b>SITHCCC005: Prepare dishes using basic methods of cookery.</b>	<b>SITXINV002: Maintain the quality of perishable items.</b>	<b>SITHIND002: Source and use information on hospitality industry.</b>	<b>BSBWOR203: Work effectively with others.</b>
Application	This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.	This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices.	This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.	This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. While some cooking may be involved, there is no requirement to use the full range of basic cookery methods.	This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.	This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.	This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.
Outcomes	1. Follow hygiene procedures and identify food hazards. 2. Report any personal health issues. 3. Prevent Contamination. 4. Prevent cross-contamination by washing hands.	1. Work Safely. 2. Follow procedures for emergency situations. 3. Participate in organisational W.H.S practices	1. Select food preparation equipment. 2. Use equipment to prepare food. 3. Clean and maintain food preparations equipment.	1. Prepare for service. 2. Prepare food. 3. Present and store food in a clean work area.	1. Clean and sanitise kitchen equipment. 2. Clean service ware and utensils. 3. Clean and sanitise kitchen premises. 4. Work safely and reduce negative environmental impacts.	1. Select ingredients. 2. Select, prepare and use equipment. 3. Portion and prepare ingredients. 4. Cook dishes. 5. Present and store dishes.	1. Store supplies in appropriate conditions. 2. Maintain perishable supplies at optimum quality. 3. Check perishable supplies and dispose of spoilt stock.	1. Source and use industry information. 2. Source and use compliance information. 3. Source and use information on hospitality technology. 4. Update personal and organisational knowledge of hospitality industry.	1. Develop effective workplace relationships. 2. Contribute to workgroup activities. 3. Deal effectively with issues, problems and conflict.
Assessment	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing



## Year 11

What is VCAL?	The Victorian Certificate of Applied Learning (VCAL) is a practical option for students in Years 11 and 12. It is designed to prepare students for further education, training or employment by providing them with work-related experience, literacy and numeracy skills and an opportunity to develop personal skills. VCAL has three levels: foundation, intermediate and senior. (source: <a href="http://www.goodschools.com.au">www.goodschools.com.au</a> )			
VCAL Levels	At <b>Foundation level</b> , knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning. At <b>Intermediate level</b> , knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. At <b>Senior level</b> , knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.			
Areas of Study	<b>Work Related Skills</b>	<b>Personal Development</b>	<b>Literacy</b>	<b>Numeracy</b>
What will I learn about (in a nutshell)?	<p>The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.</p> <p>The Work Related Skills units are designed to:</p> <ul style="list-style-type: none"> <li>integrate learning about work skills with prior knowledge and experiences</li> <li>enhance the development of employability skills through work-related contexts • develop critical thinking skills that apply to problem solving in work contexts</li> <li>develop planning and work-related organisational skills</li> <li>develop OHS awareness</li> <li>develop and apply transferable skills for work-related contexts.</li> </ul> <p>Work Related Skills is set across as a sequence of Units 1&amp;2 in Year 11.</p>	<p>The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:</p> <ul style="list-style-type: none"> <li>the development of self</li> <li>social responsibility</li> <li>building community</li> <li>civic and civil responsibility, for example through volunteering and working for the benefit of others</li> <li>improved self-confidence and self-esteem</li> <li>valuing civic participation in a democratic society.</li> </ul> <p>Personal development includes self-esteem and personal qualities developed through valuing personal achievements and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.</p> <p>The Personal Development Skills units are designed to develop:</p> <ul style="list-style-type: none"> <li>self awareness</li> <li>improved health and wellbeing</li> <li>commitment to, and achievement of, personal goals</li> <li>social and community awareness</li> <li>civic and civil responsibility.</li> </ul> <p>Personal Development is set across a sequence of Units 1&amp;2 in Year 11.</p>	<p>In Year 11, students complete the VCE Foundation English course.</p> <p>The focus is on students developing language and communication skills, through the study of a variety of texts. Students develop communication skills in order to listen, speak, read and write effectively in academic, workplace and social situations.</p> <p>Students produce different text types for different purposes and audiences, they produce analytical or creative responses to a literary text. The students communicate ideas and information appropriately in writing for a particular target audience and purpose.</p> <p>Students explore the different listening and speaking situations they might find themselves in such as formal and informal interviews, debates, small and large group discussions, oral presentations, podcasts and webinars.</p>	<p>In Year 11, students complete the VCE Foundation Mathematics course.</p> <p>Please refer to Foundation Mathematics 2020 summary for further information.</p>
Assessment	Assessment in the VCAL is designed to assess a student's achievement of a learning outcome by collecting evidence about their performance, and making a judgment about whether they have met the requirements of that learning outcome. Students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure the assessment is consistent, reliable, fair and equitable. Teachers use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate each learning outcome.			
VCAL Pathways	VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences and active participation in the community. Including curriculum from VET and Further Education in VCAL learning programs helps connect students with broader options for work, further education and active community participation. At Mercy, there is not a one size fits all approach to VCAL. Each student has the capacity to build a program which aims to develop capacity for future employment and further study.			