



# SUBJECT HANDBOOK

# 2023



## Bayview College

*To Believe. To Think. To Achieve*



# Introduction

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'To Believe, To Think, To Achieve'. At Bayview College we believe education is an holistic experience, engaging all aspects of the students being. We believe every student is a unique individual who learns in their own way, in their own time. Our curriculum aims to reflect this, offering students a breadth of experiences while allowing sufficient time and space to engage deeply in the course content. In this handbook you will find a wealth of information about the curriculum we offer and how it is structured to allow students the ability to extend or consolidate their knowledge as required.

## Curriculum Years 7, 8, 9 and 10

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All Bayview College students have access to the key learning areas of English, Faith & Values, Mathematics, HASS (Humanities & Social Sciences), Science, Health & Physical Education, Technology, Visual & Performing Arts and LOTE: Japanese during the Years 7-10 learning program. Year 7 has a prescribed approach to learning areas whereby all students study all areas to ensure a breadth of learning is achieved. In Year 8 the level of flexibility increases as students begin to refine their interests and make elective choices. From Year 9, students have the option to study a 'Pre-VCE' subject to prepare them for accelerated VCE in Year 10.

All Bayview College students from Years 7-10 students develop a Personal Learning Program (PLP) with a mentor teacher and their parents/guardians. These plans encourage students to look ahead in their educational journey to carefully map out the areas they wish to study to broaden their vocational horizons and extend personal interests. Subjects offered at Bayview College provide strong foundations for further study, vocation studies or work. From Year 8, students can choose to continue their study of Japanese as their LOTE. Students who continue their LOTE studies into the Senior Years could participate in an exchange program to Japan and distinct advantages in VCE.

At Years 8, 9 and 10, students begin to specialise and can pursue their passions by selecting elective subjects from within the Visual and Performing Arts, Food Technology, Information Technology, Health and Physical Education, HASS and Science learning areas.

Students who have demonstrated a strong work ethic and consistent academic progress can elect to work at an advanced level and begin VCE studies whilst in Year 10 or commence TAFE studies. Students who take this option have the capacity to broaden their choices for future study.

In Year 11 and 12, students select from a broad range of VCE studies. Students can also choose to undertake VCE Vocational Major studies or a School Based Apprenticeship as part of their academic program.

At Bayview College we believe that learning is a fulfilling and life-long process. It is enhanced and nurtured by:

- Interaction with parents
- Respect and friendship between students and teachers
- An acceptance that each student is an individual
- Opportunities for parents to contribute to the learning process
- Caring, motivated, skilled and qualified teachers
- Systematic monitoring and regular reporting of student progress
- A contribution to the community outside the academic program

# Bayview College 7-10 Curriculum Map

YEAR 7										
English	Maths	<b>WAVE</b> Program	Faith & Values	LOTE	HASS	Science	Physical Education	<b>Arts &amp; Technologies</b> <i>Performing Arts</i> <i>Food Technology</i> <i>Digital Design</i>		<i>Textiles</i> <i>Wood Technology</i> <i>Visual Art &amp; Design</i>

- All subjects are compulsory for Year 7 to ensure a breadth of learning experiences is achieved.

YEAR 8										
English	Maths	<b>ANCHOR</b> Program	Faith & Values	HASS / Language Japanese	Science	Physical Education	<b>Elective Subjects</b> 2 per semester = 4 per year			

- Students may continue studying Languages: Japanese, but do so in place of Humanities. This is on the condition that a Humanities elective is chosen from the electives program.

YEAR 9									
English	Maths	<b>CIRCLE</b> Program	<b>Elective Subjects</b> 4 per semester = 8 per year (VCE / VM Subjects are full year = 2 semesters equivalent)						

- Students are strongly advised to choose one semester from each learning area to maintain a breadth of learning experiences.
  - 'Pre-VCE' electives advised for students wishing to accelerate into VCE Unit 1 & 2 subjects during Year 10.

YEAR 10										
English	Maths	<b>HORIZON</b> Program	VCE Religion & Society	<b>Elective Subjects</b> 4 per semester = 8 per year (VCE/VM Subjects are full year = 2 semesters equivalent)						

- Students are encouraged to choose 'Pre-VCE' electives during Year 10 or take on a Unit 1 & 2 VCE subject

# Year 7, 8, 9 and 10 Core Subjects

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Core subjects are undertaken by all students in Year's 7-10 and form the basis of Bayview College Curriculum. The Bayview College 'Core' is broken into three levels: Years 7 (Breadth), Year 8 (Breadth and Pathways) and Years 9 and 10 (Pathways). The Year 7 and 8 Core includes the learning areas of English, Mathematics, HASS, Physical Education, LOTE and Science and Arts & Technology. At Year 8 to allow students additional time for extending their learning in areas of passion LOTE, Arts/Technology and additional HASS become part of the electives program. The Years 9 and 10 Core includes English and Mathematics to ensure a strong foundation in Literacy and Numeracy is maintained while Faith & Values and the Flagship Program ensure a well-rounded approach to personal development is followed. All other learning areas are offered through the electives program and are chosen as part of the Personal Learning Plan.

## Arts & Technology – Year 7

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### **Digital Design**

This subject is designed to expose students to a range of learning areas involving digital design and technological implementation. Students learn how to form a design brief, develop a project plan and deliver a finished product. Information and Computer Technology capabilities are embedded throughout this course. Within this course, students will develop a basic understanding of app and web design and explore digital production and cybersecurity. This subject will lead into other tech related subjects in the Year 8, 9 and 10 elective programs, such as Game Design and Robotics. App and web design are upcoming new industries that present today's young people with exciting new employment prospects.

### **Food Technology**

The purpose of the course is to introduce beginner cooks to a kitchen where they can work safely, hygienically, logically and confidently. Students develop an understanding of kitchen routines and procedures, hygiene in the kitchen, use of kitchen equipment, measuring accurately, following a recipe, simple food nutrition – why we eat food, the dietary pyramid, analysis of eating patterns and preparation of foods from each of the 5 food groups using a variety of skills.

### **Performing Arts**

This specialist subject introduces students to the Performing Arts which is a fusion of Drama, Dance and Music. Students will develop confidence and skills in the basic elements of performance. The course engages students in a variety of units which exemplify creativity, original thought and working with stimulus. Students will study the language of the Performing Arts and understand how to use that language during the analysis and creating processes. Students will be competent in creating and performing both scripted and improvised work, working in both small groups and as individuals.

### **Product Design and Technology (Wood)**

This course is an introduction to basic carpentry skills for Year 7 students. It commences with tuition about safety and workshop expectations for the students' first Design and Technology subject. Students are taught about the use and purpose of hand tools, mechanised tools and equipment while building a timber model. Such models could include a small chest of drawers, a custom designed clock, a tea tray, a pen and pencil holder, a timber storage unit. They are instructed on the setting out, measuring, building, assembling and finishing techniques required to complete such wooden projects. Scope is also provided for the attainment of design and drawing skills. Product Design and Technology (Wood) allows students to acquire manual competence and is suited to brand new woodworkers, as well as those with experience.

## **Textiles Design**

This unit introduces students to Textiles and Textile articles, develops confidence and skill in the use of materials, tools and equipment. The course encourages creativity in using the design process in the construction of textile articles, developing good construction skills and techniques and encourages thorough and effective workbook skills. Students complete an introduction to machine safety, care and use, experimenting with stitches, designing, pattern making, trialling, recording decisions and following an instruction sheet for the construction of products.

## **Visual Art & Design**

Students will experience a range of activities that will enhance their knowledge and skills of a variety of art and design forms, materials, methods and media. The activities provide opportunities for exploration and resolution of ideas in the visual form. It will encourage independent content to become the focus of study and individual styles and appropriate media and methods to be employed. Students will be encouraged to talk and write about their work and that of other artists and designers.

# English

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The Australian Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

## **Year 7 and 8**

Students interact with peers, teachers, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

## **Year 9 and 10**

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

## **Literacy - Year 10**

Students who have a learning need and career pathway which includes the VCE VM Literacy will be offered the opportunity to select Literacy in Year 10 as their English subject. This would prepare them for the VCE VM Literacy Units 1 and 2 or VPC Units 1 and 2 requirements.

The key focus of this study is to provide students with opportunities to develop skills and knowledge **in reading, writing, speaking, and listening in interpersonal, social, and vocational environments.** The Literacy program aims to expose students to a range of text types, model effective language use, both written and oral, and provide regular practice and feedback to help students refine their approach to creating texts that suit specific audiences and purposes.

## **Applied Learning**

Literacy is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

# Faith and Values

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## **Year 7 and 8**

Students are encouraged throughout the Faith and Values program to consider the role that faith has in people's lives. By developing an understanding of Christian traditions, an appreciation of other faith perspectives and knowledge of the rituals associated with religion, students develop a deeper understanding of the human story. In Year 7 the focus is on community, the Bible, the life and example of Jesus and the traditional Christian celebrations such as Lent, Easter, Advent and Christmas. In Year 8 the Christian celebrations are studied further in relation to the celebrations of other world religions. The Bible is studied with more depth and how and why to care for our community is explored using examples from the Bible.

## **Year 9**

### **This subject content is embedded in the Circle program**

Students undertake an exploration of personal Christian values and their significance to adolescents. They will study Christian values in relationship to a Biblical Worldview. Students will undertake studies of stories of creation and undertake studies of environmental issues to gain an understanding of Christian stewardship of the environment. They will further commence a study of Christianity and morality, the concept of Social Justice and an exploration of human rights and media issues.

## **Year 10**

### **VCE Religion and Society Unit 2: Ethics and Morality**

Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and moral viewpoints in religious traditions.

### **Areas of study**

1. Ethical decision-making and moral judgement
2. Religion and ethics
3. Ethical issues

# Wellbeing Program

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Bayview College offers students a unique wellbeing program based upon the College Crest. These programs focus on the unique stage of development the students are in and incorporate a range of learning activities, experiences and opportunities. Students are assured of more positive academic outcomes when they develop resilience, personal and interpersonal skills.

## YEAR 7: WAVE

The **WAVE** Program covers skills that are required to successfully transition from primary to secondary school; organisation, building positive relationships, resilience and at home study skills are the key focus.

## YEAR 8: ANCHOR

The **ANCHOR** program for year 8 provides an opportunity for students to develop teamwork and a social consciousness by the development and delivery of projects within the broader community. Students will develop an understanding of their place in the community whilst creating and sustaining positive relationships. Year 8 students also undertake Mental Health First Aid training.

## YEAR 9: CIRCLE

The **CIRCLE** program for year 9 combines Faith & Values, and aspects of Health Education. Students are required to work in teams, dealing with real world problems, as they develop a stronger sense of self-worth and an understanding of their capacity to contribute to building a better world. As part of Circle program students undertake the Cognizance Project and Project Wayfinder.

## YEAR 10, & VCE/VM: HORIZONS

The **HORIZONS** program, Years 10 – 12, is focussed on preparation for the world beyond school: Morrisby Vocational Test and subsequent vocational education, work experience, TAFE and University visits, leadership development, and exposure to a range of careers and training practitioners. In addition, students re-visit Mental Health First Aid through a series of workshops and undertake preparation for the Senior Years Camps program.

# Health & Physical Education

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## Years 7 & 8

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

### Focus areas to be addressed in Years 7 and 8 include:

- Personal, social and physical change during adolescence
- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

# Humanities and Social Sciences (HASS)

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HASS at Year 7 and 8 level comprises four key learning areas: Civics & Citizenship, Economics & Business, Geography and History.

### Civics & Citizenship

The **Year 7** curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how

The **Year 8** curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia.

### Economics & Business

The **Year 7** curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

The **Year 8** curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities

that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. T

## Geography

There are two units of study in the **Year 7** curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

There are two units of study in the **Year 8** curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focus on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

## History

The **Year 7** curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The **Year 8** curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world encountered each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

# Languages: Japanese

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## Year 7 & 8

The **Year 7 Japanese** course introduces the structure of the Japanese language and its writing system. Students begin to learn to read and reproduce the Hiragana alphabet and are introduced to some Kanji and Katakana characters. The focus is learning to speak about themselves, friends and family in simple sentences. They will explore Japan and make comparisons between everyday aspects of Japanese and Australian life and etiquette. Working throughout their "iiTomo" activity book, in conjunction with the accompanying student book, students will undertake reading, writing, listening and speaking activities.

The **Year 8 Japanese** course focuses upon students learning to communicate about their everyday lives including topics such as school life, transport, hobbies and sports, and special occasions. Students learn to discuss their daily routine activities using time and days of the week. They also learn to discuss their school life, including their timetable and talking about what subjects they like and dislike. Working throughout their “iitomo” activity book, in conjunction with the accompanying student book, students will undertake reading, writing, listening and speaking activities.

## Mathematics

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Using the **Maths Pathway** model, Middle School Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics.
- can investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and can pose and solve problems.
- recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*.

Each student has a fully individualized learning plan based on diagnostic assessments and previous work completed. As students learn, they demonstrate growth along a personal continuum via fully differentiated work and assessments. This covers all areas of the curriculum at all levels.

The **Maths Pathway** learning model involves 3 types of lessons:

**Module lessons:** Students complete written work and formal assessments in a fully differentiated manner, while teachers work with small groups and individuals on feedback, intervention and explicit instruction.

**Rich lessons:** Students work collaboratively to develop key concepts and problem-solving skills in mathematics, while teachers lead and direct the lesson. Rich lessons have multiple entrance and exit points to make them accessible for all students and encourage mathematical discourse and critical thinking.

**Project lessons:** Students work in groups or individually on an extended project to develop key concepts and problem-solving skills in mathematics. These lessons also include explicit teaching of key content and skills.

Students are also exposed to areas of the curriculum through units that are introduced specifically at the Year 8 and 9 levels and complement the Maths Pathway program.

### Year 10 Mathematics Courses

In Year 10, students select the Mathematics pathway that best fits their learning needs and aspirations (Pre-VCE Mathematics or VM Numeracy - Foundation), students work on selected content across the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

1. **Pre-VCE Mathematics: Methods** prepares students for any VCE mathematics course, specifically Year 11 Mathematical Methods, where students will undergo formal assessment in both Technology free and Technology enabled examinations. Students who may need

more advanced Maths study as a prerequisite for further study would choose to follow this pathway.

2. **Pre-VCE Mathematics - General** prepares students specifically for the VCE subject of General Mathematics as well as VM Numeracy. The aim is to consolidate Numeracy skills and prepare for General Maths by working on targeted topics of the year 10 curriculum. Students who undertake this subject can select General Mathematics but need to be aware that if they change their mind and decide to do Math Methods in Year 11, they may need to undergo further study at home.
3. **Numeracy Skills – Year 10** is designed for students who have a learning need and career pathway for VCE VM Numeracy Units 1 and 2 the curriculum for the Numeracy skills unit is designed 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 lives.

**Note:** In addition to the scheduled 9 periods per fortnight of Mathematics classes, an additional optional tutorial time is available on Wednesday 3:30 – 4:30 pm (Period 7).

## Science

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### Year 7 & 8

Year 7 and 8 Science introduces students to the scientific method of investigation and reporting. It focuses on building the foundation knowledge and practical skills required to study biology, physics, chemistry, and earth sciences in later years of schooling. Students will learn to work safely and effectively in the laboratory. They will begin to analyse and interpret data and to write scientific reports in the correct format. Thinking and problem-solving skills will be taught and used throughout the topics studied. Information technology will be integrated into the classroom, with activities and assessment being presented in many forms.

#### Topics to be studied include:

##### Year 7

- Being a Scientist
- Solids, Liquids and Gases
- Mixtures
- Forces and Motion
- Simple Machines
- Classification, Habitats and Interaction

##### Year 8

- Working with Scientific Data
- Energy
- Physical and Chemical change
- Elements, Mixtures and Compounds
- Cells
- Living Systems

# Year 8, 9 and 10 Electives for 2023

To offer Bayview College students the widest range of subjects during the elective program, subject rotations are utilized. This allows students to select their most desirable subjects each year from the listing of courses below. It is also the key to Bayview College offering the most comprehensive electives program in the South-West.

Subjects listed in **BLUE** may be chosen by Year 8, 9 or 10 students. All other subjects are available to Years 9 and 10 students only.

Students in Year 10 are encouraged to study Pre-VCE subjects and can undertake an Accelerated VCE subject. To prepare for this, students should undertake the relevant Pre-VCE preparation subject during their Year 9 electives and ensure they are achieving a Distinction average in their grades.

## **Health & Physical Education**

Sport Nation  
Let's Get Physical  
Pre-VCE PE: Higher Faster Stronger  
Pre-VCE Outdoor Education & Environment – Land  
Surf Life Saving  
Pre-VCE Health: Global Health  
First Aid

## **Humanities & Social Sciences**

Conflict  
Race Matters  
Tyrants and Dictators  
**Civics and Citizenship**  
Law Abiding Citizens  
**Manga Mania**  
**Bringing Them Home**  
**Kids, Cops & Cars**  
Built to Last  
**Let's Build A City**

## **Science, Tech, Engineering & Maths (STEM)**

**Game Design**  
Let's Experiment  
Adaptations, Survival and Evolution  
Get Psyched  
Science Solutions  
Marine Science  
Infinite Possibilities - Exploring Maths  
Advanced Computing  
Pre-VCE Biology  
Pre-VCE Chemistry  
Pre-VCE Physics

## **Product, Design & Technology**

**Buildings and Architecture**  
**Design & Technology: Folkly Chair**  
**Design & Technology: Blue Tooth Speaker**  
**Food Technology: Farm to plate**  
**Food Technology: Tastes of Asia**  
**Food Technology: Hospitality**  
Pre-VCE PDT (Textiles)\*  
Pre-VCE PDT (Wood)\*  
**Textiles: Fashion Design**  
**Textiles: Technology, Design & Creation**  
**Textiles: Sustainable Innovation**

## **Visual & Performing Arts**

**Medieval Mayhem**  
**Rock Band**  
**Acting, Creating and Presenting**  
**Theatre: Production Processes and Roles**  
**The Visual Artist: Drawing, Painting & Printmaking**  
**Sculpture, Ceramics & 3D Modelling**  
**Digital Photography**  
**Visual Communication Design: Industrial Des.**  
Pre-VCE Studio Arts

## **Language & Literature**

Advanced English – Modern  
Advanced English – Classic  
Journalism  
Year 9 Japanese – offered every year  
Year 10 Japanese – offered every year

## **Integrated Studies**

Future Proof  
Life Matters  
Criminal Forensics  
**Be Resourceful**  
**Media Studies: Australian Stories**  
**Media Studies: Narratives**  
**The Business Lounge**

# Year 8, 9 and 10 Electives for 2024

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## Subjects to be offered again in 2024

(with potential for the addition of new subjects based on student interests)

### **Health & Physical Education**

Taking Control  
Game On!  
Specialised Sport  
Pre-VCE PE: Human Movement  
Pre-VCE OES: Outdoor Education & Environment – Land  
Outdoor Education & Environment -Water

### **Humanities & Social Sciences**

#### **Kids, Cops & Cars**

#### **Law Abiding Citizen**

Race Matters  
Tyrants and Dictators  
Your Democratic Rights

### **Science, Tech, Engineering & Maths (STEM)**

#### **Robotics**

#### **Game Design**

#### **Science Understanding and Practice**

#### **Marine Science**

#### **Engineering, Design and Construction**

Infinite Possibilities - Exploring Maths  
Advanced Computing  
Pre-VCE Biology  
Pre-VCE Chemistry  
Pre-VCE Physics

### **Product & Digital Technology**

#### **Food Technology: Cookery 101**

#### **Food Technology:**

#### **Hospitality 101**

#### **Food Technology: Introduction to permaculture**

#### **Textiles: Design & Creation\***

#### **Textiles: Modification and Recycling**

#### **Textiles: Fashion Innovation**

#### **Wood: Get in your box**

#### **Wood: Build it**

Pre-VCE PDT (Textiles)\*

Pre-VCE PDT (Wood)\*

### **Visual & Performing Arts**

#### **Exploring Theatre**

#### **Performing Arts: Action Rock On**

#### **Media Studies: Representation**

#### **Media Studies: Interpretation**

The Jazz Club

#### **2D Studies**

#### **3D Studies**

#### **Digital Photography**

#### **Visual Communication Design**

#### **Architecture**

Pre-VCE Studio Arts

### **Integrated Studies**

#### **Built to Last**

Tourist in your own Town

Future Proof

Welcome to the Ice Age

Natural Disasters

**NOTE:** Look through a Subject Handbook from previous years and you will find many more subjects to be offered again in future years. The Bayview College electives program truly offers a world of opportunity.

# Health, Outdoor & Physical Education

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## **Sport Nation**

Come on Aussie, Come On! Australians love sport and, as a nation, we have had much success in many sporting arenas. In this mostly practical elective, students will participate in a variety of popular Aussie sports and outdoor recreation, including Indigenous sports and cultural games. Students will investigate factors which have influenced Australia's sporting culture. Theoretical components of the subject explore the history of sport in Australia and how attitudes and involvement in sport and physical activity have changed over time. Students will undertake a major investigation into an Australian sports issue, event or icon and present their findings to the class and develop an in-house sporting competition that contributes to the Bayview College house points system.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Physical Education, VCE Health, VCE Vocational Major Subjects, VCE Geography and History.

## **Let's Get Physical**

A common phrase among some active students is "We just want PE!". This active and hands-on module does just that. Students will explore units such as Life Long Physical Activity, Games & Sports, Rhythmic & Expressive Movement, and Challenge & Adventure Activity. Activities will utilise the local land and water-based recreational sport facilities at Bayview College and around Portland. The module examines competitive and non-competitive recreation and physical activity and the factors that affect participation in them.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Physical Education. Practical skills will also be of value for those students undertaking the VCE Vocational Major.

## **Pre VCE PE: Higher Faster Stronger**

In this theoretical & practical pre-VCE elective, students will explore the lengths athletes and professional sports people go to in order to reach the top through theoretical and practical activities. These include sports psychology, training programs for different sports, coaching, nutrition and food sciences, preparing meals and meal plans based on the different nutritional needs of different sports, genetics and body types, to biomechanics and the investigations of materials used in different sporting equipment and the scientific principles behind them, and legal and illegal methods of performance enhancement. Students will also explore the issues and ethics of performance enhancement methods and the labelling of professional athletes as heroes. This elective demonstrates how physical education links in with all the other learning areas including science, humanities and technology.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Physical Education, VCE Health, VCE Psychology, VCE Physics, VCE Biology and VCE Vocational Major Subjects

## **Pre VCE Health: Global Health**

Let's go on a virtual trip around the world. What does life look like in different countries? How are we all interconnected with countries around the world? How can our actions here in our own backyard affect outcomes for people around the world? By taking a 'walk in their shoes' this module explores what health means to different populations around the world, and to compare the health of Australians to that of other countries. Focus will be placed on the 'Sustainable Development Goals' and we will explore how students can be an active part of the achievement of these goals. Case studies will focus on global health events, global health promotion and the role of the World Health Organisation. While working our way around the world we will explore practical ways in which we can become involved in making a difference and the role of aid

programs. Students will be directly involved in organising an event or activity that will relate to an area of passion, with the aim to raise funds and awareness for their chosen cause or campaign.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Health & Human Development and Geography. Practical skills will also be of value for those students undertaking the VCE Vocational Major.

### ***Outdoor Education & Environment - Land***

The outdoor education course provides an indication of the practical and theoretical requirements for Year 11 and Year 12 Outdoor Education and focuses on practical context such as; Fishing, Sandboarding, Group challenges, Cooking, Roping (Abseiling and Rock Climbing), Mountain Biking, Campcraft & Navigation. Furthermore, the theory components within the course cover EVERY other curriculum area in the school and this is what makes Outdoor Education so valuable for any student's future career aspirations and skill set. Theory topics include; Environmental Awareness; Sustainability; Weather components and understanding weather systems; Navigation; Leadership Development; Group Dynamics; and Trip Planning. Students will participate in a flexible program that includes use of local facilities and equipment with the most current safety and personal protective equipment (PPE) standards applied. All contexts (activities) contain some form of controlled risk to maximise opportunities for students to be their best. Students are expected to be available for one trip (approximately two days) in the latter part of the year as well as a possible 'overnight introduction to camping' earlier in the semester.

**Pathways:** This course provides students with the opportunity to develop their skills and knowledge in preparation for VCE Outdoor & Environmental Studies and VCE Geography and VCE Vocational Major pathways

### ***Surf Life Saving***

In partnership with the Portland Surf Life Saving Club, Bayview College offers students the opportunity to gain the Surf Life Saving Bronze Medallion and become a volunteer surf life saver. Two of our teachers are surf lifesaving trainers and/or assessors, allowing a unique opportunity to be able to gain this award through the school curriculum. Students will spend a lot of time in the water and become proficient in surf lifesaving skills including swimming and board riding, rescue techniques, resuscitation and first aid skills, communication techniques, and aquatic community safety and management. Theoretical components include a study of human body systems, marine environments and organisms, and injury and illness management. It provides students with an opportunity to become involved with a respected volunteer community organisation, the Portland Surf Life Saving Club, Emergency Management Victoria and the wider Surf Life Saving Australia movement. Students will also have an opportunity to explore other vital volunteer organisations such as the SES, CFA & Coastguard and how these volunteer organisations work together in the community.

**Pathways:** This elective provides valuable skills in VCE Physical Education, VCE Health, VCE Biology, VCE Outdoor Education, VCE Geography, and VCE Vocational Major pathways

### ***First Aid***

Gain the confidence and skills to respond to a first aid emergency. Through the interactive topic of First Aid, students will investigate a variety of ailments and injuries, and how they affect the structure and function of body systems. Students will explore the management of diabetes, epilepsy, heart and respiratory conditions, head and spinal injuries, allergies, musculo-skeletal injuries, envenomation from bites and stings, burns and bleeds using CPR and first aid techniques. As part of recognising and responding to an emergency, students will identify and assess risk and hazard to self and others. Working with local training organisations and emergency service providers, students will gain their CPR and Level II First Aid certificates.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Health & Human Development, VCE Biology & VCE Physical Education. Practical skills will also be of value for those students undertaking the VCE Vocational Major.

# Humanities & Social Sciences (HASS)

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## **Law Abiding Citizen**

In this Unit, students explore their place in a diverse global community. Students learn about Australia's legal and democratic processes and their rights before the law. Students will examine a range of challenges that Australian's face in the global community and their impacts on local issues. They will evaluate a range of factors that influence their ability to be active and informed citizens in today's modern society.

**Pathways:**

This elective has ties to VCE Legal Studies

## **Race Matters**

For those students interested in History, Politics and Culture, Race Matters has an obvious connection to present racial tensions here and abroad and will cover historical conflicts, the politics of racism, the economics of oppression and place of science in racial debates. Students will explore the racial conflicts of the past, key figures in these conflicts and the social context in which they are set. Armed with this understanding, they will be able to understand present racial conflicts and their implications more profoundly for our society.

**Pathways:**

This elective has ties to VCE History, Politics, Geography and Legal Studies

## **Tyrants and Dictators**

For those students interested in History, Politics and Conflict, Tyrants and Dictators will introduce them to the powerful, manipulative and shadowy leaders of the past. Students will explore how these figures were able to gain and maintain their hold on countries and political systems, and how they met their end. They will understand the social and economic circumstances that allowed these dictators to rise and they will meet the heroes who stood against them.

**Pathways:**

This elective has ties to VCE History, Politics and Legal Studies

## **Civics and Citizenship**

Students wishing to develop a better understanding of how our government works, of our political parties and of our rights and responsibilities as citizens will benefit from this elective. They will explore the history of our Democracy, the key figures in its development and how it functions today. They will also engage in their role in voting and participating in the governing of this country at all levels.

**Pathways:**

This elective has ties to VCE History, Politics and Legal Studies.

## Conflict

In this semester long course, students will investigate some of the significant issues and conflicts facing the world today. Through text, film and current documents, students will have the opportunity to explore the causes and viable solutions to several current conflicts across the globe including:

- War... Syrian Civil War, the Mexican Drug War, Iraq and Afghanistan
- Terrorism... ISIS, Boko Haram, Domestic Terrorists and al-Qaeda
- Territorial Disputes... Israel and Palestine, Indonesia and West Papua
- Modern Issues... Drone Strikes, Surveillance, WikiLeaks

The course will also look at the role organizations such as the United Nations, The International Criminal Court, the International Crisis Group, Red Cross and Medicines sans Frontiers play in these conflicts. The purpose of this course is to provide the skills you will need to pursue studies in History, Geography, Politics and International Relations, as well as giving you a greater understanding of the contemporary world.

**Pathways:** This elective introduces VCE History and Politics.

## Manga Mania

This course allows students to explore the history and genres of Japanese manga and animation films. While viewing and reading several influential manga and anime, students will study the stylistic conventions, universal themes and story-telling devices that emerge. In addition to discussing common themes and narrative forms employed, students learn to distinguish and describe varying drawing styles and framing structures. The final project asks students to create their own manga or anime (a sample piece and explanation of the remaining narrative) with commentary on how that fits within the larger field.

### **Pathways:**

This elective has ties to VCE Media, Literature, Studio Art and Theatre Studies.

## Bringing Them Home

This unit is intended to help students gain a comprehensive knowledge and understanding of the issues surrounding the forcible removal of Indigenous people in Australian history. They will also develop an understanding of the value of personal, oral and local histories and their importance to social groups and local communities.

**Pathways:** This elective has ties to VCE History, Politics and Legal Studies

## Built to Last

The Great Australian Dream... building and owning your own home! This subject explores every step in this process in a hands-on, real-world way. Students will progress from rough sketches, to buying land, choosing builders, designers and architects. They then explore the maze of the banks and government regulations, to the moment of beginning their dream home build to life. Students will study, explore and test a range of building options from 'alternative' building materials such as rammed earth, mudbrick and straw-bale, to innovative building materials, as well as traditional brick-veneer building options. Students also investigate the 'Tiny House' Movement as an alternative to the mainstream home ownership concept.

**Pathways:** This elective introduces VCE Product Design & Technology

## Kids, Cops and Cars

This unit aims to develop an understanding of youth issues for young people as well as giving students the knowledge to understand their rights and how they can resolve disputes. Students also develop an understanding of road traffic issues. The course will be broken up into three parts.

The first part will look at youth issues and their rights and responsibilities, Cops – will look at the role of the police, it will be an introduction to the Legal System and Cars will prepare students for a life on the roads.

**Pathways:** This elective has ties to VCE Legal Studies

### **The Business Lounge**

In this student led elective, students get the opportunity to pursue their passion and experiment with building a business. The course will introduce students to several key business concepts including entrepreneurship and innovation, and may also cover issues such as personal banking, taxation and financial management. It includes a major focus on Marketing and the impact of marketing activities on customer buying behaviours. As well as learning new ways to think and look at the world, students can also gain valuable practical experience in setting up and managing a business through participating in the \$20 Boss program.

**Pathways:** This elective introduces VCE Business Management

### **Let's Build a City**

In this unit students will investigate what is going on with the world's population. What is happening to our cities and resources such as water and where are all the people of the world going to live in the future? These are very important questions we need to ask ourselves and to find solutions to. In this elective students will look at these issues and build our own city. Each group will develop their own area including the CBD, suburbs, slums, agriculture and industry.

**Pathways:** This elective introduces VCE Geography and Health and Human Development.

## **Integrated Studies**

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### **Future Proof**

This dynamic course sets out to prepare students for successful, prosperous and exciting lives beyond the classroom. Based on "The Barefoot Investor for Families" bestseller book, Future Proof takes students through "The Barefoot Ten" as they develop budget savvy habits for life. Cooking from scratch, buying and selling, banking, budgeting, getting a job, building a solid resume, saving money on bills and giving back to the community are key lessons students will gain.

**Pathways:** This elective introduces VCE Business Management, VCE Health & Human Development.

### **Life Matters**

This course will recognise learning that is valued in the community and develop the knowledge, skills and attributes identified below. These units emphasise the importance of self and connection to the community through locally developed programs. This will be achieved through the participation in activities related to the self, including health, well-being and educational, social or family experiences of a practical nature. Life Matters is designed to develop and improve self-awareness and self-worth, health and wellbeing, social connectedness, community and environmental awareness, critical and creative thinking.

**Pathways:** This elective introduces a broad range of learning areas including; the VCE Vocational Major: Personal Development, Outdoor Environmental Studies, Health & Human Development.

### **Media Studies - Australian Stories**

This specialist subject introduces students to the relationship between audiences and the media. The subject explores the concept that this relationship is dynamic and changing. Students develop

an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

**Pathways:** This elective introduces VCE Studio Art, VCD and Applied Computing.

### **Media Studies: Narratives**

In this specialist subject students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining a range of media forms. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

**Pathways:** This elective introduces VCE Studio Art, VCD and Applied Computing.

### **Be Resourceful**

From raw material to resource, how is it found, mined, produced and used. How does this process impact the environment and can it be completed sustainably? How does the choices of the materials we use impact production and the environment? How can we lessen the need for the resource and how can we dispose of it ethically once we have used it?

**Pathways:** This elective introduces VCE Chemistry, Physics and Geography.

### **Criminal Forensics**

This unit is an integrated science/humanities class that will look at legal cases and the use of forensics. Students will gain an understanding of the legal system as well as practical experience in collecting and analysing all types of evidence relating to a crime scene.

**Pathways:** This elective introduces VCE Legal Studies and VCE Chemistry & Psychology.

## Language and Literature

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### **Advanced English - Classics**

This elective is aimed at lovers of Literature and those who want to challenge themselves with more intricate texts and more complex concepts. In this elective, we will explore the Classics from Shakespeare and The Romantic Poets to Sherlock Holmes and Gothic Tales. Students will explore the conventions and styles of classical genres and recreate some of our own. As with Advanced English-Modern, students will also develop their ability to analyse and discuss texts and their ability to create their own. This can only benefit them with their VCE English studies or can lead to VCE Literature

**Pathways:** This subject will directly lead to VCE Literature and will complement VCE English

## **Advanced English - Modern**

For those who love reading and Literature in general, this elective will immerse students in some of our most iconic and celebrated literary works. We will cover texts from the 1950's until now, exploring great novels, plays, films and poetry. We will delve into the creative worlds of some of our greatest writers and directors developing an appreciation for their times and their experiences. Students will also be exposed to more complex concepts and skill levels in both their writing and in their ability to analyse and discuss texts. This can benefit them with their VCE English studies or can lead to VCE Literature.

**Pathways:** This subject will directly lead to VCE Literature and will complement VCE English

## **Journalism**

This course focuses on the craft of journalistic writing and the processes involved in delivering our news and information to us. We will explore some of the great news stories through History and some of the famous and infamous reporters of their time. Students will develop an understanding of how the methods of delivering news have developed from the Town Crier to the Internet. This will all benefit students in their English studies or VCE Media.

**Pathways:** This subject will complement VCE English and VCE Media.

## **Year 9 Japanese**

The Year 9 Japanese course continues to focus upon students learning to communicate about their daily lives. Students learn how to discuss their own history and identity including languages they speak and nationality. Furthermore, students learn about food in Japan and compare this with food in Australia. Students are exposed to shopping in Japan and leisure activities including Japanese theme parks. Students continue their study of how to use adjectives in various tenses and they will be taught about verbs and how to conjugate verbs to suit the situation. Students learn about the culturally appropriate behaviour that accompanies the language topics and continue to refine their skills in the mastery of the Japanese script – with a particular focus on writing Katakana. Working throughout their “iiTomo” activity book, in conjunction with the accompanying student book, students will undertake reading, writing, listening and speaking activities.

**Pathways:** This unit prepares students for senior LOTE – Japanese studies and provides conversation skills that will enable the student to participate confidently in the Japanese exchange program (when Covid enables it to resume...). The study of Japanese is also highly regarded in many occupations including business, hospitality, tourism, and trade.

Studying Japanese at VCE level enables students to gain bonus points toward their ATAR and makes them eligible for the prestigious VCE Baccalaureate Certificate.

## **Year 10 Japanese**

The Year 10 Japanese course continues to build on student's knowledge and understanding of the Japanese language and culture. Students will learn to talk about shopping in both Australia and Japan, and how shopping in Japan reflects Japanese culture. Students will continue to build on their ability to talk about their leisure time, including how to invite and accept invitations, and make plans in Japanese. In addition to this, students will explore and compare how Australian and Japanese young people spend their weekends. Furthermore, students will learn to compare city and country life in both Australia and Japan, their neighbourhood and give directions. They will learn to discuss school trips including where and how long they stayed in a place, and transport to and from places. They will compare these trips to the experiences of Japanese students. Students will learn to discuss their part time jobs, including the reasons they work and how they spend their money. Finally, they learn to talk about their future aspirations, including what they are good at, what they like to do and give reasons for choosing careers. Throughout all topics, students will build on their knowledge of subject specific kanji, as well as consolidating knowledge of the katakana alphabet. Furthermore, students will be continually building on their cultural and intercultural awareness.

**Pathways:** This unit prepares students for senior LOTE – Japanese studies and provides conversation skills that will enable the student to participate confidently in the Japanese exchange program. The study of Japanese is also highly regarded in many occupations including business, hospitality, tourism, and trade. Studying Japanese at VCE level enables students to gain bonus points toward their ATAR and makes them eligible for the prestigious VCE Baccalaureate Certificate.

# Product and Digital Technology

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## **Hospitality**

This unit is designed to provide students with advanced skills needed for the hospitality industry. Students will have opportunity to visit local firms that specialise in the Food and Hospitality industries. At these visits students will have access to professionals in these fields who will be able to inform students of the various career pathways, such as trade apprenticeships and tertiary pathways, to enter these industries. Students will learn silver service, table setting, catering and food preparation techniques expected in the industry.

**Pathways:** This unit provides links to VCE Food Technology and Health and Human Development and VET Food Technology/ Hospitality.

## **Food Technology: Farm To Plate**

This unit is designed to set students up with skills for life. They will learn techniques and skills to grow, cook and prepare fruit and vegetables grown in the new school Kitchen Garden. Students will research their own recipes, follow a design brief to plant and grow appropriate foods and will master the skills needed to successfully prepare meals. A detailed workbook will be assessed and practical assessment will be based on skill competency and the final products.

**Pathways:** This unit provides links to VCE Food Technology and Health and Human Development and VET Food Technology/ Hospitality.

## **Food Technology: Tastes of Asia**

Cook your way around Asia by learning to use a wide variety of delicious, fresh ingredients to create flavour combinations that delight the taste buds. In this unit students will discover the skills of balancing flavours and textures while also learning the fundamentals required to create Asian specialty dishes.

The creation of delicious foods will be enhanced by learning about the culture behind the cuisine. Students will work in small teams to research and take charge of the class to enable the creation of an authentic Asian banquet. This task will include creating a traditional setting incorporating music and memorabilia.

Students should be ready to experience 'master classes' from some of our local Asian community members who will willingly share their culinary secrets. Watch, listen, learn and taste Asian family favourites cooked by those who know best.

**Pathways:** This unit provides links to VCE Food Technology, VCE Health and Human Development and VET Food Technology/ Hospitality.

## **Buildings and Architecture**

In this elective students will be encouraged to look at built surroundings with a critical eye. From home, school, shops and even movie and game sets, you are surrounded by environments that have been created by design professionals.

Students will explore the history of architecture, changes in styles and use of materials and technology, and how this influences contemporary design. In addition, they will learn fundamental Architectural skills, such as creative thinking, technical drawing and creating presentation-level mock-ups of buildings (drawings and models).

Students will work in both 2D and 3D using various physical and digital tools. You will be given a specific design brief and work through the design process to create your building (past tasks include designing houses, school buildings, public sculptures, etc.). Creative thinking is an important design skill, so you will be encouraged to develop a range of different ideas in the early stages of the design process. After selecting the most original and interesting concept, you will refine it through trials and testing potential presentations before producing a manual or digital drawing or model of your structure.

**Pathways:** This course is designed to prepare students for VCE Visual Communication Design.

### **Pre-VCE Textiles: Product Design and Technology**

This course is designed directly towards students aiming to undertake this VCE subject. This pathway provides targeted preparatory experience for the respective pathway into Year 11 and Year 12. This course will provide you with the creative, practical and technical skills studies in the VCE. It will allow you to become "hands on" in all aspects of fashion designing. You will learn a range of design skills for the development of fashion concepts from research through to patternmaking, figure and size analysis, fitting, garment cutting and block construction, garment realisation and merchandising. The course focusses on the individuality of students, and allows you to explore your own creativity, and to draw on various design disciplines to develop your own signature style of fashion and design.

**Pathways:** This Unit prepares students for the Year 9/10 Product Design and Technology elective, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design.

### **Technology Textiles – Design and Creation**

Students will view different styles of products and create their own, developing a distinctive and personal style. Students research their choice of products and research the development and advancement of the product. The students are required to produce at least one quality product throughout the semester focusing on correct processes and techniques. They will be working from their choice of design and are expected to individualise their work. Students can work in any medium of their choice to research, design, produce and evaluate the product. E.g., Redesign clothing/ furniture/ jewelry/ model homes/ new designs.

**Pathways:** This Unit prepares students for the Year 9/10 Product Design and Technology elective, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design.

### **Textiles: Fashion Design**

Your journey starts here. You will develop creative and technical skills while looking closely at the fashion industry. Study design, pattern making and cutting-edge technology to produce everything from ready-to-wear through to made-to-measure fashion. You'll learn to blend theory with practice through a series of projects and activities.

Through your studies you will gain the skills required to be industry-ready, developing the knowledge and know-how to secure jobs in the fashion industry – especially in computer-aided design (CAD) and the global supply chains. You will develop a broad range of skills and study the underpinning theory of the design process, including fashion range development, trend research, specification development, design and production management, and pattern and garment construction skills.

**Pathways:** This Unit prepares students for the Year 9/10 Product Design and Technology elective, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design.

## **Textiles: Sustainable Innovation**

The Sustainable Innovation course is perfect for students wanting to shape the future of the fashion industry. You will learn how to create forward-thinking fashion, with a focus on sustainability and ethical consumption. You will explore industry experts who are currently working within many sectors of the industry including fashion design, reinvention, forecasting and enterprise. With a focus on fashion futures, business strategy, and sustainable fashion business models and supply chains, you will gain the knowledge and skills to develop and manage a career in emerging fashion industries.

**Pathways:** This Unit prepares students for the Year 9/10 Product Design and Technology elective, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design.

## **Design and Technology: Wood - Blue Tooth Speaker**

This course continues the development of skills acquired in other Design and Technology subjects, while providing the opportunity of designing and building with more complexity. It consolidates the importance of safe practices and the safe use of all tools and mechanised equipment in the workshop. Students explore aspects of design and produce a Blue tooth speaker. The project demonstrates the procedural competencies such as setting out, accurate dimensioning, understanding the properties of raw materials and how to produce appropriate joins, lamination and fixing techniques to complete a functional and aesthetically pleasing piece. This subject also introduced aspects of VCE Design and Technology such as design options, research, the design brief, production planning and recording, drawing and evaluation.

**Pathways:** Prepares students for VCE Product Design and Technology. It may be that you just like designing and making.

## **Design and Technology: Wood - Folkly Chair**

This course looks at the factors that influence design, while continuing the development of skills acquired in other Design and Technology subjects. It also provides the opportunity of designing and building with more complexity. It consolidates the importance of safe practices and applies safe working methods in the workshop. Students explore aspects of design and produced a timber Folkly chair or similar product. The project demonstrates the procedural competencies such as setting out, accurate dimensioning, understanding the properties of raw materials and how to produce appropriate joins and fixing techniques to complete a functional and aesthetically pleasing piece. This subject also introduced aspects of VCE Design and Technology such as design options, research, management techniques, the design brief, production planning and recording, drawing and evaluation.

**Pathways:** Prepares students for VCE Product Design and Technology.

## **Pre-VCE Product Design: Wood**

This course continues the development of skills acquired in other Design and Technology subjects, while providing the opportunity of designing and building with more complexity. It consolidates the importance of safe practices and the safe use of all tools and mechanised equipment in the Design and Technology workshop. Students will again have the chance to explore aspects of design and produce a timber model of their choice. The project will demonstrate the procedural competencies of building such as setting out, accurate dimensioning, understanding the properties of raw materials and how to produce appropriate joins and fixing techniques to complete a functional and aesthetically pleasing piece. Models that students may choose in consultation with teachers include; a lamp, a bedside table, a portable chair, cabinets (tool/wall/standing), a toolbox, wooden toys, a kennel, mirrors and picture frames, a portable table, a timber trolley, as well as storage vessels of a student's choice. Computer Aided Design and hand drawn technical drawing are also part of this course.

**Pathways:** Prepares students for VCE Product Design and Technology.

# Science, Tech, Engineering & Maths (STEM)

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## **Game Design**

The focus of this computing subject is becoming a creator rather than just a consumer of computer games and digital experiences. This subject teaches the fundamentals of computer programming, including planning, implementing and evaluating, through the process of designing and building a functional computer game. Students will learn the programming language(s) chosen and apply these skills to their own creative endeavour. By following an iterative design process, students will learn skills in designing, prototyping, debugging and evaluating. This course is designed to expand upon skills introduced in Year 7 Digital Design and allow students with an interest in computing and creativity a chance to explore the possibilities of their imagination. This course will provide good foundational skills and would be suggested before undertaking Advanced Computing and/or VCE Applied Computing.

**Pathways:** This elective provides a pathway to Advanced Computing, VCE Applied Computing and TAFE VET courses.

## **Adaptations, Survival and Evolution**

Living organisms are faced with many challenges in their different environments. How they respond is both interesting and complex. This elective looks at how organisms fight against disease, how they adapt to environmental pressures and how they can be taught by other organisms. These responses allow organisms to not only survive, but to often thrive in our every changing environment. If you are interested in a career in medicine or animal sciences, this elective will allow you to begin investigating and understanding how surviving as an organism really means being the "fittest".

**Pathways:** This elective provides a pathway to VCE Psychology and Biology

## **Get Psyched**

In this elective students will investigate and gain an understanding of what makes us individuals. Students will discuss theories of moral, emotional and cognitive development and debate about the impact of nature and nurture on human development. Students will examine what factors influence a person's attitudes and value structures and why some people choose to behave in pro or anti-social ways. Students will also investigate the merit of sports psychology and concepts such as intelligence and personality. This unit will involve practical investigations and psychological research. Students will gain skills in research methods and investigate the role of ethics in scientific studies. The Nervous system, with an emphasis on the anatomy and functions of the Human brain will be studied.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Psychology and Health and Human Development. The elective is relevant to careers in Psychology, Science, Welfare, Education and Health Fields.

## **Let's Experiment! (Experimental Science)**

This elective is designed to be a multidisciplinary science subject, allowing each student's natural curiosity to be stimulated depending upon their individual passions and interests as well as teaching key laboratory techniques and science methodology.

Most excitingly students will have the opportunity to apply their knowledge and skills to the design and carry out practical investigations of their choice. A key focus will be encouraging and providing opportunities for students to inquire scientifically. Students will develop ways to apply a

methodology to turn their own questions into knowledge and investigations. Key life skills such as perseverance, problem-solving, and researching will also be fostered and developed as students complete a combination of both teacher-directed and self-directed learning.

**Pathways:** This elective provides a pathway to VCE Biology, VCE Chemistry and VCE Physics.

## **Marine Science**

Portland's coastline and oceans are a marine wonderland – so what better place to study marine science! Marine science is the study of the ocean, its ecosystems and its life forms as well as the study of coastal environments, oceanic currents and the sea floor. Learn how the amazing creatures on the shoreline and in rock pools survive; why whales and tuna visit our shores; the importance of ocean currents to Portland's fishing industry; how the spectacular coastal areas around Portland and the Great Ocean Road are formed; why do so many fish live on reefs; why do we get such great waves at Yellow Rock and Crumpets? How Fawthrop Lagoon works as a thriving ecosystem. And do it all through practical activities and fieldwork in our local environment.

**Pathways:** This elective provides a pathway to VCE Biology, Environmental Science and Geography. Students who are interested in careers in Marine Biology; Zoology; Natural Resource Management (e.g., Park Ranger or Fisheries Officer); Maritime Safety, Navigation and Engineering; or Commercial Fishing will benefit from studying this elective.

## **Infinite Possibilities - Exploring Maths**

Maths is an enormous subject, with all sorts of interesting ideas and theories that we don't always get to fully explore in the core maths curriculum. Mathematics Investigations allows students who are interested in what else Maths has to offer to discover a range of new concepts and ideas as well as work independently and in groups to work through a range of maths problems.

The aim of this subject is to extend students mathematical understanding and engage students in a wide range of problem solving and rich tasks. Students will focus on developing their problem-solving skills and to expand their mathematical understanding, both of which would contribute to an excellent foundation for higher level study of the subject in the Senior School. Mathematics.

Maths Extension would also provide an element of individual choice, with the opportunity for students to independently investigate ideas that interest them further.

**Pathways:** This unit leads toward the VCE Math subjects, particularly Math Methods.

## **Science Solutions**

Students explore 'real' Issues and find 'Solutions' to Big and Small Science Questions such as:

- What Is the Universe Made Of?
- Where Do We Put All the Carbon?
- Will We Ever Cure Cancer?
- What Lies at the Bottom of the Ocean?
- When Can I have A Robot Butler?

Working individually and in teams, students create and develop solutions to a range of proposed and student selected questions and issues. Each of these issues is addressed through learning key concepts from the disciplines of Biology, Chemistry, Physics and the Earth sciences.

Students will be provided with opportunities to inquire scientifically. Key thinking and personal skills such as perseverance, problem-solving, researching and collaboration will be fostered and developed. The learning includes hands-on opportunities such as practical experiments, product design and construction.

**Pathways:** This unit leads towards VCE Biology, Physics and Chemistry.

## **Advanced Computing**

This course is intended to provide students with the skills and knowledge to take their interest in computing and digital technologies to the next level. Through a series of short challenges, students will get practice in building agile solutions to problems involving data and information management, data visualization, and the design, development and evaluation of software solutions, forming a valuable digital portfolio of work. In addition to making and building, students will be provided with a grounding in the theory necessary for higher learning. This course is designed to prepare students should they wish to take on Applied Computing as a VCE subject or pursue information and computer technologies in their further studies.

**Pathways:** VCE Applied Computing, TAFE or further education computing

## **Pre-VCE Biology: Control, Coordination, Genetics and Evolution**

You are a multicellular organism made up of a number of body systems that work together to keep you alive. Your body systems are made up of organs, which are made up of particular types of cells. Your cells communicate with each other using electrical impulses and chemicals such as neurotransmitters and hormones. The coordination of this communication is essential so that the requirements of your cells are met, and a stable internal environment is maintained.

Important chemical reactions occur in living things, photosynthesis and cellular respiration are two of these important processes that convert the sun in plants and food in animals to an energy needed to fuel our cells.

The characteristics of living things are determined by both the genetic information that they contain and the environment in which they live. New technologies have harnessed genetic machinery in order to change or create new organisms. What are the implications of manipulating the raw material of life?

**Pathways:** This elective provides a pathway to VCE Biology and VCE Psychology.

## **Pre-VCE Chemistry: Inside the Atom and Chemical Reactions**

Imagine something so small that you cannot see it, even with the most powerful microscope. The quest to find out what was inside the atom is one of the great detective stories of all time. Every single living thing on Earth depends on chemical reactions. So, what are they, how do we know they occur and how can they be sped up or slowed down?

Millions of chemicals can be written using the approximately 118 symbols of the elements. The symbols of the elements in the periodic table are the chemists' alphabet. These formulae are used to write equations that show how the atoms in the reactants are rearranged to form products in a chemical reaction.

**Pathways:** This elective provides a pathway to VCE Chemistry.

## **Pre-VCE Physics: Motion, Astronomy and Electricity**

The thrill of the rollercoaster ride allows you to experience sudden changes in motion. When the car suddenly falls, you seem to get left behind just for a while. When you reach the bottom of the track and the car rises, your stomach seems to sink. And when you round a bend, your body seems to be flung sideways. Such a ride raises many questions about the way in which forces affect motion and energy.

During an electrical storm, lightning flashes brightly. For less than a second the sky lights up as if it were the middle of the day. A short time later there is a huge crash of thunder. It's a spectacular sound and light show that all starts with electrical energy and heat. Lightning is a giant spark moving between clouds and the ground or between different clouds. The flash of lightning heats the air to temperature of 30 000 °C. The hot air expands, its particles crashing into the surrounding cold air particles. Thunder is a noise created by the crashing particles. On a cloudless night, a pattern of

stars, galaxies and clouds of gas appears to spin above our heads. Yet against the backdrop, changes are taking place – often hard to see and sometimes spectacular, but always raising questions in our minds about the past and the future.

**Pathways:** This elective provides a pathway to VCE Physics.

## Visual and Performing Arts

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### **Digital Photography\***

This elective will include inspirational artist worksheets, software and innovative computer skills. Students will trial new techniques and ideas, producing a folio of work and be introduced to the basic technology necessary to produce their work. As well as how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, "rule of thirds", light, texture, pattern, lines, symmetry, depth of field, distance, perspective, culture, space, balance, colour and black and white photography, and be introduced to many works by well-known photographers. Students will be expected to demonstrate an ability to use the tools competently in the production of their artwork.

**Pathways:** This unit leads towards VCE Studio Arts and VCE Visual Communication Design.

### **The Visual Artist**

Students explore all the mediums that an artist would use! Students explore art history, art criticism, aesthetics, and production that lead to the creation of a portfolio of quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic artworks exploring drawing, painting, printmaking and sculpture. Students use a variety of materials such as pencil, dry and oil pastels, charcoal, pen and ink, watercolor, oil, acrylics, ceramics, plaster and wire as well as the associated techniques. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art.

**Pathways:** This unit will prepare students for VCE Studio Arts, VCE Visual Communication Design and VCE Design and Technology.

### **3D Studies: Ceramics**

If you have ever wanted to make your own pottery, then this is the course for you! Explore different aspects of working with clay in this "hands on" course. Students will be using traditional methods of construction which can be divided into four major categories: Pinching, Coiling, Slab Building and Slip casting moulds. Students will be finishing the surfaces of ceramic/ pottery work using different colorants including underglazes and glazes. Functional as well as sculptural applications will also be explored. Students will fire their work using a kiln and design, construct, and evaluate a variety of products that could include plates, bowls, cups, (an entire dinner set), teapots, chess sets, clocks and ornaments. The school has a huge variety of moulds that can be made into your own creation!

Projects may include Ceramics, Plaster molding and casting, Marquette creation, stone carving, magiclay and recycled art. Students who elect to take this class should want to grow as artists. Students will learn a high level of quality, craftsmanship, and complexity in their artwork. There will be a focus on the Elements and Principles of Art and design and artists and styles from around the world and throughout recorded history.

**Pathways:** This course is designed to prepare students for the VCE subjects of Studio Art, VCD, Product Design & Technology: Wood / Textiles.

## Acting, Creating and Presenting

This specialist subject introduces students to devised drama. Original work developed by actors devised through a creative process that encompasses a range of play-making techniques and conventions. Students will be introduced to dramatic elements, conventions, expressive skills and performance skills.

**Pathways:** Prepares students for VCE Drama and Theatre Studies as a VCE subject. It may be that you just like designing and making.

## Performing Arts Broadway Musical

This specialist subject introduces students to the Performing Arts which is a fusion of Drama, Dance and Music. The course engages students in a variety of units which exemplify creativity, original thought and working with stimulus. Students will study the language of the Performing Arts and understand how to use that language during the analysis and creating processes. Students will be competent in creating and performing both scripted and improvised work, working in both small groups and as individuals.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Drama and Theatre Studies and VCE Music Performance. This elective is a pathway for careers in the arts, design, performance and theatre production.

## Pre-VCE Studio Arts

*This unit is designed directly towards students aiming to undertake the VCE subject. This pathway provides targeted preparatory experience for the respective pathway into Year 11 and Year 12.*

Explore a new world of creative expression by acquiring basic skills and techniques to draw, paint, design or sculpt. You will be able to discover which visual language speaks best for you - fine art, design, or the many other forms of creative expression. This course is made up of selected units from the VCE and offers students an opportunity to experience a light and enjoyable introduction to VCE art studies. Develop your skills across varied art mediums and the arts business including Drawing, Painting, Printmaking, Sculpture, Jewellery, Photo digital imaging, researching and analysing art history and theory along with appropriate OH & S.

**Pathways:** This unit leads towards VCE Studio Arts. It is a useful course for people interested in art/design or photographic careers either through apprenticeships, TAFE courses and University degree courses.

## Rock Band

This subject focuses on the study of the music industry and the development of the necessary skills to create and maintain a successful rock band. Students explore a range of related topics such as song writing, improvisation, and effective rehearsal techniques. This elective is open to students who currently play or wish to learn an instrument or vocal part. No prior rock band or song writing experience required. Students learn and develop skills in composition and performance in voice, guitar, bass guitar, percussion, and keyboards. Other instruments can be included. The Rock Band course has four units that centre around a period of Rock music history. Additionally, each unit focuses on a different set of music fundamentals including form, pulse, melody, harmony, texture, and dynamics. Students identify one or two songs from each style and form small groups (bands) to learn their respective instrumental/vocal parts.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Music and, VET Music Industry.

## **Medieval Mayhem (Drama)**

Explore and experience drama through various periods of history including medieval theatre and Shakespeare through physical movement. Learn how to deliver witty retorts and dance like a court jester.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Drama and Theatre Studies.

## **Theatre: Production Processes and Roles**

This specialist subject introduces students to the production roles and theatre production processes from planning a production through to presentation. Students will develop an understanding of the processes that underpin theatre while producing snippets of ancient and modern theatre, studying the language used in theatre and develop skills in building and understanding actor-audience relationship.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Drama and Theatre Studies.

## **Visual Communication Design: Industrial Design**

Students will apply technical and practical applications to design and create effective visual communication. They will be introduced to the fundamental elements and principles of design, learning how to brainstorm ideas and develop a concept and analyse and interpret a brief. Students will be introduced to the techniques of design fundamentals, learning how to produce drawings for communicating and presenting a concept visually and developing drawing skills from observation of the world around them. Students will explore a variety of materials and techniques.

**Pathways:** This unit prepares students for VCE Visual Communication Design, VCE Design and Technology and VCE Studio Arts.

# Victorian Certificate of Education (VCE) & Vocational Major (VM)

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UNIT 1 AND 2	UNIT 3 AND 4
Applied Computing Biology Business Management Chemistry Drama English Food Technology General Mathematics Geography Health and Human Development History: Modern Japanese Legal Studies Literature Mathematics Methods Media Studies Music Outdoor and Environmental Studies Physical Education Physics Psychology PDT – Wood PDT – Textiles Specialist Mathematics Art: Making and Exhibiting (Studio Art) Theatre Studies Visual Communication Design VM Literacy VM Numeracy VM Personal Development VM Work Related Skills	Applied Computing Biology Business Management Chemistry Drama English Food Technology Further Maths Geography Health and Human Development History: Revolutions Japanese Legal Studies Literature Mathematics Methods Media Studies Music Outdoor and Environmental Studies PDT – Wood PDT– Textiles Physical Education Physics Psychology Specialist Mathematics Art: Making and Exhibiting (Studio Art) Theatre Studies Visual Communication Design VM Literacy VM Numeracy VM Personal Development VM Work Related Skills
<b>Access to VET DSS courses through TAFE</b>	<b>Access to VET DSS courses through TAFE</b>

# VET DSS - Vocational Education Training Delivered in Secondary Schools

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In partnership with Southwest TAFE Bayview College students can access the following VET DSS offerings, subject to student interest. VET DSS is available as an elective from Year 10. This is a great option for students choosing VCE but not doing an accelerated VCE subject as the VET DSS subject acts as their 6<sup>th</sup> VCE subject and will be finished before entering Year 12.

## **Portland Campus**

Certificate II in Engineering Studies  
Certificate 111 in Early Childhood Education and Care  
Certificate III in Health Service Assistance  
Certificate II in Kitchen Operations over two years  
Certificate 111 in Community Services (continuing second years only)

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

Auspiced through COSAMP (delivered at Bayview)

## **Certificate 3 in VCE VET Dance**

Provided by DanceXTensions locally

## **Certificate 2 in Animal Studies**

Provided through GOTAFE (online)

# Senior Secondary Certificate Reform

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Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

In 2023 students will be enrolled in the new VCE Vocational Major or the new Victorian Pathways Certificate which will be introduced to replace Foundation VCAL.

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

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

The new certificates are part of a suite of 38 reforms recommended in the *Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling* (the Firth Review) to lift the quality and perception of vocational education and help more students access high-quality applied learning programs.

## Course selection in 2022

We are supporting all students in their course selections for 2022 and are providing the following advice and information to students considering a VCAL pathway.

If students are studying VCAL in 2022 they will transfer into the VCE Vocational Specialisation with credit for completed VCAL subjects in 2023. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Specialisation if they meet the requirements.

Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new foundation pathways certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the foundation pathways certificate. This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Specialisation certificate in 2023.

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.

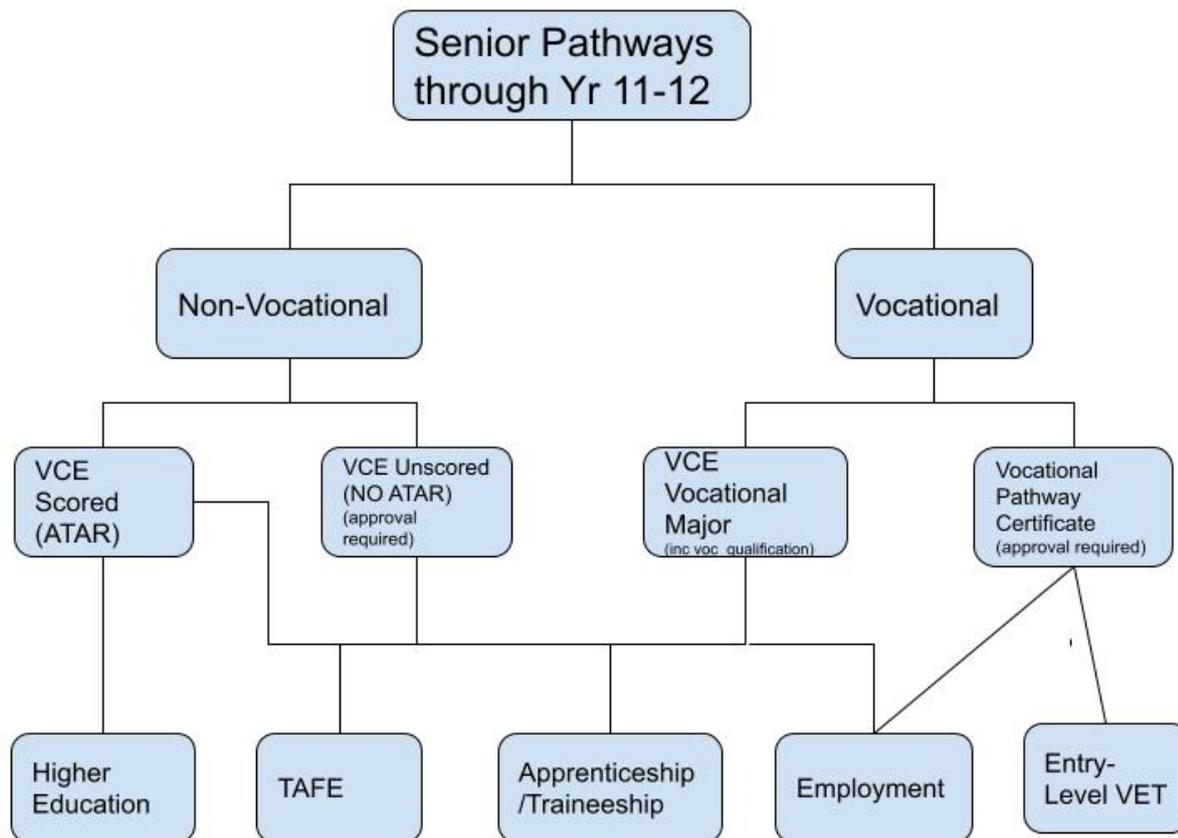
### Enrolment options



\* Note: Students can also move between certificates

## Pathway Planning

It is essential that students select subjects that will allow them to enter their desired field of interest. Many University Courses have pre-requisite subjects that must be completed at year 11 and 12 in order to be considered for the course. Students should research areas of interest by visiting web sites such as [www.myuniversity.gov.au](http://www.myuniversity.gov.au) or [www.vtac.edu.au](http://www.vtac.edu.au)



## Summary of the VCE Course

The VCE is a two-year course based on units in different studies leading to the award of the Victorian Certificate of Education. The VCE is governed by the rules and regulations prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

Unit descriptions for all VCE studies offered at Bayview College can be found in the second section of this information booklet and on the VCAA website

**Units 1 and 2** are usually taken in Year 11 but can also be taken in Year 10 or Year 12. They are assessed within the school and the result of **(S)** Satisfactory or **(N)** Not Satisfactory is reported to the Victorian Curriculum and Assessment Authority (VCAA).

**Units 3 and 4** are usually taken at Year 12 as they are substantially more difficult than Units 1 and 2. Satisfactory or Not Satisfactory completion of a unit is assessed within the school and the result **(S)** or **(N)** is reported to VCAA. Unit 3 and 4 must be taken as a sequence or pair. Units 3 and 4 have externally set and assessed formal examinations.

## Assessment

Satisfactory completion of a unit is based on demonstrated achievement of the outcomes specific for that unit.

The standard of achievement in Units 1 & 2 is determined by the teachers of each unit. It is not reported to VCAA but is reported to parents and students by the school at the usual reporting times.

The standard of achievement in Unit 3 & 4 is determined by assessment tasks spread across Unit 3 and Unit 4. These tasks are set by VCAA - some are assessed by the unit teachers and some are assessed by VCAA. Results of each task are based on the grades A+ to E and UG (Ungraded - low standard) or NA (Not Assessed - not attempted). These grades are reported to parents and students by VCAA at the end of the year.

## Successful Completion of the Victorian Certificate of Education

To graduate with the Victorian Certificate of Education students must satisfactorily complete

- at least 16 units over two years
- these must include:
  1. three units from the English group (English, Literature)
  2. at least three pairs of Units 3 and 4 other than English

Students must satisfactorily complete all the outcomes in a Unit to gain Satisfactory Completion. Failure to complete even one outcome means a student will not be deemed to have satisfactorily completed the unit.

Students must also have at least an 90% attendance in subjects to pass. If, for any valid reason, a student is unable to complete an outcome by the due date, he or she may apply (in writing) to the VCE Coordinator for an extension of time, provided that the application is submitted before the due date.

## The General Achievement Test - GAT

All students studying any level 3 and 4 units are required by VCAA to sit the General Achievement Test. The GAT is a test of general skills, rather than specific knowledge, and covers the areas of Written Expression, Humanities/Arts/Social Sciences and Mathematics/Science/Technology. It is used in conjunction with other Unit 3 and 4 assessment tasks, including examinations to assist in ensuring a fair and equitable subject study score.

## Advice on Entry to Tertiary Courses

Entry into most, but not all tertiary courses is coordinated by the Victorian Tertiary Admissions Centre (VTAC). During August Year 12 students can apply through VTAC for up to twelve tertiary courses, in order of preference, into which they wish to gain entry in the following year.

As students do not always get their first or second preference, as course places are limited, students must carefully consider several possible course and career options. Careful consideration of future career paths and possible courses should be part of the decision process when choosing Year 11 and 12 units.

Selection into Tertiary Courses is based on either the ATAR (Australian Tertiary Admission Rank)

- AND/OR - an interview
- AND/OR - submission of a folio of student work
- AND/OR - completion of an application form

**Calculation of the ATAR** tends to be complicated but is based on the sum of the Study Scores (Relative Position) achieved on assessment tasks in:

- English 3 & 4
- the best three other Unit 3 & 4 studies
- Plus 10% of those received in a fifth (or sixth study) Unit 3 & 4 study.

Any units in which N (Not Satisfactorily Completed) is obtained will not be used for score calculation.

The ATAR will provide an overall percentile **ranking**, calculated in steps of 0.05, reflecting the **comparative performance** of each applicant against all other competing applicants in a given year. The highest rank will be 99.95.

The ATAR is calculated by VTAC and conveyed to those people who are selecting students for courses. These course selection officers then choose students with the highest scores from a list of those students seeking entry to their courses.

For applicants whose ATAR's for a particular course are 'borderline', some other factors may be taken into consideration. For example, the Selection Officer may look more closely at how an

applicant performed on the examinations as opposed to the school assessed tasks. For some courses a 'bonus' is awarded for completion of particular subjects. This process is known as Middle-band selection.

Interviews, if required, are usually conducted to determine the aptitude of a student for a particular course. Work Experience completed in a relevant area often is a useful background for these interviews. Folios of student work are usually required for most Art and Design courses.

### **Minimum Entrance Requirements**

To be eligible for entry into a Tertiary Institution, students will need to:

- satisfactorily complete the VCE
- demonstrate achievement in the outcomes for English/Literature Units 3 and 4
- Complete pre-requisite subjects

Most tertiary courses specify that certain prerequisite studies must be satisfactorily completed before a student will be considered for the course. These prerequisite studies are usually at the Unit 3 and 4 levels and may require a minimum grade average.

# VCE and the Vocational Major: VCE-VM

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The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

The VCE is expanding to include the Vocational Major, a 2-year vocational and applied learning program. It will replace Senior and Intermediate VM from 2023.

The VCE Vocational Major will develop your personal and practical life skills. It will help to prepare you for the next important stage of your life.

## **The VCE Vocational Major offers a pathway into:**

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment

## **Achieving the VCE Vocational Major**

To complete your VCE Vocational Major, you must successfully finish at least 16 units.

You must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level and a VET DSS.

You will apply knowledge and skills in practical settings such as workplaces. You'll do community-based activities and projects that involve working in a team. You can also receive credit for on-the-job learning.

Your teachers will assess your progress through a range of activities. You will not receive an ATAR. This is because there are no external assessments, apart from the General Achievement Test and in some scored VCE VET programs.

Most students will finish their VCE Vocational Major over 2 years.

**When you've completed your course, you will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.**

It is critical that students investigate fully all possible options and have a full understanding of the requirements of VM, VCE and VET. Visiting the following web sites is recommended and reading the information provided by Bayview College.

## **Web Sites**

### **VCE**

- its structure
- specific course information
- guidelines and expectations
- assessment- including past examinations for unit 3 and 4 subjects
- the GAT

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and follow the links to VCE

### **VET**

- VET and TAFE courses available in the South West: [www.swtafe.vic.edu.au/vetis/](http://www.swtafe.vic.edu.au/vetis/)
- For information on VET accredited courses in Australia: [www.myfuture.edu.au](http://www.myfuture.edu.au)

- Tertiary courses: [www.vtac.edu.au/](http://www.vtac.edu.au/)
- Options available when you finish school:
  - [www.year12whatnext.gov.au](http://www.year12whatnext.gov.au)
  - [www.goingtouni.gov.au](http://www.goingtouni.gov.au)
  - [www.myuniversity.gov.au](http://www.myuniversity.gov.au)

### **Career Guidance**

- On different occupations and the training they require: [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)
- For information on apprenticeships: [www.australia.gov.au/australianapprenticeships](http://www.australia.gov.au/australianapprenticeships)
- Volunteering: [www.volunteersearch.gov.au](http://www.volunteersearch.gov.au)
- Work options: [www.jobjuice.gov.au](http://www.jobjuice.gov.au)

### **Read the following documents:**

- Job Guide
- VTAC Guide to Tertiary Courses
- VTAC Tertiary Entrance Requirements (i.e., VICTER 2017/2018)
- VTAC Course link (available on [www.vtac.edu.au](http://www.vtac.edu.au))

### **Talk to:**

- Careers teacher
- Senior years co-ordinator Year level co-ordination
- Subject teachers
- WESTVIC Employment

# Applied Computing

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This study enables students to:

- apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- understand the components of information systems and the architecture of the associated digital systems and how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- apply computational, design and systems thinking skills when creating digital solutions.

## **Unit 1: Computing**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

## **Unit 2: IT Computing**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

## **Unit 3: Informatics**

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

## **Unit 4: Informatics**

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

# Art: Creating and Exhibiting (Studio Art)

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VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated using visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

## **Unit 1: Explore, expand and investigate**

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

## **Unit 2: Understand, develop and resolve**

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

## **Unit 3: Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language.

## **Unit 4: Consolidate, present and conserve**

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

# Biology

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This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species and more broadly to:
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

## **Unit 1: How do organisms regulate their functions?**

In this unit 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.

## **Unit 2: How does inheritance impact diversity?**

In this unit 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.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioral adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

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

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

### **Unit 4: How does life change and respond to challenges?**

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

## **Business Management**

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**NB: Either Business Management OR Legal Studies will run based on student interest. But probably not both.**

This study is designed to enable students to:

- Acquire knowledge of the ways in which businesses are managed
- Develop an understanding of management and concepts & relationships on which it is built
- Examine the role and functions of management across a range of contexts;
- Explore the operation of management in practice

- Acquire knowledge of the skills required in management
- Examine the values and assumptions underlying business management practice and theory

### **Unit 1: Planning a business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

### **Unit 2: Establishing a business**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

### **Unit 3: Managing a business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and using contemporary business case studies from the past four years can compare theoretical perspectives with current practice.

### **Unit 4: Transforming a business**

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

## **Chemistry**

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This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline of collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

### **Unit 1: How can the diversity of materials be explained?**

The development and use of materials for specific purposes is an important human endeavor. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### **Unit 2: How do chemical reactions shape the natural world?**

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### **Unit 3: How can chemical processes be designed to optimize efficiency?**

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations and apply Faraday's laws to calculate quantities in electrolytic reactions.

### **Unit 4: How are organic compounds categorized, analysed and used?**

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce compounds from given starting materials.

# Drama

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**NB: Either Drama or Theatre Studies would run based on student interest, but not both.**

This study is designed to enable students to:

- develop an understanding of the origins, forms and purposes of performance from a diversity of cultures;
- develop an understanding of the processes of developing role and character;
- develop, through practice and analysis, an understanding of drama as an evolving performing art;
- use dramatic elements, theatrical conventions and stagecraft in creating, developing and performing dramatic works;
- develop and refine expressive and performance skills;
- create, perform and evaluate solo and ensemble performances.

## **Unit 1: Dramatic storytelling**

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

## **Unit 2: Non-Naturalistic Australian drama**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might be written, adapted or devised by Australian writers or theatre-makers or reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

## **Unit 3: Devised non-naturalistic ensemble performance**

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

## **Unit 4: Non-Naturalistic Solo performance**

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

# English

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This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the workplace and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

## **Unit 1:**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

## **Unit 2:**

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

## **Unit 3:**

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

## **Unit 4:**

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

# English Literature

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This study enables students to:

- develop an enjoyment of language and literature through reading deeply, widely and critically
- appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
- read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop an understanding of literary criticism
- develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
- develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

## **Unit 1:**

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

## **Unit 2:**

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

## **Unit 3:**

In this unit 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.

## **Unit 4:**

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. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

# Food Studies

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VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

## **Unit 1: Food Origins**

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

## **Unit 2: Food Makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

## **Unit 3: Food in daily life**

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)) and develop their understanding of diverse nutrient requirements.

## **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

# Geography

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This study is designed to enable students to:

- Develop a sense of wonder and curiosity about people, culture and environments throughout the world
- Develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- Understand and apply geographical concepts including place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability to develop their ability to think and communicate geographically
- Develop an understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface.
- Develop a range of skills to assist in analysing information and making informed judgements and decisions about geographic challenges.
- Understand the importance of Geography in analysing issues and challenges to human welfare and the environment, at a range of scales.
- Develop an understanding of the role and application of Geography in the planning and management of human welfare and the environment

## **Unit 1: Hazards and disasters**

In this unit the students will undertake an overview of hazards before investigating two contrasting types of hazards and the response to them by people. Hazards represent the potential to cause harm to people and to the environment whereas disasters are judgments about the impacts of hazard events. Examples of hazards include Geological – volcanoes, earthquakes, tsunamis and landslides; Biological – HIV/AIDS, malaria, animal transmitted diseases, and animal invasions; Human induced – pollution, epidemics, climate change and oil spills. Students undertake fieldwork in this unit.

## **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Tourism is studied at a local, regional and global scale and how this impacts on the people. Students undertake fieldwork in this unit.

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

This unit focuses on two investigations of geographical change; change to land cover and change to land use. Land cover includes biomes such as forests, grassland, tundra and wetlands as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

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

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how government's organisations and individuals have responded to those changes in different parts of the world. Students study two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

## **Unit 3: Regional resources**

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Resources found within regions mean different things to different people over place and time. A study of resources is about the processes and relationships operating in the past, in the present, and those which will operate in the future. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements used

to define them. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Social, historical, environmental, economic and political factors can be used to predict and plan for future policies and strategies to ensure the sustainability of the available resources.

#### **Unit 4 Global perspectives**

Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

# History

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This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical inquiry
- ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
- use historical thinking concepts such as significance, evidence, continuity and change, and causation
- explore a range of people, places, ideas and periods to develop a broad understanding of the past
- engage with debates between historians in an informed, critical and effective manner
- recognise that the way in which we understand the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

#### **Unit 1: Change and Conflict**

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

#### **Unit 2: The Changing World Order**

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

#### **Unit 3 and 4: Revolutions**

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

### **Unit 3 and 4: Revolutions**

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

- The Russian Revolution
- The French Revolution

For the two selected revolutions, both areas of study must be explored.

The periods for each revolution are indicated in the description of the areas of study.

# Health and Human Development

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The study enables students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and global perspective;
- develop an understanding of the interdependencies between health, human development and sustainability;
- identify, develop and evaluate behaviours and strategies that promote health and human development;
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

### **Unit 1: The Health and Development of Australia's Youth**

This unit focuses on the health and individual human development of Australia's youth. For the purposes of this study, 'youth' is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

### **Unit 2: Individual Human Development and Health Issues**

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

### **Unit 3: Australia's Health**

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health.

## **Unit 4: Global Health and Human Development**

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). 'Sustainability refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs' (United Nations, 1992).

# Legal Studies

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**NB: Either Legal Studies OR Business Management will run based on student interest. But probably not both.**

This study is designed to enable students to:

- Develop knowledge of some of their basic legal rights, the means available to protect and assert their rights and their obligations under the law
- Identify legal problems and the means by which they may be resolved
- Develop an understanding of the extent to which individuals have equality under the law regardless of sex, race, religion or status
- Establish links between law-related and other problems in contemporary society, particularly within the Australian context
- Evaluate the effectiveness of laws and recent reforms to the law, and analyse current proposals for further reform and the process by which change is affected
- Evaluate the effectiveness of the adjudicating and decision-making bodies that apply and enforce the law in the Australian legal system
- Develop the ability to research and evaluate evidence and arguments, and form reasoned conclusions
- Develop an analytical approach to legal problem solving; and
- Develop an appreciation of the individual collective responsibility of citizens in a democratic society for the creation and operation of laws, and evaluate participation in the process through which Australian society regulates its activities and reforms its laws

## **Unit 1: Guilt and liability**

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law 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 doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

## **Unit 2: Sanctions, remedies and rights**

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### **Unit 3: Rights and justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### **Unit 4: The people and the law**

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

## Languages: Japanese

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**VCE Languages: Japanese** focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

### **Unit 1**

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

### **Unit 2**

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written

texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

### **Unit 3**

In this unit students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### **Unit 4**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities.

## **Mathematics: Foundation**

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### **Unit 1: Foundation Mathematics**

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### **Unit 2: Foundation Mathematics**

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and

structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### **Units 3 and 4: Foundation Mathematics**

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## **Mathematics: General Mathematics**

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### **Unit 1 and 2 General Mathematics**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Units 1 and 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## Unit 3 and 4 General Mathematics

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# Mathematics: Mathematical Methods

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## Unit 1 and 2 Mathematical methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, except for 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

## Unit 3 and 4 Mathematical Methods

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content

from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

# Mathematics: Specialist

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## Unit 1 and 2 Specialist

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

## Unit 3 and 4 Specialist

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

# Media

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This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### **Unit 1: Media forms, representations and Australian stories**

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

### **Unit 2: Narrative across media forms**

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students 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.

### **Unit 3: Media narratives and pre-production**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this 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.

### **Unit 4: Media production and issues in the media**

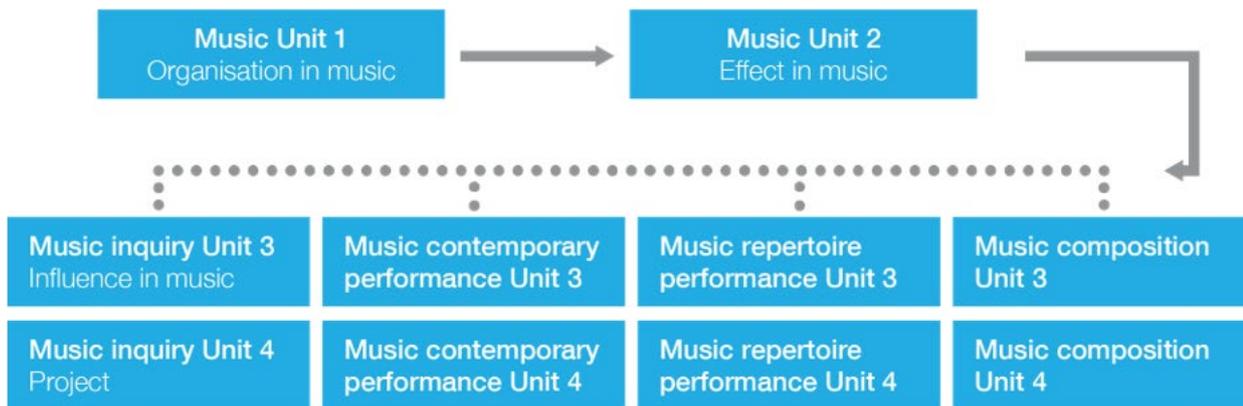
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

## Music

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This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.



### Unit 1: Organisation of music

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

### Unit 2: Effect in music

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

Detailed outlines of **Units 3 and 4** can be viewed on the VCAA Website.

## Outdoor and Environmental Education

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of increasing awareness of sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

### Unit 1: Exploring outdoor experiences

This unit examines 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. Students develop a clear understanding of the range of motivations for interacting

with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### **Unit 2: Discovering outdoor environments**

This unit focuses 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. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students can make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

### **Unit 3: Relationships with outdoor environments**

The focus of this unit is 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. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students can make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

### **Unit 4: Sustainable outdoor relationships**

In this unit 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.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences students can make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

# Physical Education

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This study enables students to:

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Examine how the body systems work together to produce movement
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
- Use practical activities to underpin theoretical understanding.

## **Unit 1: The human body in motion**

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.

Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

## **Unit 2: Physical activity, sport and society**

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They 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 investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

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

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

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

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

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

## Physics

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This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern physics in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

#### **Unit 1: How is energy useful to society?**

In this unit students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

## **Unit 2: How does physics help us to understand the world?**

Students explore the power of experiments in developing models and theories making direct observations of phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. They investigate ways in which forces are involved in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

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

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications include the transmission of electricity over distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of fast objects. They consider how developing technologies challenge existing explanations of the physical world, requiring a review of concepts and theories. Students design and undertake investigations involving at least two continuous independent variables.

## **Unit 4: How can two contradictory models explain both light and matter?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter, which initially seem to be quite different, have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

# Psychology

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This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing
- and more broadly to:
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions and Aboriginal and Torres Strait Islander knowledges

- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline, using appropriate terminology, conventions and formats.

### **Unit 1: How are behaviour and mental processes shaped?**

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data.

### **Unit 2: How do internal and external factors influence behaviour and mental processes?**

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and

consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

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

#### **Unit 4: How is mental wellbeing supported and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

## Product Design and Technology: (Textiles/Wood)

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This study enables students to:

- use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments
- apply design practice by generating and communicating multiple creative ideas, concepts and product design options using a range of techniques to develop viable solutions to problems
- explore and determine characteristics and properties of materials that make them suitable for use
- examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications
- use risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines
- apply project management techniques of time and sequence, and choose appropriate processes
- analyse and evaluate the appropriateness of production activities and product design
- understand sustainability and the responsibility the designer must address social, environmental and economic considerations when designing and creating for the needs of the broader community.

### **Unit 1: Sustainable product redevelopment**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

### **Unit 2: Collaborative design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### **Unit 3: Applying the Product design process**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

### **Unit 4: Product development and evaluation**

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Students make judgments about possible improvements. They produce an informative presentation to highlight the product's features to the client and/or an end-user and explain its care requirements.

## Theatre Studies

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**NB: Either Drama or Theatre Studies would run based on student interest, but not both.**

This study enables students to:

- acquire knowledge of theatre including its styles, purposes and audiences
- interpret scripts through engagement in the production process
- experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition
- apply knowledge of production roles and the skills to interpret scripts
- understand themselves as theatre practitioners and audience
- appreciate theatre and its significance as an art form

- apply safe and ethical personal and interpersonal practices in theatre production
- conduct performance analysis and production evaluations and apply learning to their own theatre production work
- apply thinking, problem-solving and communication skills to creatively participate in the theatre life of their community.

### **Unit 1: Pre-modern theatre styles and Conventions**

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

### **Unit 2: Modern theatre styles and Conventions**

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

### **Unit 3: Producing theatre**

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

### **Unit 4: Presenting an interpretation**

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

## Visual Communication Design

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This study enables students to:

- develop and apply drawing skills using a range of techniques
- develop design thinking
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- apply a design process to create visual communications
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language
- develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

### **Unit 1: Introduction to visual communication design**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### **Unit 2: Applications of visual communication within design fields**

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

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

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

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

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

## VCE VM: Literacy

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This subject focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts will be from a wide range of contexts and will focus on participating in the workplace and community. Further to this, texts will be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations. Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking, and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts.

VM Literacy has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

# VCE VM: Numeracy

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This course focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national, and global environments and contexts, and an awareness and use of appropriate technologies.

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

The course will be based on applied learning, this incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing, and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

VCE Vocational Major Numeracy is designed around four complementary and essential components:

**Outcome 1:** six different numeracy contexts

**Outcome 2:** Is a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

**Outcome 3:** The development and use of a technical mathematical toolkit. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

VM Numeracy has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 may be undertaken sequentially.

# VCE VM: Personal Development

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VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Personal Development Skills explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environment. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## Areas of study

### Unit 1: Healthy Individuals

- Personal Identity and Emotional Intelligence
- Community health and well being
- Promoting a healthy lifestyle

### Unit 2: Connecting with community

- What is Community
- Community cohesion
- Engaging and supporting community

### **Unit 3: Leadership and teamwork**

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

### **Unit 4: Community Project**

- Planning a community project
- Implementing the community project
- Evaluating the community project

VM Personal Development Skills has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 may be undertaken sequentially.

## **VCE VM: Work Related Skills**

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

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

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

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. This study is made up of four units.

### **Unit 1: Careers and learning for the future: Areas of study:**

- Future careers
- Presentation of career and educational goals

### **Unit 2: Workplace skills and capabilities: Areas of Study:**

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

### **Unit 3: Industrial relations, workplace environment and practice: Areas of study:**

- Workplace well-being and personal accountability
- Workplace responsibilities and rights

### **Unit 4: Portfolio preparation and presentation: Areas of study:**

- Portfolio development
- Portfolio presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

*To believe. To think. To achieve.*

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