Mullauna College

SENIOR SCHOOL CURRICULUM HANDBOOK

2024

COURAGE - CURIOSITY - COMMUNITY

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YEAR 10
COURSE INFORMATION

YEAR 10 COURSE ORGANISATION

The Year 10 program includes a combination of core subjects and elective subjects: Students in Year 10 also have the opportunity of undertaking an accelerated placement in a VCE subject.

CORE SUBJECTS		DURATION
English One of	○ English or ○ Advanced English	2 semesters
Mathematics One of	○ Mathematics ○ Advanced Mathematics or ○ Maths for Life	2 semesters

ELECTIVE SUBJECTS

Students must select their electives from the list below. Each elective subject is for one semester, except for German which is undertaken for the entire year. Students may not undertake the same elective twice in any year.

- **Accounting**
- **Art**
- **Biology**
- **Business Management**
- **Chemistry**
- **Computer Studies**
- **Crime & Punishment**
- **Drama**
- **Disease and Immunology**
- **Entertaining with Food**
- **German**
- **Health in our Hands**
- **Health & Physical Education**
- **Media**
- **Mullauna Masterclass**
- **People and Places**
- **Photography**
- **Physics**
- **Psychology**
- **Shape Up, Skill Up**
- **Sports Leadership**
- **Wars, Rights and Freedoms**
- **Visual Communication Design**

The range of Year 10 elective subjects offered will depend upon the number of students selecting each subject.

It is strongly recommended that students proceed with their study of German through to VCE because of the increments this provides in a student's Australian Tertiary Admission Ranking (ATAR) score. Students who include German and Higher Level Mathematics in their VCE studies are eligible to be awarded the VCE Baccalaureate. This is highly regarded by tertiary institutions when considering students for admission.

ACCELERATED VCE SUBJECTS

Advanced students may be allowed to attempt one VCE Unit 1 & 2 in Year 10. This subject replaces two elective choices. Students wishing to undertake this option must complete an application to undertake a VCE Unit 1 & 2 study in Year 10. Semester 1 reports and academic data will be considered as part of the application process. In addition to introducing the assessment processes related to the VCE, this option also prepares students for undertaking a Unit 3 & 4 study in Year 11, thus enhancing their ATAR score in Year 12.

All Unit 1 & 2 VCE subjects are available to choose from, depending upon availability of places and timetable considerations.

ASSESSMENT

There are three modes of assessment at Year 10.

1. ASSESSMENT TASKS

A grade will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a range of assessment tasks, as well as an exam, for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A grade will be awarded for each task.

To satisfactorily complete a unit, a student must obtain an 'N' in no more than one assessment task.

2. LEVEL OF ACHIEVEMENT AGAINST STATEMENT LEARNING STANDARDS

Students will be assessed against the Victorian Curriculum standards. This framework identifies eight learning areas and four general capabilities for the Foundation to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 10 is Level 10. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

3. WORK HABITS

Students are assessed in the Work Habits of Effort and Class Behaviour.

HOMEWORK

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Years 10 will complete a minimum of 8 to 10 hours of homework per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set homework, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and Language require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year.

YEAR 10 SUBJECT DESCRIPTIONS

ACCOUNTING

OVERVIEW

This computer-based unit focuses on the different ways individuals can successfully plan and manage personal finances. Students will also examine the basic accounting procedures involved in the recording of financial transactions of small business.

Topics may include:

- Wise money management
- Characteristics of a good budget
- Three steps to budget planning
- Putting budget into action/Record keeping
- Preparation of accounting records from Journals to Financial Reports for a small business
- Preparation of Bank Reconciliation Statement and Petty Cash Book

Key Skills

On completion of this course students are able to:

- Demonstrate an understanding of personal financial management
- Demonstrate an understanding of basic accounting procedures for a small business

Assessment Tasks

- **Case Study:** preparation of a personal budget
- **Applied Accounting Exercises:** exercises covering basic recording procedures used by small business
- **Problem Solving Tasks:** exercises involving the preparation of financial reports
- **Examination:** an examination at the end of the semester

ART

OVERVIEW

Students will experience a range of materials including painting/drawing, printmaking and ceramics. They will be introduced to new techniques which will enable them to develop increased skills and confidence to create artworks. They will apply elements and principles to create individual art pieces that have personal meaning. They will learn about different artists and be able to analyse artworks.

Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of materials and techniques
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

Assessment Tasks

- **Art style investigation:** completion of a range of artworks including support material
- **Art theme investigation:** completion of a range of artworks including support material
- **Written Presentation:** written report/s based on research into set topics that will be supported by visual material
- **Examination:** an examination at the end of the semester

BIOLOGY

OVERVIEW

Students will learn about genetics, inheritance patterns and how these affect the balance of species in an ecosystem. Students will apply their understanding of natural selection to understand the theory of evolution and learn that the generation of new species is reliant on a combination of spontaneous genetic mutations which are selected for by the environment. Students will design and conduct an investigation into a key area of study during the semester

Key Skills

On completion of this course students are able to:

- Determine the likelihood of the inheritance of specific traits based on the type of inheritance and by analysing pedigrees
- Determine if specific traits are favoured by the environment and what impact these will have on the species
- Use a range of scientific materials and techniques
- Prepare a written lab report
- Analyse and interpret experimental data
- Prepare a written research report

Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit
- **Project:** a major research project including the analysis of secondary sources of information
- **Practical Investigation:** written report and poster based on a student designed investigation that has been conducted during the semester
- **Examination:** an examination at the end of the semester

BUSINESS MANAGEMENT

OVERVIEW

By 2030, all jobs across all sectors are going to look very different. Automation, globalisation and more flexible working arrangements are rapidly reshaping our economy and workforce. In this future world of work, young people are predicted to have 17 different jobs over 5 careers in their lifetimes. This subject focuses on the enterprise skills and career management capabilities needed to thrive in the contemporary business world. Topics may include: business and economics concepts, innovation and design thinking, business identity and productivity.

Key Skills

On completion of this course students are able to:

- Demonstrate critical thinking, communication, collaboration and enterprise skills
- Understand key concepts, such as innovation, business ideas, Marketing, Market Research, Goal setting, legal and financial requirements and Public Relations
- Demonstrate design thinking to find and solve business-based problems
- Analyse financial capabilities and evaluate financially sustainable enterprises
- Understand and discuss social enterprises and the impacts of Social Corporate Responsibility
- Understand business plans and project management skills
- Interpret, analyse and evaluate documents and different forms of media

Assessment Tasks

- **Concepts and Data Analysis Test:** a test on core business and economic concepts, as well as their ability to analyse data presented in numerous ways
- **Lego Innovation Task:** a proposal for the creation of a new Lego innovation
- **Local Business Proposal Task:** a proposal for a local business, in order to persuade a wealthy investor to partner with them
- **Examination:** an examination at the end of the semester

CHEMISTRY

OVERVIEW

Students will investigate changes which occur across a range of chemical reactions and the production of new materials that we observe around us every day. They will investigate the importance and diversity of organic chemistry in areas such as fuels and polymers. Students will learn to undertake an extended practical investigation into a key area of study conducted throughout the semester.

Key Skills

On completion of this course students are able to:

- Undertake practical investigations and experiments
- Describe chemical changes through word and formula equations
- Use a range of scientific materials and techniques
- Prepare a written lab report
- Analyse and interpret experimental data
- Prepare a written research report

Assessment Tasks

- **Skills test:** based on the ability to complete a range of key chemistry skills, including balancing equations and identifying reaction types
- **Scientific research investigation:** students investigate a chemistry concept and link to real world applications
- **Scientific poster**: based on a student designed extended practical investigation
- **Examination:** an examination at the end of the semester

COMPUTER STUDIES

OVERVIEW

Computer studies has four key concepts: digital systems, data and information, approaches to problem solving and interactions and impact. Students are provided with practical opportunities and choices to create digital solutions for real world problems. Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. Computer studies prepares students for VCE Applied Computing.

Key Skills

On completion of this course students are able to:

- Apply problem solving methodology to create solutions to problems
- Apply project management strategies
- Design and create spreadsheets and data bases for specified needs
- Present their findings as data visualisations

Assessment Tasks

- **Digital Systems:** demonstrate an understanding of an information system and its components
- **Data and Information:** analyse and visualise data to create information and address complex problems, and model processes and their relationships using structured data
- **Creating Digital Solutions:** design a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
- **Examination:** an examination at the end of the semester

CRIME AND PUNISHMENT (Legal Studies)

OVERVIEW

Rules govern our family, social, political and economic life to provide some sort of social order. Rules tell us what we can and cannot do and what we can expect in dealing with others. The operation of the legal system is central to our understanding of contemporary Australian society. The purpose of this unit is to introduce students to the role of the law in society, with a particular focus on young people and the law. Students will be able to develop an understanding of key aspects of the legal system and the impact of these on Australian society. Topics may include: rights of young people, role of police in society, the need for laws in our society, the juvenile justice system and related case studies.

Key Skills

On completion of this course students are able to:

- Understand the necessity of laws in society
- Analyse the role of the police in society
- Understand the rights and responsibilities of young people
- Understand the consequences of law breakers and how societies penalise those who break the law
- Discuss current issues and the implications for our society and laws that are created or modified

Assessment Tasks

- **Structured assignments:** structured reports focusing on an aspect of the course and utilising a wide range of reference material
- **Case Studies:** analysis of a proposed/actual change in the law
- **Research Task**: independent research topic of student choice focusing on an aspect of the course
- **Examination:** an examination at the end of the semester

DRAMA

OVERVIEW

The purpose of Drama is to provide students with a program that fosters talent and passion in the area of theatre and performance. In year 10, students continue to master their craft through practice-based learning and collaborative performance. The course covers different performance styles and the work of significant drama practitioners. Students will have the opportunity to create and participate in a live performance to an audience.

Key Skills

On completion of this course students are able to:

- Understand the methods and practices of key drama practitioners and be able to apply them in performance
- Manipulate a wide range of theatrical conventions and apply them to performances
- Manipulate dramatic elements to enhance their presentations
- Participate in the development of a performance
- Understand the elements of stagecraft to enhance performance

Assessment Tasks

- **Collection of performances:** devised performances presented in class
- **Group performance:** presented to an audience
- **Review of a live performance:** written review of a performance seen as an audience member
- **Examination:** an examination at the end of the semester

DISEASE AND IMMUNOLOGY (Biology)

OVERVIEW

Students will complete an in-depth, case study driven course to learn about Infectious Disease control, The Immune system and Pathogens. Infectious Disease control relates to how society deals with Infectious diseases and measures that can put in place such as vaccination. The Immune system involves the action of white blood cells and how they fight infection. Pathogens will focus on disease causing agents, such as Bacteria and Viruses. A range of diseases from Cancers to COVID-19 will be explored in depth. Human Pathology and Disease is a great foundation for any students looking to pursue one of the many rewarding careers in Health.

Key Skills

On completion of this course students are able to:

- Use appropriate scientific language
- Understand the function of internal systems in organisms, such as the immune system
- Apply their knowledge of Disease and Disease control to real world examples
- Develop critical and creative thinking to think of solutions to novel scientific challenges
- Present and communicate scientifically to scientific and non-scientific audiences
- Gather, analyse and interpret primary data based on a student led inquiry while remaining conscious of ethics in this field of research

Assessment Tasks

- **Scientific Poster:** a self- designed practical investigation on the topic of disease or disease prevention
- **Case Study Analysis:** a series of case studies completed over the semester
- **Interview Scenarios:** based on a discussion of knowledge of a disease/issue in relation to a specific case study
- **Examination:** an examination at the end of the semester

ENGLISH

OVERVIEW

The subject of English strengthens each student's ability to communicate with a focus on reading, writing, speaking, and listening. Students will read and view a variety of texts that challenge their ability to think about and express their own ideas on complex themes and issues. They will also work on spoken communication where they will present their individual opinions, practise active listening, and form constructive responses. Students need to understand and effectively use the English language to meet the demands of school, employment, and further education, as well as for their own personal and social development.

Key Skills

On completion of this course students are able to:

- Read, view, and analyse imaginative, informative, and persuasive texts that present complex themes and issues
- Research, collect, and organise information to build a deeper understanding of texts and issues
- Write for a variety of purposes and in different forms including imaginative, argumentative, reflective, personal, and analytical responses
- Listen actively and develop learning strategies for processing new ideas and information
- Present opinions in a clear, well-structured, and thoughtful manner in response to texts, themes, and issues

Assessment Tasks

- **Writing:** writing for different audiences and purposes, and responding creatively to texts
- **Text responses:** analytical responses to studied texts and relevant assessment activities completed
- **Language analysis:** a variety of persuasive texts analysed and activities completed
- **Oral presentation:** a minimum of one oral activity per semester
- **Examinations:**

  Semester 1: a 1½ hour examination paper
  Semester 2: a 2 hour examination paper

ADVANCED ENGLISH

OVERVIEW

Students selected for the Advanced English must operate at a high level of proficiency. The course content focuses on enriching and extending students' abilities in writing, reading, speaking and listening. Students will read and view a variety of texts that challenge their ability to think about and express their own ideas on complex themes and issues. They will also work on spoken communication where they will present their individual opinions, practise active listening, and form constructive responses. Students need to understand and effectively use the English language to meet the demands of school, employment, and further education, as well as for their own personal and social development. Selection or inclusion of students will be based on previous achievements in English. Decisions on inclusion will be made in consultation with teachers, students and parents.

ENTERTAINING WITH FOOD (Food Studies)

OVERVIEW

Students will explore a wide range of food preparation techniques, focusing on food presentation and styling. They will learn skills involved in planning for social events. During the semester students will look at the principles of food safety and hygiene. Students will work through the design process both collaboratively and independently to create solutions to design briefs.

Key Skills

On completion of this course students are able to:

- Develop a design brief and investigate and select a sophisticated range of materials, tools and equipment to develop design ideas
- Apply design thinking and creativity to develop, modify and communicate design ideas
- Safely test, justify and use appropriate technologies and processes to make designed solutions
- Evaluate design ideas, processes and solutions against comprehensive criteria for success
- Independently and collaboratively develop project plans, taking into consideration time, cost, risk and production processes

Assessment Tasks

- **Research Report:** a research report on a relevant topic
- **Project**: a project based on the design process
- **Production:** prepare sweet and savoury dishes using a wide range of skills and techniques
- **Examination:** an examination at the end of the semester

GERMAN

OVERVIEW

Students will continue to develop knowledge, confidence, communication skills and enjoyment in studying another language. The German lessons will promote awareness of the culture and ways of life in German-speaking countries. Students exchange information and opinions on topics related to the world of adolescence including youth life and culture, leisure, relationships, holiday destinations, nature and the environment, study, part-time jobs and careers. By initiating and participating in class discussion and writing tasks, students expand their knowledge of spoken and written conventions. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding.

Key Skills

On completion of this course students are able to:

- Identify relevant information and ideas from spoken texts
- Use a range of strategies to assist in listening comprehension
- Participate in conversations related to specific topics and recycle language to express information
- Speak with appropriate pronunciation and expression
- Read texts and identify and extract main ideas and detailed information for use in new contexts
- Create simple original text for specific audience, purpose and topic
- Read short selected passages with fluency

Assessment Tasks

- **Written work:** a variety of exercises including two pieces of creative writing
- **Text response:** oral and written responses to text material
- **Listening**: a variety of texts studied and relevant questions answered
- **Conversation:** participation in role play / oral presentations
- **Examination:** an examination at the end of the semester

HEALTH IN OUR HANDS (Health & Human Development)

OVERVIEW

Students will study the dimensions of health and learn how to use these to assess their own health. They will investigate the health of different demographics in Australia from youth to elderly and Indigenous Australians. Illness and disease will be a focus as students explore the health care system of Australia and develop an understanding of the National Health Priority Areas. Using existing health promotion strategies, students will critique and consider the importance of these in shaping the health of themselves and the Australian population. Students will then plan a strategy to promote physical activity and health in our community.

Key Skills

On completion of this course students are able to:

- Evaluate health information from a range of sources
- Use a range of data to make conclusions on the Health of Australians
- Identify and critique the accessibility and effectiveness of support services
- Plan and implement strategies to enhance the health of their communities
- Plan and design a new and creative intervention that promotes health in the community

Assessment Tasks

- **Structured Response:** Health Status of Australia test
- **Visual Presentation**: National Health Priorities Poster
- **Digital Presentation:** Design a health promotion app
- **Examination:** an examination at the end of the semester

HEALTH AND PHYSICAL EDUCATION

OVERVIEW

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their health and wellbeing. Students demonstrate proficiency of movement skills during complex activities, with the emphasis being on strategic thinking and tactical knowledge to improve individual and team performance. They maintain regular participation in moderate to vigorous physical activity and undertake a personal fitness training program to improve their fitness level. Students explore the factors that impact on the health of Australia's youth. Understanding these factors is vital for ensuring that students live the fullest lives possible.

Key Skills

On completion of this course students are able to:

- Evaluate individual and group tactics, skills and movement patterns
- Employ games, physical activities and sports to improve performance
- Explain the components of fitness and identify those used in different sports
- Explain the principles of training and training methods
- Identify the energy systems and the factors that influence their use
- Develop personal physical activity goals and an individual fitness program
- Analyse data to draw informed conclusions about a range of health issues facing Australia's youth
- Identify and describe strategies that address current trends in nutritional status and physical activity levels of youth
- Explain mental health issues relevant to young people and draw informed conclusions about personal, community and government strategies and programs to optimise health
- Explain the impact of alcohol and drugs on sexual and personal safety

Assessment Tasks

- **Game sense:** ability to combine motor skills, strategic thinking and tactical knowledge
- **Written Report:** analysing and evaluating a fitness training program
- **Case Study:** structured questions in response to case studies presented
- **Examination:** an examination at the end of the semester

MATHEMATICS

OVERVIEW

Students will use mathematics to investigate a broad range of mathematical situations. They will build on skills in the areas of number, measurement, algebra, probability and statistics. The study of mathematics will develop real life mathematical understanding and problem solving that all students will require in future.

Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems
- Communicate their understanding using correct mathematical language and notation
- Problem solve by employing a variety of strategies
- Define key mathematical concepts
- Select appropriate technologies as an integral part of their mathematical activities

Assessment Tasks

- **Tests:** complete tests within each topic
- **Projects:** complete a range of mathematical investigations
- **Analytical tasks:** complete a range of in-depth analysis tasks
- **Examination:** an examination at the end of the semester

ADVANCED MATHEMATICS

OVERVIEW

Students selected for Advanced Mathematics should be operating at a high level of mathematical proficiency. The course content focuses on enriching and extending students' mathematical abilities in each of number, measurement, algebra, probability and statistics. Students will use mathematics to investigate a broad range of mathematical situations. The study of mathematics will develop real life mathematical understanding and problem solving that all students will require in future. Selection or inclusion of students will be based on previous achievements in Mathematics. Decisions on inclusion will be made in consultation with teachers, students and parents.

Students in Advanced Mathematics will require a CAS calculator. This will allow students to explore mathematical concepts using technology and build their proficiency in the use of CAS technology in preparation for VCE Mathematics.

MATHS FOR LIFE

OVERVIEW

Maths for Life focuses on providing students with the mathematical knowledge and skills to solve real-life problems in contexts for a range of workplace and personal learnings. Topics include: personal finance, measurement, management of time, Maths in sport and the community.

Key Skills

On completion of this course students are able to:

- Have a better understanding of managing their personal finances
- Use timetables, schedules, scale diagrams and maps to represent everyday items
- Interpret and use maps, plans, models and diagrams
- Collect, represent and interpret data in a variety of formats
- Use and apply the metric system of measurement in a variety of contexts

Assessment Tasks

- **Tests:** complete tests within each topic
- **Assignments:** complete a range of mathematical investigations
- **Examination:** an examination at the end of the semester

MEDIA

OVERVIEW

Students develop their media literacy and production skills by exploring a range of media forms and equipment. Students study the ways in which media texts are constructed and their effect on the viewer. Students learn about the production process and how to operate media equipment and applications. Students use this knowledge to plan and produce their own media products for an intended purpose and audience.

Key Skills

On completion of this course students are able to:

- Plan and produce a range of media products, including video and photography.
- Use a range of media equipment and applications.
- Use appropriate media terminology to analyse media products.
- Make links between theory and practical tasks.
- Develop confidence in using digital technologies.

Assessment Tasks

- **Media productions:** productions of short films and/or photography including pre-production tasks.
- **Analysis responses**: written responses to media texts.
- **Examination:** an examination at the end of the semester.

MULLAUNA MASTERCLASS (Food Studies)

OVERVIEW

As the name suggests, students will undertake lessons in key knowledge, skills and techniques relating to equipment, ingredients and cooking processes. They will then use the knowledge they have gained to complete challenges which demonstrate their level of understanding. The challenges can be both practical and theoretical! Imbedded in many of these challenges will be the use of the design process.

Key Skills

On completion of this course students are able to:

- Develop a design brief and investigate and select a sophisticated range of materials, tools and equipment to develop design ideas
- Apply design thinking and creativity to develop, modify and communicate design ideas
- Safely test, justify and use appropriate technologies and processes to make designed solutions
- Evaluate design ideas, processes and solutions against comprehensive criteria for success
- Independently and collaboratively develop project plans, taking into consideration time, cost, risk and production processes

Assessment Tasks

- **Research Report**: a research report on a relevant topic
- **Project**: a project based on the design process
- **Production**: prepare sweet and savoury dishes using a wide range of skills and techniques
- **Examination:** an examination at the end of the semester

PEOPLE AND PLACES (Geography)

OVERVIEW

This unit focuses on investigating global, national and local differences in human wellbeing and environmental change and management. It explores human-caused and natural processes that alter the environment, as well as various human interventions to protect and preserve, with a special focus on coastal management. It examines the different concepts and measures of human wellbeing, and the causes of global differences between countries. Students explore and evaluate the differences in wellbeing within and between countries. Topics may include: globalisation, poverty and inequality, human rights, climate change, erosion and interconnection.

Key Skills

On completion of this course students are able to:

- Collect, select, record and organise relevant data and geographical information from a range of appropriate primary and secondary sources
- Evaluate sources for reliability, bias and usefulness and represent data in a range of appropriate forms
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view
- Present findings, arguments and explanations in a range of appropriate communication forms

Assessment Tasks

- **Research Report:** an extensive report on a selected topic
- **Analytical Exercise:** an analysis and evaluation of visual and other source material
- **Essay:** a formal essay on selected course work
- **Examination:** an examination at the end of the semester

PHOTOGRAPHY (Art – Making and Exhibiting)

OVERVIEW

Students will experience digital photography and experiment with photo editing. They will be introduced to the camera and a range of photographic techniques to develop skills and confidence when using photography to create artworks. They will apply elements and principles to create individual art pieces.

Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style;
- Explore themes, issues and ideas when making and presenting artworks;
- Use a range of materials and techniques;
- Analyse and interpret the work of a range of photographic artists and their artworks;
- Use appropriate art terminology.

Assessment Tasks

- **Folio of Practical Work:** application of the design process to create a photographic artwork that explores a theme
- **Workbook:** completion of a range of photographic exercises
- **Written Presentation:** a written report, analysing the work of other artists
- **Examination:** an examination at the end of the semester

PHYSICS

OVERVIEW

Students will understand forces and motion, matter and energy and how these impact our understanding of the world around us. They learn to collect data and use evidence to suggest solutions to problems and use scientific theories in explaining how things work and move in the world around them. Students will learn to undertake an extended practical investigation into a key area of study conducted throughout the semester.

Key Skills

On completion of this course students are able to:

- Describe energy transfers, transformations and changes in a system
- Use equations and graphs of motion to solve problems of simple moving objects
- Use a range of scientific materials and techniques
- Prepare a written lab report
- Analyse and interpret experimental data
- Prepare a written research report

Assessment Tasks

- **Portfolio:** a series of practical investigations and experimental reports
- **Scientific research investigation:** students investigate a physics concept and link to real world applications
- **Scientific Poster**: based on a student designed extended practical investigation
- **Examination:** an examination at the end of the semester

PSYCHOLOGY

OVERVIEW

Students will learn about the basis of psychology as a science as well as the difference between a science and a pseudoscience. Students learn about the structure of the brain and nervous system at both the macroscopic and microscopic levels. Students learn about factors that affect mood including sleep, diet and mental illness. The semester will culminate in students designing and conducting their own investigation and presenting their results as a scientific poster.

Key Skills

On completion of this course students are able to:

- Analyse scenarios in terms of behaviours and mental processes
- Use a range of scientific materials and techniques
- Prepare a written lab report
- Analyse and interpret experimental data
- Prepare a written research report

Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit
- **Project:** a major research project including the analysis of secondary sources of information
- **Practical Investigation**: written report and poster based on a student designed investigation
- **Examination:** an examination at the end of the semester

SHAPE UP, SKILL UP (Physical Education)

OVERVIEW

Shape Up, Skill Up challenges students to move beyond their comfort zone and ultimately grow as individuals. The students will demonstrate leadership and collaboration skills when working in teams, enhance their understandings of the musculoskeletal system through a series of practical laboratories, participate in peer teaching and coaching situations with a focus on skill development and improvement, and consider ways of improving their diet to meet their energy needs.

Key Skills

On completion of this course students are able to:

- Perform, observe and analyse a variety of movements used in physical activity and identify the muscles and bones responsible for movement
- Identify and implement ways of improving performance during games and sports
- Demonstrate effective coaching in a variety of practical sessions
- Examine the relationship between nutrition and sport

Assessment Tasks

- **Structured response:** Musculoskeletal system test
- **Digital presentation:** Skill analysis presentation
- **Visual presentation:** Nutrition poster
- **Examination:** an examination at the end of the semester

SPORTS LEADERSHIP (Physical Education)

The Sports leadership course allows students to progress their skills as a leader both on and off the sports field. Students will learn coaching styles, teaching skills, as well as progressing their ability to perform a skill analysis.

Students will investigate a range of the following concepts: Anatomy, physiology, biomechanics, leadership skills, teaching strategies.

Key Skills

On completion of this course students are able to:

- Perform, observe and analyse a variety of movements used in physical activity and identify the muscles and bones responsible for movement
- Demonstrate effective coaching in a variety of practical sessions
- Identify and implement ways of improving performance during games and sports
- Utilise a range of technologies and experimental processes to analyse data

Assessment Tasks

- **Projects:** major projects including coaching program and coaching session plans
- **Structured response:** Musculoskeletal system & biomechanics test
- **Digital presentation:** Skill analysis presentation
- **Examination:** an examination at the end of the semester

WARS, RIGHTS AND FREEDOMS (History)

OVERVIEW

This course seeks to build on learning from Year 9 by examining the world in the 20th Century after World War I. This century of wars, technological development and struggles for freedom is extremely interesting and worthy of close study. Topics covered include:

- **Between the Wars** - examining the rapid changes the world endured in the wake of World War I.
- **World War II** - focuses on the causes, major events and consequences in the Pacific theatre of war.
- **Rights and Freedoms** - looks at the various rights movements that took place in the second half of the 20th Century with a particular focus on indigenous Australians' fight for justice. It also examines popular culture during this time.

Key Skills

On completion of this course students are able to:

- Conduct thorough and thoughtful research
- Collaborate with others to develop understanding
- Critically consider different perspectives
- Empathise with people from a range of different backgrounds and circumstances
- Understand notions of cause and effect
- Develop inquiry questions to guide investigations
- Use a range of different technologies to present ideas

Assessment Tasks

- **Document analysis:** an analysis of primary sources created after WWI
- **Research report:** a report on Australia's involvement in WWII in the Pacific theatre of war.
- **Digital History:** a digital presentation focused on a specific individual or event involved in the fight for rights for indigenous Australians.
- **Examination:** an examination at the end of the semester

VISUAL COMMUNICATION DESIGN

OVERVIEW

This subject explores the way design communicates ideas and messages in a visual way. Students will complete a range of creative design projects that meet design briefs. They will apply each stage of the design process to generate and develop ideas in both two and three-dimensional design tasks. Both technical and creative methods will be applied using a range of manual and digital techniques. Students will analyse the work of other designers to gain a broader understanding of design development, trends and influences.

Key Skills

On completion of this course students are able to:

- Produce creative visual communications that satisfy a stated purpose
- Apply freehand drawing skills to communicate ideas
- Apply the design process to generate and develop a range of design ideas
- Complete technical drawings, such as orthogonal and perspective, to communicate 3D designs
- Apply the design elements and principles
- Use a range of media, methods and materials
- Analyse the work of other designers

Assessment Tasks

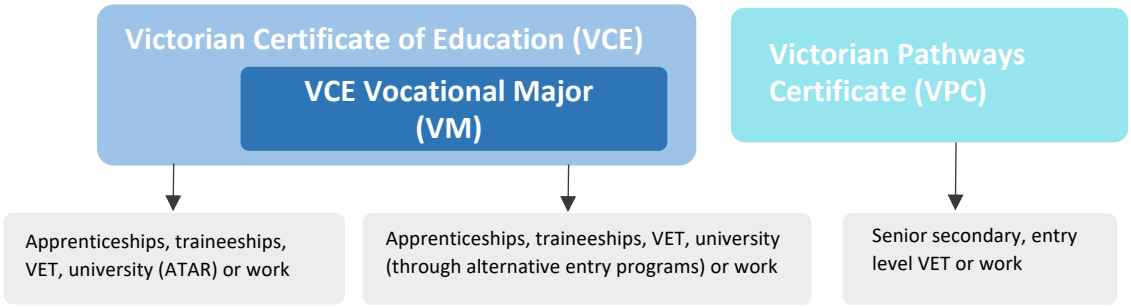
- **2D Design Task**: completion of the design process to produce a final presentation that meets a stated purpose
- **3D Design Task:** completion of the design process, including technical drawings, to produce a final presentation
- **Written Presentation**: an individual written report
- **Examination:** an examination at the end of the semester

VCE
COURSE INFORMATION

THE NEW STRUCTURE OF THE VCE

The VCE now includes the VCE Vocational Major, a 2-year program that sits within the VCE, and the Victorian Pathways Certificate which sits separately. The Many Talents One VCE webpage provides students and parents with information about the changes to senior secondary education in Victoria.

YEAR 11 AND 12 OPTIONS



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

VCE VOCATIONAL MAJOR (VCE - VM)

The VCE Vocational Major is a 2-year applied learning program within the VCE. Students will develop academic and work-related skills, knowledge and confidence. It will prepare them for work and further education and training. There is no ATAR attached to the VCE VM.

When students graduate from secondary school, they'll graduate with the Victorian Certificate of Education, with the additional words 'Vocational Major'.

**Mullauna College will advise students believed to be suitable for this model through the process of course counselling.*

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate is a flexible program. It is designed for a small number of students in years 11 and 12 who for various reasons, are not able or ready to undertake the VCE or the VCE Vocational Major. There is no ATAR attached to the VPC and no VCE certificate awarded.

**Mullauna College will advise students believed to be suitable for this model through the process of course counselling.*

WELCOME TO **THE VCE**

The Victorian Certificate of Education is a challenging experience. It is also an enjoyable and maturing experience. Most people who attempt it succeed in satisfactorily completing its requirements.

This handbook is designed to help you make a good start. It introduces you to the structure/requirements of the VCE and subjects/courses offered at Mullauna so that you can design the right course for your needs. The handbook is a small but important part of the information you'll receive this year – so read it carefully. Do not be afraid to ask questions. Good luck with your decision making and welcome to the VCE.

WHO RUNS THE VCE?

While the College administers the VCE at the school level, at the state level the Victorian Curriculum and Assessment Authority (VCAA) is the body that sets down all the requirements for the VCE. The College cannot vary these requirements. When you enrol in the VCE at Mullauna, you will also enrol with the VCAA and in doing so you will agree to follow all of its regulations, as well as those of the College. Students will receive a VCE Student Handbook outlining these regulations.

THE STRUCTURE OF THE VCE

The VCE is a two-year course of study:

YEAR 11

In Year 11 students at Mullauna must attempt 12 units of study over the year as follows:

- Six Unit 1 studies in Semester 1
- Six Unit 2* studies in Semester 2

**While it is possible to change studies at the end of Unit 1, it is expected that students will follow through to Unit 2 in each study.*

YEAR 12

In Year 12, students may complete 12 units but most attempt 10 units over the year as follows:

- Five Unit 3 studies in Semester 1
- Five Unit 4 studies in Semester 1
- You must do Unit 3&4 of an English plus 4 other 3+4 studies, i.e. **Five** Unit 3+4 sequences.
- The **minimum** number of studies you can do in Year 12 is an English 3+4 plus three other Unit 3+4 studies, i.e. **Four** Unit 3+4 sequences. Any less and you cannot achieve your VCE or an Australian Tertiary Admission Ranking (ATAR).
- All Unit 3+4 studies are sequential (i.e. you cannot do them individually)

This means that most students at Mullauna will attempt 22 units over the two years.

ACCELERATED VCE SUBJECTS

Year 11 students may attempt a Unit 3+4 study in Year 11.
Year 10 students may attempt a Unit 1+2 study in Year 10. There is an application process that students need to undertake.

VCE COURSE REQUIREMENTS

The course over two years must include four units of English or EAL.

The remaining choices are up to you.

SATISFACTORY COMPLETION

In order to gain your VCE, you must meet the following requirements over two years:

- Obtain an 'S' in **16** units of study (remember you will attempt 22 units of study)
- Obtain an 'S' in **3** units of an English (including an English Unit 3+4 if you want an ATAR)
- Obtain an 'S' in at least **3** sequences of Units 3+4 in addition to English

The decisions to award an 'S' or an 'N' are totally school based.

VCE **ASSESSMENT**

UNITS 1 AND 2

Outcomes are assessed at school level by your teachers, using assessment tasks and marking systems decided on by the college (using advice from VCAA). It is College policy to have internal examinations at Year 11.

UNITS 3 & 4 SCHOOL ASSESSMENT

Outcomes are assessed at school level by your teachers, using designated School Assessed Coursework and School Assessed Tasks which are set down by the VCAA. Outcomes and the School Assessed Coursework are allocated marks by the VCAA adding up to 100 for most VCE units (3+4).

UNIT 3 & 4 EXAMINATIONS

External Exams are an important part of the VCE. Each study includes one examination. Examinations may contribute at least 50% to the study score. As well as being a part of your study score, exams will be used to moderate your subject's school results along with the GAT.

GENERAL ACHIEVEMENT TEST (GAT)

The GAT is a test of general ability which all Unit 3+4 students are expected to complete. The VCAA issues a booklet for Unit 3+4 students explaining the details of the GAT each year. You will receive GAT practice at school prior to the test.

ATAR

The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR, and it is used by **universities** and **TAFE Colleges** to select students for courses. It is a number between 0 and 99.95 based on Unit 3+4 study scores after scaling by VTAC. It is complex to explain how it is calculated but if you're interested, the VTAC website provides more information.

CONSTRUCTING **YOUR COURSE**

Now you have an understanding of the VCE, you can start constructing your own VCE course.

1

BEGIN WITH YOURSELF

YOUR INTERESTS

Which studies have you enjoyed the most in the past, what hobbies do you have which might be reflected in VCE studies and what studies do you think would match your interests?

YOUR ABILITIES

Which studies have you performed best at? Your results are a good indicator here. It is useful to draw up a list of studies you have done well in and consider whether these are the ones you wish to go further with.

YOUR NEEDS

Which studies do you need for jobs and/or university or TAFE courses that you hope to go on to after leaving school? If you do not know what you want to do, you should do some thinking and some research in order to make your mind up. Once you have made a broad decision, then you can find out the prerequisites, or compulsory studies you need to get into your chosen area. If you are still not sure, then go with those studies which reflect your interests and abilities.

2

WHAT THE COLLEGE OFFERS

Examine the list of studies that Mullauna offers on page 28. Select from the list the studies you are interested in and then turn to pages 29 to 68 (they are in alphabetical order) to find more detail on each one. Now use a highlighter pen to mark the studies that you might consider as part of your VCE course. In this way, you will design your own course or program subject by subject.

3

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET is incorporated into the mainstream VCE and Mullauna College is offering a VET program through the Mullum VET Cluster. More information can be found on their website: http://www.mullumvetcluster.com.au
These programs offer students:

- Study which can count towards completing the VCE
- A nationally accredited Certificate in the particular vocational area
- Scored VET studies may be included in the primary four component of the ATAR

4 OTHER VITAL INFORMATION

1. There are some studies with the same title that use different materials. For these studies, you can get credit once only in the VCE.

2. As you select your studies, be aware that many Tertiary courses give bonuses or increments for certain studies. There are so many and they vary so much that it is impossible to list them here. Simply be aware of these studies when you investigate the Tertiary destinations you are aiming at. Information relating to bonuses or increments is available from the Careers Office.

3. Able students are encouraged to take six Unit 3+4 Studies to maximise their ATAR. The best way to do this is to take one Unit 3+4 Study in Year 11. In addition to enhancing your ATAR, this also introduces you to the assessment processes related to Unit 3+4 Studies.

4. Able students in Year 10 are encouraged to attempt one Unit 1+2 study. There is a selection process for this at the end of Year 9. In addition to introducing the assessment process related to the VCE, this option also prepares students for taking a Unit 3+4 study in Year 11, thus enhancing their ATAR score in Year 12.

5 INFORMATION FOR THE COLLEGE PROMOTION POLICY

PROMOTION TO YEAR 11

In order to gain promotion from Year 10 to 11, a student must satisfactorily complete a minimum or 12 units out of the total of 12 semester units undertaken in Year 10.
Units satisfactorily completed must include two units of English.

PROMOTION TO YEAR 12

In order to gain promotion from Year 11 to Year 12, students must successfully complete a minimum of 8 of the total 12 semester units undertaken in Year 11.

READING LIST

The following resources provide more information on tertiary course prerequisites:

- 2024 Job Guide
- VTAC course search (vtac.edu.au)
- Institution websites
- Tertiary Entrance Requirements as printed in daily newspapers:
  - Year 10 published late July for 3 years hence
  - Year 11 published late July for 2 years hence

WHO TO ASK FOR HELP

1. There will be **planned activities** such as the Year 10 Information Night, VCE Information Night and Counselling sessions in which you will receive help to design your course.

2. Classroom teachers should be the first people you talk to about your potential in particular studies.

3. The following staff are available for any specific help you need:

- **Years 10, 11, 12 Coordinators**
- **Penny Nevill – VET Coordinator**
- **Nik Smith – Careers Coordinator**

VCE **AT MULLAUNA COLLEGE**

VCE REQUIREMENTS

The following conditions must be met when students select their VCE semester units for Years 11 (Units 1+2) and 12 (Units 3+4):

- Students must do **4** units of English or EAL.
- Students must have a Unit 3+4 English or EAL sequence.
- Students must have **3** other sequences of Units 3+4 in their VCE.

THE FOLLOWING VCE SUBJECTS* ARE OFFERED:

Please note:

* Subjects can run only if selected by sufficient students.

* In the eventuality that there is interest in a subject which spans across Units 1&2 and Units 3&4, but insufficient numbers to run separate classes, the college may offer the option of combining these Units into one class rather than totally cancelling the subject. Importantly, all students will be individually counselled regarding this option.

ACCOUNTING (accreditation period 2019 – 2024)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- The role of accounting in business.
- Ethical considerations in decision making.
- How transactions are recorded and reported.
- How performance is evaluated using the financial and non-financial indicators of performance.
- ICT is utilised in all units of Accounting. (Excel being the focus)

UNIT 1 – THE ROLE OF ACCOUNTING

Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business, and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

Outcomes

In this unit you will:

- Describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to manage business performance.

UNIT 2 – RECORDING FINANCIAL DATA & REPORTING ACCOUNTING INFORMATION FOR A SERVICE BUSINESS

Students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Both manual methods and ICT are used to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

Outcomes

In this unit you will:

- Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Report and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- Record and report for non-current assets and depreciation.

ACCOUNTING (accreditation period 2019 – 2024)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- Double entry recording.
- Ethical considerations in decision making.
- Inventory, Non current Asset, GST and Budgeting management measures.
- General Ledger and General Journal.
- Financial and non-financial information which assists interested parties in decision making.
- ICT is utilised in all units of Accounting. (Excel being the focus)

UNIT 3 – FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

Students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

Outcomes

In this unit you will:

- Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
- Record transactions and prepare, interpret and analyse accounting reports for a trading business.

UNIT 4 – RECORDING, REPORTING, BUDGETING AND DECISION MAKING

Students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Outcomes

In this unit you will:

- Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

APPLIED COMPUTING (accreditation period 2020 – 2024)

Units 1+2

COURSE DESCRIPTION

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

UNIT 1 – APPLIED COMPUTING

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Outcomes

In this unit you will:

- Interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
- Design, develop and evaluate a software solution using a programming language.

UNIT 2 – APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

Outcomes

In this unit you will:

- In collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- Respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

ART – MAKING & EXHIBITING (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- Exploration of the different ways artists use materials, techniques, and processes.
- Exploration and experimentation with materials and techniques to stimulate ideas, inspiring different ways of working and enabling a broad understanding of the specific art forms.
- Documenting in a visual diary the development of visual language, reflecting on art making and investigation to plan and create artworks.

UNIT 1 – EXPLORE – MATERIALS, TECHNIQUES AND ART FORMS

This unit focuses on:

- Exploration of the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
- The exploration of a range of art materials and techniques.
- The work of specific Australian artists and how they are exhibited.

Outcomes

In this unit you will:

- Record and document art making in the Visual Arts journal using written and visual material.
- Develop at least one finished artwork from the experimental works.
- Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

UNIT 2 – UNDERSTAND, DEVELOP AND RESOLVE

This unit focuses on:

- The ability to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
- Exploration and progressive documenting of the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
- Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Outcomes

In this unit you will:

- Design and curate a thematic exhibition of six artworks: three artworks selected from a thematic exhibition the student has viewed, plus three artworks selected from images the student has personally sourced.
- Produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion.
- Present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

ART – MAKING & EXHIBITING (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- The study and investigation of artists and artworks from different times and cultures, including their working methods, communication of ideas and development of aesthetic qualities.
- The development of specialised skills in specific art forms.
- Exploration of a range of materials and techniques in art practice.
- The production and evaluation of student's own artwork.
- Consider the exhibition of their folio pieces.

UNIT 3 – COLLECT, EXTEND AND CONNECT

This unit focuses on:

- Collecting inspiration, influences and images.
- Documenting a developing visual language, reflecting on art making and further investigation and planning of artworks.
- Documentation of experimentations with materials and techniques and justifying reasons for selecting them.

Outcomes

In this unit you will:

- Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Make two artworks in specific art forms, prepare, and present a critique, and reflect on feedback.
- Research and plan an exhibition of the artworks of three artists.

UNIT 4 – CONSOLIDATE, PRESENT AND CONSERVE

This unit focuses on:

- The refinement and skillful application of materials and techniques and aesthetic qualities in the production of at least one artwork.
- Presentation of a short overview statement about the finished artworks and their intentions, as didactic information.
- Artists' involvement in the art industry focusing on at least 2 different exhibitions visited during the year and considerations relating to the presentation, conservation and care of artworks.

Outcomes

In this unit you will:

- Refine and resolve at least one finished artwork in a specific art form and document materials, techniques and processes used in art making.
- Present a short overview statement about the finished artworks and their intentions, as didactic information.
- Compare the methods used by artists and considerations of curators in the preservation, conservation, and care of artworks in at least two different exhibitions.

BIOLOGY (accreditation period 2022 - 2026)

Units 1+2

COURSE DESCRIPTION

Biology Unit 1 + 2 explores the processes of life, from the molecular world of the cell to that of the whole organism and how life is maintained. It covers the dynamic relationships between organisms and their interactions with the non-living environment.

UNIT 1 – HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

This unit focuses on:

- Cell size, structure and function.
- Crossing the plasma membrane.
- A study of a selected functioning system in a mammal and in a plant.
- Survival through adaptations and regulation.
- Relationships between organisms within an ecosystem.
- Cell cycle and cell growth.
- Specialisation of cells.

Outcomes

In this unit you will:

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Investigate and compare how cells are specialized and organized in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Design and undertake an investigation related to the survival of an organize or species, and draw conclusions based on evidence from collected data.

UNIT 2 – HOW IS CONTINUITY OF LIFE MAINTAINED?

This unit focuses on:

- Asexual and sexual reproduction.
- Genomes, genes and chromosomes.
- Genotypes and phenotypes.
- Genetic inheritance and genetic decision-making.
- Adaptions and diversity.

Outcomes

In this unit you will:

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns and inheritance.
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptions and interdependencies enhance the survival of species within an ecosystem.
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptions beneficial for survival.

BIOLOGY (accreditation period 2022 - 2026)

Units 3+4

COURSE DESCRIPTION

Unit 3+4 Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, and molecular biology.

UNIT 3 – HOW DO CELLS MAINTAIN LIFE?

This unit focuses on:

- The role of nucleic acids and proteins in maintaining life including DNA manipulations and techniques.
- Key molecules and biochemical pathways involved in cellular processes both within the cell and between cells.
- Biotechnological applications of biochemical pathways such as the use of CRISPR -Cas9 technologies.

Outcomes

In this unit you will:

- Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

UNIT 4 – HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

This unit focuses on:

- How organisms respond to pathogens including disease challenges and strategies.
- The continual change and challenges to which life on Earth has been subjected by examining change in life forms, investigating the relatedness between species and consider the impact of various change events on a population's gene pool.
- The structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

Outcomes

In this unit you will:

- Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Design and conduct a scientific investigation related to the cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

BUSINESS MANAGEMENT (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

UNIT 1 – PLANNING A BUSINESS

This unit focuses on:

- Concept of entrepreneurship.
- How the internal environment affects the approach a business takes to planning and the extent to which planning is successful.
- The factors from the external environment and the effects these may have on the decisions made when planning a business.

Outcomes

In this unit you will:

- Describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning.

UNIT 2 – ESTABLISHING A SMALL BUSINESS

This unit focuses on:

- The legal and financial considerations that are vital to establishing a business.
- The essential features of effective marketing.
- The staffing required to run an effective business.

Outcomes

In this unit you will:

- Outline the key legal requirements and financial record-keeping considerations when establishing a business and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the importance of staff to business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

BUSINESS MANAGEMENT (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

UNIT 3 – MANAGING A BUSINESS

This unit focuses on

- The key characteristics of businesses and their stakeholders.
- The various theories of motivation and application to a range of contexts.
- The relationships between business objectives and operations management.

Outcomes

In this unit you will:

- Analyse the key characteristics of business, their stakeholders, management styles and skills, and corporate culture.
- Explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

UNIT 4 – TRANSFORMING A BUSINESS

This unit focuses on:

- The use of Key Performance Indicators (KPIs).
- Models & strategies to undertake and manage change.
- The importance of leadership in change.

Outcomes

In this unit you will:

- Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

CHEMISTRY (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- What makes up the world around us, and the chemical processes involved.
- Chemical theories and models are used to explain chemical reactions.
- The production and development of energy, clear air and water, food, medicine and new materials.

UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

This unit focuses on:

- Chemical structures of materials and how they explain properties and reactions.
- Material classification and quantification.
- Sustainability based on chemical principles.

Outcomes

In this unit you will:

- Explain how elements form carbon compounds, metallic lattices and ionic compounds, model the properties of different materials and separate components of mixtures using chromatography.
- Calculate mole quantities, use systemic nomenclature to name organic compounds, explain how polymers can be designed for a purpose and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
- Investigate and explain how chemical knowledge is used to create a more sustainable future.

UNIT 2 – HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

This unit focuses on:

- Chemical interactions with water.
- Chemical measurements and analysis.
- Practical Investigation.

Outcomes

In this unit you will:

- Explain the properties of water and experimentally investigate and analyse applications of acid-base and redox reactions in society.
- Calculate solution concentrations and predict solubilities, analyse the acids, bases and salts and apply stoichiometry to calculate chemical quantities.
- Design and undertake a quantitative laboratory investigation related to the production of gasses, acid-base or redox reactions or the analysis of substances in water and draw conclusions based on evidence from collected data.

CHEMISTRY (accreditation period 2024 - 2027)

Units 3+4

COURSE DESCRIPTION

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

UNIT 3 – HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

This unit focusses on:

- Current and future options for supplying energy
- Compare how the rate and yield of chemical reactions can be optimised

Outcomes

In this unit you will:

- In this area of study students compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
- In this unit of study students will be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

UNIT 4 – HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

This unit focusses on:

- How organic compounds are categorised and synthesised
- How organic compounds are analysed and used
- How scientific inquiry is used to investigate the sustainable production of energy and/or materials

Outcomes

In this unit you will:

- In this area of study students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.
- In this area of study students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.
- Students undertake a student-designed scientific investigation. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

DRAMA (accreditation period 2019 – 2024)

Units 1+2

COURSE DESCRIPTION

This subject focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. Students also analyse the development of their own work and performances by other drama practitioners.

UNIT 1 – INTRODUCING PERFORMANCE STYLES

This unit focuses on:

- The study of drama styles from a range of social, historical and cultural contexts.
- Examining drama traditions of ritual and storytelling.
- Creating, presenting and analysing a devised performance.
- Manipulating expressive and performance skills in the creation and presentation of characters.
- Analysing a professional drama performance.

Outcomes

In this unit you will:

- Devise and document solo and/or ensemble drama works based on experiences and/or stories.
- Perform devised drama works to an audience.
- Analyse the development, and the performance to an audience, of their devised work.
- Analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

UNIT 2 – AUSTRALIAN IDENTITY

This unit focuses on:

- Using stimulus material from a contemporary or historical Australian context to create a performance.
- Presenting and analysing a devised performance.
- Further development of knowledge of the conventions of transformation of character, time and place and the application of symbol.
- How conventions may be manipulated to create meaning.
- Analysing an Australian drama performance.

Outcomes

In this unit you will:

- Devise and document the processes used to create solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
- Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
- Analyse the development, and performance to an audience, of their devised work.
- Analyse and evaluate a performance of a drama work by Australian practitioners.

ENGLISH and ENGLISH as an ADDITIONAL LANGUAGE (EAL)

(accreditation period 2023 - 2027)

In the English and EAL course for accreditation period 2023-2027, students in both streams will study the same content with slight variations in assessment Outcomes as listed below.

Units 1+2

COURSE DESCRIPTION

The study of English and English as an Additional Language (EAL) contribute to the development of literate individuals capable of critical and creative thinking. English and EAL recognise and value the social and cultural diversity of students who come from a language background other than English. Students engage with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study also develops students' ability to create and analyse texts of various forms and purposes, moving from interpretation to reflection and critical analysis.

UNIT 1

This unit focuses on:

- Reading and responding to texts analytically and personally.
- Developing strategies for inferential reading and viewing
- Analysing arguments and the use of persuasive language in texts.
- Crafting texts for a specific context and audience to achieve a stated purpose.
- Developing skills in creating written, spoken and multimodal texts.

Outcomes

In this unit you will:

ENGLISH

- Produce analytical and personal responses to texts.
- Craft your own texts for a particular purpose, context and audience, and describe decisions made during the writing process.

ENGLISH as an ADDITIONAL LANGUAGE

- Produce analytical and personal response to a set text
- Craft your own texts for a particular purpose, context and audience, and create a set of annotations identifying the qualities of effective writing.

UNIT 2

This unit focuses on:

- Analysing how vocabulary, text structures, language features and ideas in a text construct meaning.
- Constructing analytical writing in response to a topic and text.
- Analysing arguments and the use of persuasive language in written, visual and audio texts.
- Constructing sound and sequential arguments, including appropriate use of evidence and language.

Outcomes

In this unit you will:

ENGLISH

- Produce an analytical response to a text and topic.
- Analyse the use of argument and persuasive language and techniques in text(s).
- Construct a point of view text for oral presentation.

ENGLISH as an ADDITIONAL LANGUAGE

- Produce an analytical response to a text and topic.
- Explore and develop analysis of the use of argument, persuasive language and techniques in text(s).
- Construct a point of view text for oral presentation.

ENGLISH and ENGLISH as an ADDITIONAL LANGUAGE (EAL)

(accreditation period 2023 - 2027)

In the English and EAL course for accreditation period 2023-2027, students in both streams will study the same content with slight variations in assessment Outcomes as listed below.

Units 3+4

COURSE DESCRIPTION

The English language is central to the way in which students understand, critique and appreciate their world. In the subjects of English and EAL, students refine their language skills through thinking, reading, writing, speaking and listening. Students extend their competence in using Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests. They communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences, in a variety of forms and for differing purposes.

Please note: There is an application process for EAL status.

UNIT 3

This unit focuses on:

- Reading and responding to texts analytically.
- Creating texts in response to a specific context and audience to achieve a stated purpose.
- Reflecting upon and explaining choices they have made as authors.
- Analysing how the authors of texts create meaning and understand the different ways in which texts can be interpreted.

Outcomes

In this unit you will:

ENGLISH

o Construct an analytical response to text in written form.
o Create two written texts constructed in consideration of audience, purpose and context.
o Develop a commentary reflecting on writing processes.

ENGLISH as an ADDITIONAL LANGUAGE

o Construct an analytical response to text in written form.
o Create two written texts constructed in consideration of audience, purpose and context.
o Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:

- short-answer responses
- note form summaries.

o A set of annotations reflecting on writing processes.

UNIT 4

This unit focuses on:

- Reading and responding to texts analytically.
- Creating an analytical response to argument.
- Analysing arguments presented and the use of persuasive language in texts.
- Creating texts intended to position audiences.
- Developing skills in creating written, spoken and multimodal texts.
- Applying the conventions of oral presentation in the delivery of spoken texts.
- Analysing how the authors of texts create meaning and understand the different ways in which texts can be interpreted.

Outcomes

In this unit you will:

ENGLISH

o Produce an analytical response to text in written form.
o Develop and present a point of view text.
o Construct an analytical response to argument in written form.

ENGLISH as an ADDITIONAL LANGUAGE

o Produce an analytical response to a text in written form.
o Develop and present a point of view text.
o Construct an analytical response to argument in written form.

FOOD STUDIES (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

This subject focuses on food from historical and cultural perspectives and investigates the origins and roles of food through time and across the world. Students consider the influence of innovations, technologies and globalisation on food patterns. They 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 1 – FOOD ORIGINS

This unit focuses on:

- Exploring 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.
- Australian indigenous food prior to European settlement.
- How food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Outcomes

In this unit you will:

- Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptions of selected food from earlier cuisines in contemporary recipes.
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

UNIT 2 – FOOD MAKERS

This unit focuses on:

- Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.
- Investigating and reflecting on Australian cuisine and Australia's culinary identity.
- The history and culture of food in Australia, including indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply.

Outcomes

In this unit you will:

- Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaption in a commercial context.

FOOD STUDIES (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

This subject focuses on the many roles and everyday influences of food. Students will explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. The subject examines 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.

UNIT 3 – FOOD IN DAILY LIFE

This unit focuses on:

- Investigating the science of food appreciation, the physiology of eating and digestion, and the role of diet in gut health.
- Analysing the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
- Developing an understanding of diverse nutrient requirements.
- Inquiring into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated.

Outcomes

In this unit you will:

- Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs.
- Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

UNIT 4 – FOOD ISSUES, CHALLENGES AND FUTURES

This unit focuses on:

- Individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.
- The relationship between food security, food sovereignty and food citizenship.
- Issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.
- Interpreting food labels and analysing the marketing terms used on food packaging.

Outcomes

In this unit you will:

- Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
- Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

GERMAN (VSV) (accreditation period 2019 – 2024)

Units 1+2

COURSE DESCRIPTION

The study will develop the student's ability to understand and use a language which has long been recognized as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

This subject focuses on:

- Communicating with others in German in interpersonal, interpretive and presentational contexts.
- Understanding the relationship between language and culture.
- Comparing cultures and languages and enhancing cultural awareness.
- Understanding and appreciating the cultural contexts in which German is spoken.
- Learning about language as a system and themselves as language learners.
- Making connections between different languages, knowledge and ways of thinking.
- Becoming part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

UNIT 1

Outcomes

In this unit you will:

- Exchange meaning in a spoken interaction.
- Interpret information from two texts on the same subtopic presented in German, and respond in writing in German and in English.
- Present information, concepts, ideas in writing in German on the selected subtopic and for a specific audience and purpose.

UNIT 2

Outcomes

In this unit you will:

- Respond in writing in German to spoken, written or visual texts presented in German.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in German.
- Explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

Due to the nature of this subject, enrolment is conditional upon approval by the Principal.

GERMAN (VSV) (accreditation period 2019 – 2024)

Units 3+4

COURSE DESCRIPTION

The study will develop the student's ability to understand and use a language which has long been recognized as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

This subject focuses on:

- Communicating with others in German in interpersonal, interpretive and presentational contexts.
- Understanding the relationship between language and culture.
- Comparing cultures and languages and enhancing cultural awareness.
- Understanding and appreciating the cultural contexts in which German is spoken.
- Learning about language as a system and themselves as language learners.
- Making connections between different languages, knowledge and ways of thinking.
- Becoming part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

UNIT 3

Outcomes

In this unit you will:

- Participate in a spoken exchange in German to resolve a personal issue.
- Interpret information from texts and write responses in German.
- Express ideas in a personal, informative or imaginative piece of writing in German.

UNIT 4

Outcomes

In this unit you will:

- Share information, ideas and opinions in a spoken exchange in German.
- Analyse information from written, spoken and viewed texts for use in a written response in German.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

Due to the nature of this subject, enrolment is conditional upon approval by the Principal.

HEALTH AND HUMAN DEVELOPMENT (accreditation period 2018 - 2024)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- Understanding the complex nature of health and wellbeing, and human development.
- Developing a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- Examining how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- Developing health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.
- Developing understanding of the Australian healthcare system and the political and social values that underpin it.

UNIT 1 – UNDERSTANDING HEALTH AND WELLBEING

This unit focuses on:

- A broad, multidimensional approach to health and wellbeing.
- Factors, such as, age, culture, religion, gender and socioeconomic status which influence health and wellbeing.
- Measurable indicators of population health, and the health status of Australians.
- Variations and inequalities in the health status of youth.

Outcomes

In this unit you will:

- Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

UNIT 2 – MANAGING HEALTH AND DEVELOPMENT

This unit focuses on:

- Changes and expectations that are part of the progression from youth to adulthood.
- The application of health literacy skills through the examination of adulthood as a time change.
- The Australian healthcare system and the ability to access and analyse health information.

Outcomes

In this unit you will:

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

HEALTH AND HUMAN DEVELOPMENT (accreditation period 2018 - 2024)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- Understanding the complex nature of health and wellbeing, and illness.
- Developing a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- Applying social justice principles to identify health and wellbeing inequities and analysing health and wellbeing interventions.
- Applying the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs.
- Proposing and implementing action to positively influence health and wellbeing, and human development outcomes at individual, local, national and/or global levels.

UNIT 3 – AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit focuses on:

- Health, wellbeing and illness as a multidimensional and dynamic global concept.
- The fundamental conditions required for health improvement.
- Variations in the health status of Australians.
- Health promotion and improvements in population health over time in Australia and within a global context.

Outcomes

In this unit you will:

- Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

UNIT 4 – HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit focuses on:

- Health and wellbeing, and human development in a global context.
- Changes in burden of disease over time.
- The impact of sustainability and human development on global health.
- Global action to improve health and wellbeing and human development.

Outcomes

In this unit you will:

- Analyse the similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

HISTORY – MODERN HISTORY (accreditation period 2022 - 2026)

Units 1+2

COURSE DESCRIPTION

Modern History provides you with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions, as well as the developments that have defined our modern world

UNIT 1 – CHANGE AND CONFLICT

In Unit 1 students will 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.

This unit focuses on:

- Challenges to existing empires, alongside growing militarism and imperialism.
- The significance of World War One as a turning point in modern history.
- The ways in which 1920s and 1930s were characterised by significant social, political, economic and cultural and technological change.
- The strategies that new fascist governments used to impose controls on the way people lived.

Outcomes

In this unit you will:

- Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.
- Explain patterns of social and cultural changes in everyday life in the first half of the 20th century, and analyse the conditions which influenced these changes.

UNIT 2 – THE CHANGING WORLD ORDER

In Unit 2 students will 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.

This unit focuses on:

- The establishment of the United Nations (UN) in 1945.
- Cold War, competing ideologies of democracy and communism and proxy wars.
- The rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.
- The impact of the changing world order and further advancements in technology and social mobility on a global scale.
- The major threat of terrorism, its influence on politics, social dynamics and migration of people across the world.

Outcomes

In this unit you will:

- Explain the causes of the Cold War and analyse its consequences on nations and people.
- Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

HISTORY – REVOLUTIONS (accreditation period 2022 - 2026)

Units 3+4

COURSE DESCRIPTION

Revolutions represent great ruptures in time and are a major turning point that bring about the collapse and destruction of an existing political order, resulting in a change that permeates throughout society. In studying Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. They evaluate the nature of the new societies that were created by the American and Russian revolutions, as well as historical interpretations about the causes and consequences of each revolution and the effects of change instigated by the new orders in those countries.

UNIT 3 – THE AMERICAN REVOLUTION OF 1776

This unit will examine the American Revolution of 1776 in detail, what caused it and what it led to. The timeframe is from 1754 until 4th July 1776.

This unit focuses on:

- The significant causes of revolution in America in 1776.
- How popular movements (eg. Sons and Daughters of Liberty) and particular individuals (eg. John Hancock and Benjamin Franklin) contributed to the triggering of the revolution.
- The extent that social tensions and ideological conflicts contributed to the outbreak of revolution.
- The nature of the post-revolution Government and its challenges.

UNIT 4 – THE RUSSIAN REVOLUTION OF 1896 TO OCTOBER 1917

This unit will examine the Russian Revolution of 1917 in detail, what caused it and what it led to. The timeframe studied is from the 1896 Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917.

This unit focuses on:

- The events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities.
- The Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas.
- World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority.
- Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917.

Outcomes

In this subject you will:

- Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

LEGAL STUDIES (accreditation period 2024 - 2028)

Units 1+2

COURSE DESCRIPTION

In this course, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.

UNIT 1 – THE PRESUMPTION OF INNOCENCE

This unit focuses on:

- The role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- Legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
- Key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs

Outcomes

In this unit you will:

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

UNIT 2 – WRONGS AND RIGHTS

This unit focuses on:

- The purpose and role of civil law in protecting the rights of individuals, and provide opportunities to seek redress for a breach while investigating the key concepts of civil law
- 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.
- 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.

Outcomes

In this unit you will:

- Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

LEGAL STUDIES (accreditation period 2024 - 2028)

Units 3+4

COURSE DESCRIPTION

Legal Studies Unit 3 & 4 focuses on the Victorian criminal justice system, civil law, the Australian Constitution, parliament and law reform.

UNIT 3 – RIGHTS AND JUSTICE

In this unit, students examine the methods and institutions involved in determining criminal cases and resolving civil disputes. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students apply legal reasoning and information to actual and hypothetical scenarios.

Outcomes

In this unit you will:

- Define and use legal terminology
- Discuss, interpret and analyse legal principles and information
- Discuss the impact of costs, time and cultural differences on the achievement of the principles of justice during a criminal case
- Discuss the appropriateness of class actions, methods and institutions used to resolve a civil dispute

UNIT 4 – THE PEOPLE, THE LAW AND REFORM

This unit focuses on:

- How the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people.
- The significance of the High Court in protecting and interpreting the Australian Constitution.
- Parliament and the courts, and the relationship between the two in law-making.
- The roles of the individual, the media and law reform bodies in influencing law reform.

Outcomes

In this unit you will:

- Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
- Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

MATHS – FOUNDATION MATHEMATICS (accreditation period 2023 – 2027)

Units 1+2

COURSE DESCRIPTION

Foundation Mathematics provides 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. The subject contains a mathematical investigation which involves one to two weeks of investigation into one or two practical or theoretical contexts or scenarios.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

These units focus on:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and Measurement

Outcomes

In this subject you will:

- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.
- Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – FOUNDATION MATHEMATICS (accreditation period 2023 – 2027)

Units 3+4

COURSE DESCRIPTION

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.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

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.

These units focus on:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and Measurement

Outcomes

In this subject you will:

- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.
- Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – GENERAL MATHEMATICS (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

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.

- This course is for students who require a real-life application of Mathematics.
- Entry to this course requires students to have successfully completed Year 10 Mathematics.
- This course may be taken by itself or in conjunction with Mathematical Methods.

This subject focuses on:

- Developing an ability to work and communicate mathematically.
- Developing an ability to solve problems.
- Applying techniques, routines and processes with and without the use of technology.

These units focus on:

- Algebra, number and structure.
- Data analysis, probability and statistics.
- Discrete mathematics.
- Functions, relations and graphs.

Outcomes

In this unit you will:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – GENERAL MATHEMATICS (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

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'.

Entry to this course requires students to have successfully completed General Mathematics or Mathematical Methods Unit 1 & 2.

This course may be taken by itself or in conjunction with Mathematical Methods.

This subject focuses on:

- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.
- Applying techniques, routines and processes with and without the use of technology.

UNIT 3

This unit focuses on:

- Data analysis.
- Recursion and financial modelling.

UNIT 4

This unit focuses on:

- Matrices.
- Networks and Decision Mathematics.

Outcomes

In this unit you will:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – MATHEMATICAL METHODS (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

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.

This course is for students who require a high-level understanding of abstract Mathematics.

Entry to this course requires students to have successfully completed Year 10 Mathematics with high scores in Algebra.

This course may be taken by itself or in conjunction with General Mathematics.

This subject focuses on:

- Developing an ability to solve problems algebraically.
- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.

These units focus on:

- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – MATHEMATICAL METHODS (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

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.

Entry to this course requires students to have successfully completed Mathematical Methods Unit 1 & 2.

This course may be taken by itself or in conjunction with General Mathematics.

This subject focuses on:

- Developing an ability to solve problems algebraically.
- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.

These units focus on:

- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHS – SPECIALIST MATHEMATICS (VVLN)

(accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

Entry to this course requires students to have completed Mathematical Methods Unit 1 & 2 to a high standard. This course must be taken in conjunction with Mathematical Methods Unit 3 & 4. There will be some prior learning needed before students can undertake this subject. Students undertaking this subject should have high-level skills of organization and self-regulation.

This subject focuses on:

- Developing an ability to solve problems algebraically and abstractly;
- Developing an ability to work and communicate mathematically;
- Developing an ability to problem solve.

These units focus on:

- Functions, relations and graphs.
- Algebra, number and structure.
- Calculus.
- Data analysis, probability and statistics.
- Discrete mathematics.
- Space and measurement.

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Due to the nature of this subject, enrolment is conditional upon approval by the Principal.

MEDIA (accreditation period 2024 - 2028)

Units 1+2

COURSE DESCRIPTION

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students explore the structure, content and techniques used in media products and integrate this knowledge into practical work, producing a range of creative media products and representations for an intended purpose and audience.

UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

This unit focuses on:

- The analysis of media representations, narratives and media codes and conventions in a range of media forms and products.
- Understanding audiences as producers and consumers of media products.
- Practical skills and creative techniques in the use of media equipment and applications to create media products for specific audiences.
- The analysis of Australian fiction and non-fiction narratives and how they are structured to engage audiences.
- The use of media terminology to analyse and explain how media products are constructed to communicate ideas.

Outcomes

In this unit you will:

- Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations
- Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

UNIT 2 – NARRATIVE ACROSS MEDIA FORMS

This unit focuses on:

- Understanding the concept of narrative in media products and forms in different contexts
- The creation of a collaborative media product.
- Developing practical skills and creative techniques in a range of media forms.
- Exploring the influence of developments in media technologies on individuals, audiences and society.

Outcomes

In this unit you will:

- Analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

MEDIA (accreditation period 2024 - 2028)

Units 3+4

COURSE DESCRIPTION

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students integrate this knowledge into practical work, producing a range of media products and representations.

UNIT 3 – MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

This unit focuses on:

- The relationship between the media and its audience.
- Examining fictional and non-fictional narratives in a range of media forms.
- The function of media codes and narrative conventions and how they convey meaning.
- How a range of contexts influence the construction of media narratives and audience readings.
- Exploring and experimenting with media technologies to develop skills in a selected media.
- Researching, developing and documenting a pre-production plan in a selected media form for a specified audience.
- Developing media language and terminology.

Outcomes

In this unit you will:

- Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
- Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
- Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

UNIT 4 – MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

This unit focuses on:

- The production and post-production stages of the media production process as a follow on from the planning in Unit 3.
- Refining and applying organisational and creative skills in this process.
- Critically analysing the role that media products and their creators play within the contexts of their time and place of production.
- The nature of communication between the media and audiences.
- Exploring the capacity of the media to be used by governments, institutions and audiences and analysing the role of the Australian government in regulating the media.

Outcomes

In this unit you will:

- Produce, refine and resolve and distribute to a specified audience a media product designed in Unit 3.
- Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

PHYSICAL EDUCATION (accreditation period 2017 - 2024)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- The interrelationships between anatomical, biomechanical, physiological and skill acquisition principles and their role in producing and refining movement
- Examining behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity
- Practical activities examining the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise

UNIT 1 – THE HUMAN BODY IN MOTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and how they adapt to the demands of physical activity. Students evaluate the social, cultural and environmental influences on movement, while considering the implications of the use of legal and illegal practices to improve athlete's performance. Students also recommend and implement strategies to minimise the risk of illness or injury to each system.

Outcomes

In this unit you will:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

UNIT 2 – PHYSICAL ACTIVITY, SPORT AND SOCIETY

In this unit 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. Students investigate how participation in physical activity varies across the lifespan. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour and create and participate in, an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Outcomes

In this unit you will:

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

PHYSICAL EDUCATION (accreditation period 2018 - 2024)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- Developing an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- Applying relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

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 investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, 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.

Outcomes

In this unit you will:

- Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

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. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Outcomes

In this unit you will:

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

PHYSICS (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- Understanding and explaining the physical world.
- Examining models and ideas used to make sense of the world.
- Looking at the way matter and energy interact through observations, measurements and experiments.

UNIT 1 – HOW IS ENERGY USEFUL TO SOCIETY?

This unit focuses on:

- Explanation of heat and light.
- Energy from the nucleus.
- Electricity as a means to transfer energy.

Outcomes

In this unit you will:

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explain, apply and evaluate nuclear rations, radioactive decay and nuclear energy.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

UNIT 2 – HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

This unit focuses on:

- Motion in two dimensions.
- Contemporary issues and applications of Physics.
- Student-designed practical investigation.

Outcomes

In this unit you will:

- Investigate, analyse and mathematically model and apply force, energy and motion.
- Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application.
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

PHYSICS (accreditation period 2024 - 2027)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- Fields and the concept of light as both a wave and a particle.
- Evaluating scientific models and explaining how apparently contradictory ideas can be considered accurate.
- Conducting first-hand research to learn more about the world they live in.

UNIT 3 – HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

This unit focuses on:

- Movement of objects using fields.
- Using fields to move electrical energy.
- Newtonian motion

Outcomes

In this unit you will:

- Analyse gravitational, electric and magnetic fields and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions and explain the motion of projectiles/objects moving in a circular path.

UNIT 4 – HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONSISED THINKING IN PHYSICS

This unit focuses on:

- Major ideas and experiments that have changed the course of physics.
- Practical investigation.

Outcomes

In this unit you will:

- Analyse and apply models that explain the nature of light and matter and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

PSYCHOLOGY (accreditation period 2023 - 2027)

Units 1+2

COURSE DESCRIPTION

This subject focuses on:

- Influences on psychological development.
- Influence by the brain on mental processes and behaviour.
- Contemporary psychological research.
- Skills in creating and carrying out psychological experiments and research on humans.
- Understanding and applying ethical principles when conducting research.

UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

This unit focuses on:

- Influences on psychological development.
- How mental processes and behaviour can be influenced by the brain.
- How contemporary psychology conducts and validates psychological research.

Outcomes

In this unit you will:

- Discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

UNIT 2 – HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

This unit focuses on:

- Whether people are influenced to behave in particular ways.
- What may influence a person's perception of the world.
- How scientific investigations develop understanding of influences on perception and behaviour.

Outcomes

In this unit you will:

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Design and undertake a practical investigation related to external influences on preception and/or behaviour, and draw conclusions based on evidence from collected data.

PSYCHOLOGY (accreditation period 2023 - 2027)

Units 3+4

COURSE DESCRIPTION

This subject focuses on:

- The functioning of the nervous system.
- Biological, psychological and social factors that influence learning and memory.
- The demand for sleep and influences of sleep on mental wellbeing.
- Mental wellbeing as a continuum.
- Skills in creating and carrying out psychological experiments relating to mental processes and psychological functioning.
- Understanding and applying ethical principles when conducting research.

UNIT 3 – HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

This unit focuses on:

- How the nervous system enables psychological functioning.
- How people learn and remember.

Outcomes

In this unit you will:

- Analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4 – HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

This unit focuses on:

- How sleep affects mental processes and behaviour.
- Influences on mental wellbeing.
- How scientific inquiry is used to investigate mental processes and psychological functioning.

Outcomes

In this unit you will:

- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

VISUAL COMMUNICATION DESIGN (accreditation period 2024 - 2028)

Units 1+2

COURSE DESCRIPTION

This study introduces students to the practices and processes used by designers to identify and resolve design problems. Students undertake research to discover design problems and apply the design process to undertake practical tasks. They explore brand strategy and product development through these practical projects and consider the factors that affect design decisions. Students adopt the practices of design specialists working in the environmental design field and discover the role of the interactive designer in the realm of user-experience.

UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

This unit focuses on:

- Conceptions of good design across a range of design disciplines and contexts
- The application of stages of the design process and the design elements and principles
- Freehand drawing and technical drawing methods
- Rendering techniques using both manual and digital methods
- The development of visual communications that meet specific purposes
- Factors that influence design

Outcomes

In this unit you will:

- Use human-centred research methods to reframe a design problem and identify a communication need
- Create a visual identity for a business or brand through the application of the design process
- Develop the design of a sustainable 3D object

UNIT 2 – APPLICATION OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

This unit focuses on:

- Environmental design fields, such as architecture, landscape architecture and interior design
- The aesthetic considerations relevant to user-experience design
- Technical drawing methods, such as perspective drawing, plans and elevations
- The application of the visual communication design process and design elements and principles
- The development of visual communications to meet set briefs
- The work and practices of Aboriginal and Torres Strait Islander designers

Outcomes

In this unit you will:

- Create an environmental design solution
- Apply culturally appropriate design practices to design personal iconography
- Apply the design process to design an interface for a digital product, environment or service.

VISUAL COMMUNICATION DESIGN (accreditation period 2024 - 2028)

Units 3+4

COURSE DESCRIPTION

Through this study, students explore the ways in which designers work, while also analysing the work that they design. They undertake the visual communication design process to produce visual communications in response to a brief. Students select and present design ideas, evaluate those ideas and refine concepts in response to feedback.

UNIT 3 – VISUAL COMMUNICATION IN DESIGN PRACTICE

This unit focuses on:

- The practices and processes used by contemporary designers
- Design analysis
- The visual communication design process
- Development of briefs
- Research methods and sources
- Generation of design ideas
- Design thinking strategies
- Freehand and digital drawing methods

Outcomes

In this unit you will:

- Compare and apply visual communication practices and processes used by contemporary designers
- Analyse examples of existing design
- Prepare a brief with two communication needs for a client, undertake research and develop design ideas

UNIT 4 – DELIVERING DESIGN SOLUTIONS

This unit focuses on:

- The visual communication design process
- Application of design elements and principles
- Application of a range of manual and digital methods, materials and media
- Methods to test and evaluate design ideas, including the collection of feedback
- The creation of visual communications that effectively meet the needs of a brief
- Evaluation and explanation of design work

Outcomes

In this unit you will:

- Refine and resolve design concepts generated in Unit 3
- Produce design solutions that satisfy the needs of the brief

VCE – VOCATIONAL MAJOR (VM)

(accreditiation period 2023 – 2027)

COURSE REQUIREMENTS

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

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

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

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

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

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

Students who choose VCE VM in Yr 11 will be enrolled in the following:

- **Literacy units 1 and 2**
- **Numeracy units 1 and 2**
- **A VCE unit 1 and 2 from a select group of options** *(to be determined during the course counselling process)*
- **Other vocational studies as determined by program needs**
- **VET at Certificate II or III level**
- **Structured workplace learning (offsite for one day per week)**

Note: Additional opportunities for vocational learning will occur throughout the duration of the program and may operate outside of normal school hours.

Students who choose VCE VM in Yr 12 will be enrolled in the following:

- **Literacy units 3 and 4**
- **Foundation Maths units 3 and 4**
- **Work Related Skills units 3 and 4**
- **Personal Development Skills units 3 and 4**
- **VET at Certificate II or III level**
- **Structured workplace learning (offsite for one day per week)**

LITERACY – VCE VOCATIONAL MAJOR (accreditation period 2023 - 2027)

COURSE DESCRIPTION

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Units 1+2

UNIT 1

OUTCOME 1 - LITERACY FOR PERSONAL USE

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

OUTCOME 2 – UNDERSTANDING AND CREATING DIGITAL TEXTS

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

UNIT 2

OUTCOME 1 – UNDERSTANDING ISSUES AND VOICES

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

OUTCOME 2 – RESPONDING TO OPINIONS

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

Units 3+4

UNIT 3

OUTCOME 1 – ACCESSING AND UNDERSTANDING INFORMATIONAL, ORGANISATIONAL AND PROCEDURAL TEXTS

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

OUTCOME 2 – CREATING AND RESPONDING TO ORGANISATIONAL, INFORMATIONAL AND PROCEDURAL TEXTS

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

UNIT 4

OUTCOME 1 – UNDERSTANDING AND ENGAGING WITH LITERACY FOR ADVOCACY

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

OUTCOME 2 – SPEAKING TO ADVISE OR TO ADVOCATE

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

ASSESSMENT

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

NUMERACY – VCE VOCATIONAL MAJOR

(accreditation period 2023 - 2027)

COURSE DESCRIPTION

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

Each unit across Unit 1-4 will cover three numeracy contexts chosen from the following:

- Personal Numeracy
- Civic Numeracy
- Financial Numeracy
- Health Numeracy
- Vocational Numeracy
- Recreational Numeracy

Units 1+2

UNIT 1

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 3: Quantity and measures
- Area of Study 2: Shape
- Area of Study 4: Relationships

OUTCOME 1 – NUMERACY IN CONTEXT

On completion of this unit, the student should be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.

OUTCOME 2 – PROBLEM SOLVING CYCLE

On completion of this unit, the student should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

OUTCOME 3 – MATHEMATICAL TOOLKIT

On completion of this unit, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

UNIT 2

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 7: Uncertainty
- Area of Study 6: Data
- Area of Study 8: Systematics

OUTCOME 1 – NUMERACY IN CONTEXT

On completion of this unit, the student should be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.

OUTCOME 2 – PROBLEM SOLVING CYCLE

On completion of this unit, the student should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

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OUTCOME 3 – MATHEMATICAL TOOLKIT

On completion of this unit, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

WORK-RELATED SKILLS – VCE VOCATIONAL MAJOR

(accreditation period 2023 - 2027)

COURSE DESCRIPTION

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, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Units 3+4

UNIT 3

OUTCOME 1 – WORKPLACE WELLBEING AND PERSONAL ACCOUNTABILITY

On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

OUTCOME 2 – WORKPLACE RESPONSIBILITIES AND RIGHTS

On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

OUTCOME 3 – COMMUNICATION AND COLLABORATION

On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

UNIT 4

OUTCOME 1 – PORTFOLIO DEVELOPMENT

On completion of this unit the student should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

OUTCOME 2 – PORTFOLIO PRESENTATION

On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

ASSESSMENT

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

PERSONAL DEVELOPMENT SKILLS – VCE VOCATIONAL MAJOR

(accreditation period 2023 - 2027)

COURSE DESCRIPTION

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.

Units 3+4

UNIT 3

OUTCOME 1 – SOCIAL AWARENESS AND INTERPERSONAL SKILLS

On completion of this unit the student should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

OUTCOME 2 – EFFECTIVE LEADERSHIP

On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

OUTCOME 3 – EFFECTIVE TEAMWORK

On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

UNIT 4

OUTCOME 1 – PLANNING A COMMUNITY PROJECT

On completion of this unit the student should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

OUTCOME 2 – IMPLEMENTING A COMMUNITY PROJECT

On completion of this unit the student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

OUTCOME 3 – EVALUATING A COMMUNITY PROJECT

On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

ASSESSMENT

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Mullauna College

2024 VCE COURSE PLANNING FORM

VICTORIAN CERTIFICATE OF EDUCATION

STUDENT NAME:		YEAR LEVEL:	

STEP 1: COMPLETE BELOW TABLE

My career direction is	
My strongest subjects are	
My favourite subjects are	

STEP 2: PLAN YOUR SUBJECTS

Year level	Study 1	Study 2	Study 3	Study 4	Study 5	Study 6
11	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study
	English Units 1 & 2					
12	Yr 12 Study	Yr 12 Study	Yr 12 Study	Yr 12 Study	Yr 12 Study	
	English Units 3 & 4					

STEP 3: PLEASE LIST THE REQUIRED NUMBER OF PREFERENCES BELOW.

PREFERENCE ORDER IS IMPORTANT.

2024 Subject Preferences	
1. English	**4.** Free choice
2. Free choice	**5.** Free choice
3. Free choice	**6.** Free choice

STEP 4: LIST THREE RESERVE PREFERENCES BELOW.

PREFERENCE ORDER IS IMPORTANT.

Reserve Preferences		
1. Reservce Choice	**2.** Reservce Choice	**3.** Reservce Choice

STEP 5: LOG ONTO EDVAL AND ENTER YOUR SUBJECT SELECTIONS.

Mullauna College

2024 VCE VM COURSE PLANNING FORM

VICTORIAN CERTIFICATE OF EDUCATION (VOCATIONAL MAJOR)

STUDENT NAME:		YEAR LEVEL:	

STEP 1: COMPLETE BELOW TABLE

My career direction is	
My strongest subjects are	
My favourite subjects are	

STEP 2: LISTED BELOW ARE YOUR SUBJECT SELECTIONS AT MULLAUNA COLLEGE

Year level	Study 1	Study 2	Study 3	Study 4
11 2024	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study
	Literacy Skills Units 1 & 2	*Numeracy Skills Units 1 & 2*	*A VCE Subject Units 1 & 2*	*School based vocational study*
12 2024	Yr 12 Study	Yr 12 Study	Yr 12 Study	Yr 12 Study
	Literacy Skills Units 3 & 4	*Numeracy Skills Units 3 & 4*	*Work Related Skills Units 3 & 4*	*Personal Development Skills Units 3 & 4*

STEP 3: CHOOSE A VET SUBJECT TO SATISFY THE REQUIREMENTS OF YOUR VCE VM

2024 VET Preference	
VET Subject	
Preferred Venue	
My Unique Student Identifier	Go to usi.gov.au to obtain a USI

STEP 4: ACKNOWLEDGEMENTS

- The VCE VM is a two-year course where I will not achieve an ATAR
- I do not have a choice of subjects at Mullauna College by studying the VCE VM
- I must successfully complete a VET subject to be successful in the VCE VM

STEP 5: LOG ONTO EDVAL AND ENTER YOUR SUBJECT SELECTIONS.

VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATE COURSES

VET courses at Mullauna College aim to help you develop competencies and skills to obtain a credential that is recognised throughout Australia. This can be achieved through school and TAFE.

Many of the competencies can be transferred to workplaces, schools, TAFE and industries, so that you are not locking yourself into one industry: you could transfer the competencies into another vocation or area of learning.

VET courses at Mullauna College are part of your VCE. The VCE/VET courses offered at Mullauna College may give direct scores or bonus increments to your Australian Tertiary Admission Rank (ATAR) and thus improve your chances of gaining entry into university or TAFE.

Entry into a VET course at Mullauna College is not automatic. You may have to attend an interview, and if successful, applicants are required to participate in an Orientation Program. Consider your options and find out which VCE/VET studies best equip you for your future career. For more information see the VCE/VET Co-ordinator or Careers Teacher.

FEES AND COSTS

There will be an Enrolment Fee and Materials Fee which varies between courses; there may also be a TAFE Service Fee which will depend on student hours and materials/ equipment costs.

Note: When students are in attendance at a VET program they will be recorded as attending VET by classroom teachers and will not affect their attendance record at the College.

AUSTRALIAN QUALIFICATIONS AND TRAINING FRAMEWORK

The qualification gained is a certificate at level II or III within the Australian Qualification Framework (AQTF). It is possible to progress through part of this nationally recognised qualification system while you are still at Mullauna College and obtain your VCE at the same time.

Note: Students undertaking a VET course are required to attain the full sequence - Unit 1-4

VET SUBJECTS 2024

The following VET subjects were available for Mullauna students to undertake in 2023, however VET offerings for 2024 are still to be confirmed. For further information, please contact the VET coordinator.

- **Cert II Applied Fashion**
- **Cert III Early Childhood**
- **Cert II Salon Assistant**
- **Cert II Automotive**
- **Cert II Animal Care**
- **Cert II Building & Construction – Carpentry**
- **Cert III Information Technology**
- **Cert II Electrotechnology**
- **Cert II Hospitality**
- **Cert II Kitchen Operations**
- **Cert II Plumbing**
- **Cert III Sport & Recreation (Fitness)**
- **Cert III Music Industry (Sound Production)**

VET ENROLMENT

Applications for VET programs must be indicated on your VCE subject selection form. You cannot enrol directly through the Mullum Cluster. Mullauna College students will only be accepted into VET if they can demonstrate an ability to safely travel to and from other locations, handle missing some of their class time and demonstrate a benefit to their pathway.

Mullauna College

COURAGE - CURIOSITY - COMMUNITY

456 Springfield Road, Mitcham, VIC 3132
P: (03) 9874 3422 **E:** mullauna.sc@education.vic.gov.au
W: mullauna.vic.edu.au