



# Year 11 & 12 Handbook 2024

# Belief Statement & Graduate Outcomes

## Commitment to Child Safety

All students enrolled, and any child visiting FCJ College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children can feel safe and are free to enjoy life to the full without any concern for their safety.

## Identity Statement

FCJ College is a Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live ..... For God Always.

## Commitment to Democratic Principles

FCJ College supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance



## Belief Statements

At FCJ College, we believe that:

Our welcoming community finds its inspiration in companionship with Jesus.

Each member of our community is called to witness the Gospel values of compassion, courage, integrity and hope.

Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.

We nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be.

All members of our community are equally valued for their unique contribution.

## Graduate Outcomes

At FCJ College, we commit to educating students to be:

People of faith, courage and integrity who live the values of compassion, honesty and justice.

Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.

People who have an appreciation and respect for everyone.

Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility.

Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers.

The culture of a faith-based community of an FCJ college seeks to be characterised specifically by these four Characteristics:



# FCJ College Executive Team



## **Principal – Shaun Mason**

The Principal is responsible for the leadership and management, good order and quality of performance of the College and the educational, pastoral and religious welfare of the College, its students and staff.

## **Deputy Principal – Joseph Mount**

The Deputy Principal is responsible for leading and enhancing student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development.

## **Director of Catholic Identity – Donna Willcock**

The Director of Catholic Identity is responsible for overseeing the Catholic Identity (CI) of the College and the delivery of a meaningful, relevant and engaging RE curriculum.

## **Director of Learning & Teaching – Jordan Smith**

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading students' academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement.

## **Director of Wellbeing – Renae Hughes**

The Director of Wellbeing, through the Learning Leaders Team, is responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.

## **Director of Learning Diversity - Kirsty Renkin**

The Learning Diversity Leader is responsible to the Principal, through the Director of Learning and Teaching, Director of Wellbeing and Deputy Principal for the development and implementation of strategies and processes that focus on improving student outcomes and engagement.

## Learning Leaders

The Learning Leaders ensure that the wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan to ensure that within the year level, each student's academic, emotional and social progress is monitored. They provide high quality support to the staff, students and parents within their year level in the ongoing development and implementation of the College's Wellbeing Policy, including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.

- Year 7 – Sally Moore
- Year 8 – Catherine Burton
- Year 9 – Daniel Green
- Year 10 – Gemma Hunter
- Year 11 – Erin Crook
- Year 12 – Guy Durance



## Learning Coaches

The Learning Coaches are responsible for the implementation of an innovative curriculum that integrates the values of the Gospel and allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities at Years 7 to 12. Learning Coaches will have the following focuses:



- Mathematics/Numeracy - Lianna Ramage
- English/Literacy - Mandy Stephens
- Humanities/Languages - Denise Cooke
- Science - Elizabeth Isaacson
- Arts - Catherine Begley
- Health and Physical Education - Julieann Richardson
- Languages - Monique Francis

## Coordinators

### VCE Coordinator - Brendan Walsh

The VCE Coordinator works with staff, students and parents to ensure that procedures are put in place, are adhered to, and meet VCAA requirements for VCE and the College.

### Applied Learning Leader - Jamie Morrison

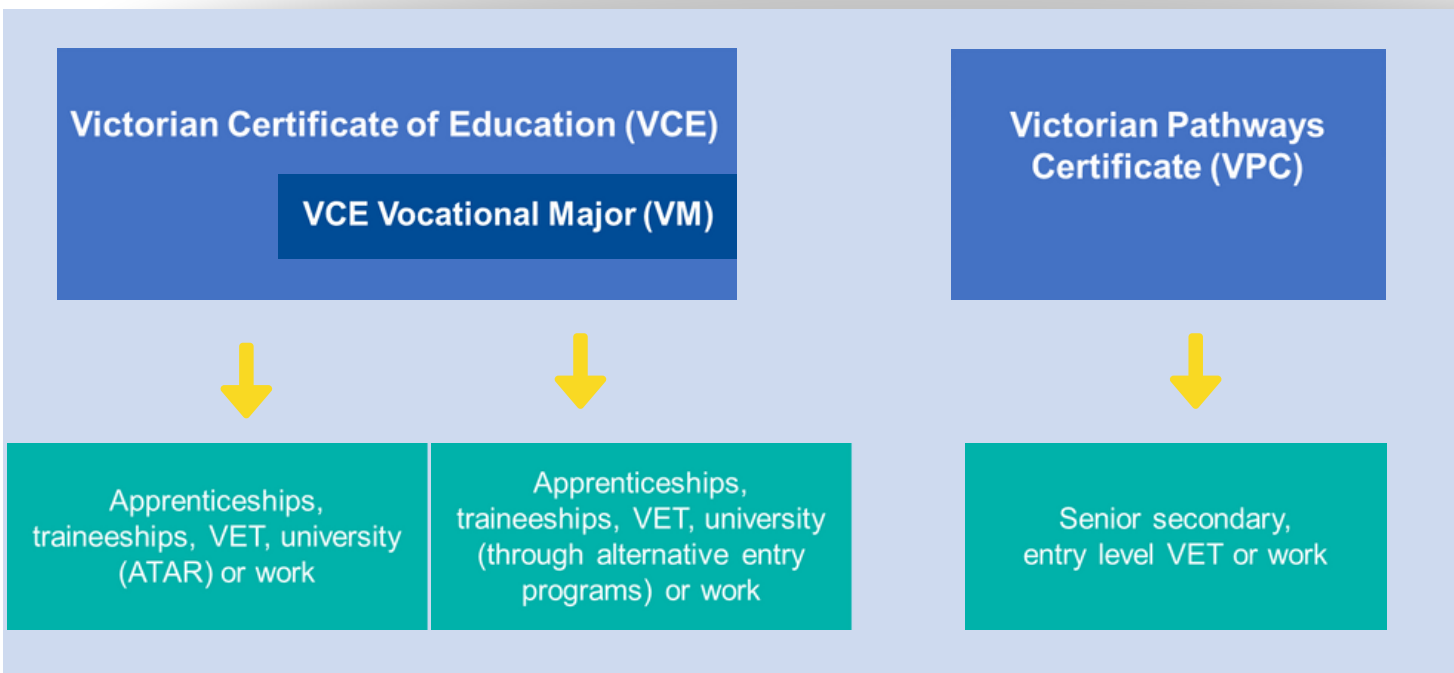
The Applied Learning Coordinator is responsible for organisational matters within the Applied Learning Area including VCE Vocational Major, VET and School Based Apprenticeships.

# Pathways for Year 11 & 12 Students

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

The VCE has expanded to include the Vocational Major, meaning you can study a new 2-year vocational and applied learning program within the VCE.

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



## VCE Student



### Classroom focus where you:

- build deep knowledge of a subject area
- apply theoretical skills and knowledge through experiments, practical activities.

Add a vocational focus through a VET subject.

## VCE Vocational Major Student



### Applied learning focus where you:

- concentrate on your future through real world learning contexts
- learn in a classroom, the workplace, and community

You'll develop project management skills and an understanding of others.



# Overview of the Victorian Certificate of Education

## Victorian Certificate of Education (VCE)

The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:

- Three units from the English group, including a complete Unit 3/4 sequence; and
- At least three sequences of Unit 3 and 4 studies other than English.

FCJ College recommends that all students plan to have at least five Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstance. This fifth subject also adds to a student's ATAR.

### *Satisfactory achievement of a VCE unit*

For a satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Students should familiarise themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit. Please go to [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) to find all study designs.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tools. The overall S/N for each area of study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement.

If a student's work does not demonstrate achievement of the outcomes, is not completed by the set deadline, cannot be authenticated or if a student has breached VCAA rules or not met the attendance requirements, they will receive an N (not satisfactory) for the unit and it will not be credited towards their VCE.



## VCE Vocational Major

The VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) replaced VCAL in 2023. 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 or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

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

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

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





## Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in Year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than two years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

### Your VPC will include:

- VPC Literacy (or VCE English options like VCE VM Literacy)
- VPC Numeracy (or VCE Mathematics options like VCE VM Numeracy)
- VPC Work Related Skills
- VPC Personal Development Skills
- Spending some time in a workplace as part of your learning. This is known as Structured Workplace Learning.

You can also add more VCE or VCE VM options, or choose to include vocational education and training (VET) in the VPC. Learn more about VET in the Victorian Pathways Certificate.

### Where the VPC can take you:

***If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.***

# Understanding the ATAR

The Victorian Tertiary Admissions Centre (VTAC) uses VCE results issued by the Victorian Curriculum and Assessment Authority (VCAA) to calculate the Australian Tertiary Admission Rank (ATAR). The ATAR may be used either solely or in conjunction with other criteria as a selection tool for university course entry.

The ATAR is a ranking of graduate results that measures a student's overall academic achievement compared with all other final year students in Australia. The ATAR is not a score out of 100 – it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year.

An ATAR is developed from an aggregate produced by adding:

- ATAR study score in English;
  - The next best three ATAR study scores permissible; and
  - 10% of the fifth and/or sixth permissible ATAR study score that is available.
- VET Certificates may also contribute to an ATAR score.

## HOW THE ATAR WORKS

**WHAT IS THE ATAR?**  
The Australian Tertiary Admission Rank (ATAR) gives each student a rank between 0 and 99.95 relative to other Year 12 students in their state.

**WHAT DOES IT MEAN?**  
If a student receives an ATAR of 54.75, the student achieved higher results than 54.75% of students in their state throughout the year.

**HOW IS IT CALCULATED?**  
The ATAR is calculated by adding up a student's scores from each of their subjects and ranking this total score against other students in their state.

# Understanding Study Scores

A study score indicates how you've performed in relation to all other students who took the Units 3&4 study. It is calculated using your statistically moderated SACs (which are called Graded Assessment 1 [GA1] for Unit 3 SACs and Graded Assessment 2 [GA2] for Unit 4 SACs) and exams [GA3] for each study.

The weighting of each Graded Assessment depends on the study, but the most important assessment is always the final exam because it moderates the value of your SAC scores.



**So what does a study score actually mean?** The maximum study score is 50. If 1000 students are enrolled in a subject, only 3 will be awarded a study score of 50. Each year, and for every study, the mean (average) study score is set at 30 with a standard deviation of 7. This means that a score between 23 and 37 shows that you are in the middle range of students (approximately 68% of the population); a score of 38 or more indicates that you are in the top 16%. Approximately 8% of students will get a score on or above 40, and 2% of students will get a score on or above 45. Basically, you've done very well if you get a study score above 40.

**Why do study scores get scaled?** All raw study scores get scaled by VTAC – the Victorian Tertiary Admissions Centre, who coordinate selection for uni and TAFE places. VTAC adjusts the raw study scores to take into account how difficult it is to achieve a certain score.

For example, if it is really difficult to get a study score of 30 in Maths Methods compared to Further Maths, then Maths Methods would need to scale up against Further Maths.

**How do study scores get scaled?** In each study, the study scores are adjusted so that the distribution of scores in that study matches the distribution of scores obtained by the same group of students in all of their other studies.

For example, in Chemistry, the average study score was 30, but all of the students who took Chemistry averaged 34 for all their studies. This shows that the students who did Chemistry were of above average strength in their other studies. Therefore, the scaling process adjusted the study scores upwards so that the average VTAC Scaled Study Score for Chemistry was set at 34.

Even if you are doing a subject that traditionally gets scaled down, the adjustment will not affect you as much if you get a high study score. That's why you should do everything possible to achieve your best. In Psychology, the students who achieved a raw study score of 45 also averaged a study score of 45 in their other subjects. This is why a 45 in Psychology did not scale down. If you get a 50, your study score will never be scaled down. Basically, do your best in all of your subjects, and scaling is likely to be in your favour.

VCE studies are always scaled based on the performance of students each year – therefore, it is impossible to predict how your subjects will scale this year. For example, if Chemistry students this year average 25 in all of their studies, then Chemistry will scale down. Don't let scaling influence your decision to study a subject – it is far better to do subjects you enjoy, which will make your VCE more enjoyable. A 50 study score in Further Maths will be equivalent to a 50 in Maths Methods!

### **Vocational Education and Training (VET) in the VCE**

In senior secondary years, students can choose to complete a VET program as part of their VCE. There are a number of VET programs from which students can choose, which can contribute towards a student's satisfactory completion of the VCE, and which give the students a nationally recognised vocational qualification. VCE VET programs provide students with pathways to university, TAFE, further training and the workplace. At FCJ College we offer VET subjects in the areas of music, furnishing, engineering, allied health, business and digital technologies. Of these courses music, engineering, business and digital technologies have a VCAA exam and therefore students' scores contribute directly to their ATAR. Furnishing and allied health do not have an exam, however, students are still given a block credit towards their ATAR if they complete these courses.

# VCE Bacalaureate

The VCE-Bacalaureate provides further information about the kind of senior secondary program of study a student has undertaken within the VCE. It provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

## What are the eligibility requirements to receive the VCE Bacalaureate?

To be eligible to receive the VCE-Bacalaureate, the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above;
- Units 3 and 4 sequence in EAL with a study score of 33 or above.
- Units 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics.
- Units 3 and 4 sequence in a VCE Language.
- at least two other Units 3 and 4 sequences.

## What will the student receive if they are eligible for the VCE-Bacalaureate?

The student's Statement of Results will include an additional statement that recognises the award of the VCE-Bacalaureate.

## What will be the impact of the VCE-Bacalaureate on the calculation of the ATAR?

The ATAR is determined via study scores. The additional recognition of the VCE-Bacalaureate does not affect this process.

## Do universities give any priority to students with the VCE-Bacalaureate when selecting students into courses?

Tertiary institutions strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

Tertiary selection practices vary across institutions. Further information should be sought from particular tertiary providers.

# Academic Acceleration

## Expectations in Year 11 if completing a Unit 3/4 subject:

- 4 hours a week study for your VCE subject
- 1 ½ hours study a night across all subjects
- Keeping up to date with all homework and tasks within all subjects
- Maximum of 10 hours work per week for a paid job outside school time
- RE, English + four Unit 1/2 subjects of the student's choice

## Expectations in Year 12 after completing a Unit 3/4 subject in Year 11:

- Complete full complement of subjects
- RE, English + four Unit 3/4 subjects of the student's choice

# School Based Apprenticeships & Traineeships (SBAT)

In the past, many young people had to make the hard decision about whether to pursue an apprenticeship or traineeship and leave school, or to stay on and complete their secondary study. The SBAT program enables students to have the best of both worlds. They can participate in paid employment (part-time), while completing their 12 years of schooling.

Available to students as part of their VCE, VCE VM, VPC or school-based apprenticeships assist students in making a successful transition from school to further training, education or work. They provide multiple pathways to employment, on-the-job training, TAFE and university. Local industries also benefit from school-based apprenticeships, because they help to fill local skill shortages.

The SBAT qualification that a student receives will contribute to satisfactory completion of the VCE in the same way that VCE VET programs contribute. Students completing the VCE Vocational Major also gain credits towards their course.

## **FCJ College Procedure of enrolling in an SBAT (School Based Apprenticeship or Traineeship) and undertaking a Structured Workplace Learning placement.**

***\*Please note: If completing VCE Vocational Major, we highly encourage students to complete a SBAT as part of their course. At FCJ College, we do not encourage students to complete a SBAT during Year 12 if they are completing the VCE scored pathway.***

At times, businesses contact the school to advertise a school-based apprenticeship or Structured Workplace Learning opportunity, so if you are interested in gaining an apprenticeship or undertaking Structured Workplace Learning, speak with a Career Advisor as they also use outside providers to assist locating a suitable workplace as required.

## Process to obtain a School Based Apprenticeship or Traineeship

Locate a workplace

Discuss with Careers Advisor and outside providers as required

Complete Structured Workplace Learning (SWL) Form.  
(This must be signed by the Parent, Student, Employer & Principal)

Once the SWL Form is completed the student may commence work placement - usually one day per week

Formalise School Based Apprenticeship or Traineeship with employment provider, this is arranged by the school

# Pathway Planning in Year 10

At FCJ College, we endeavour to ensure that all students have access to the courses of their choice. Our current range of studies allows for all students to select interesting and worthwhile courses that will give them the necessary skills to continue with their post-school education or employment. Obviously, in any one year, study selection may vary according to numbers and the manner in which subjects are blocked on the timetable.

## You need to take into account the following:

- VCAA requirements for satisfactory completion and career choices and their necessary prerequisite studies. You must start planning for your future now. Don't leave it until the end of Year 12. Post school options include study at a university or a TAFE College, employment or some other form of training. Check what subjects are prerequisites for courses in which you are interested using the VICTER guide.
- Utilise your abilities and interests. You will achieve best in areas that are of interest to you and also are geared toward your future interests.
- Year 12 (Unit 3 and 4) studies: Some 3 and 4 studies have Units 1 and 2 in that subject as a prerequisite. Check that your Year 11 choices allow you to select what you want for Year 12.
- VTAC currently offers the following advice in relation to selecting subjects at VCE. The best advice is that once prerequisites are chosen, to choose subjects:
  - the student enjoys
  - in which the student achieves well
  - that the student may need for future study or work
  - which maintain and develop the student's special skills and talents

## Subject selection process

### Morrisby Career Analytics Testing

Each Year 10 student participates in the Morrisby testing program to create an individual Career Profile. This gives a detailed report for each student to guide them towards a suitable career path based on their strengths, abilities, preferences, motivations and personality type.

### Student Information Session (in class)

This session informs students of the subject selection process. The Year 11 & 12 Handbook is also distributed to students and families via email which includes all the information about each subject available to select.

### Year 10 Pathways Evening

The Year 10 Pathways Evening will contain vital information about the subjects on offer for Year 11 and support mechanisms in place for establishing a positive future pathway for your child. You will have opportunity to meet key members of our Learning & Teaching team including Careers Advisors, Learning Coaches and teachers of our senior subjects.

### Year 10 Academic Pathway Interviews

The Academic Pathway Interview is held with a staff member, parent and child. The main objective is to review the subject selection for 2024, discuss any questions relating to senior schooling at the VCE, VCE VM, or VET level, review current school performance and plan a positive future pathway for the senior years of schooling.

### Subject Selection Finalised

The final step in the subject selection process is to submit the Subject Selection Form. Students will then receive a confirmation of subjects and booklist.

# FCJ College Career Advisors

If you have any questions about careers or planning your pathway, please see our Careers Advisors Anne-Maree Joyce or Jamie Morrison for more information.



**Anne Maree Joyce - [ajoyce@fcjbenalla.catholic.edu.au](mailto:ajoyce@fcjbenalla.catholic.edu.au)**

**Jamie Morrison - [jamie.morrison@fcjbenalla.catholic.edu.au](mailto:jamie.morrison@fcjbenalla.catholic.edu.au)**

## **VCAA: Victorian Curriculum Assessment Authority** <https://www.vcaa.vic.edu.au/>

In depth information on all curriculum and assessment programs for Victorian students including VCE and VET programs.



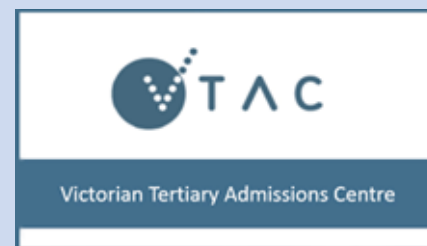
## **VTAC: Victorian Tertiary Admissions Centre** <https://www.vtac.edu.au/>

The central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria).

Use CourseSearch to find important information such as prerequisite studies and application requirements for each course.

- Search by institution
- Search by field of interest
- Search by course code

An in depth resource that allows institutions to outline the projected VCE study requirements needed for entry into their courses.



## **Job Outlook**

<https://joboutlook.gov.au/>

The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.



## **My Future**

<https://myfuture.edu.au/>

'My Guide' includes activities to build your career profile, explore career ideas, consider career options and develop your career plan. 'The Facts' includes occupation profiles, courses, job seeking tips and lots of other career resources.



# VCE & VET Subjects in 2024

## Year 11

### Compulsory Subjects:

- Religion & Society Unit 1, Units 3&4 OR Youth Ministry
- English Units 1 & 2
- Positive Education

### Plus 5 subjects from the list below:

- Health and Human Development Unit 1 & 2
- Physical Education Units 1 & 2
- Systems Engineering Units 1 & 2
- History: Modern History Units 1 & 2
- Legal Studies Units 1 & 2
- Food Studies Units 1 & 2
- Art Making and Exhibiting 1 & 2
- Biology Units 1 & 2
- Chemistry Units 1 & 2
- Physics Units 1 & 2
- Psychology Units 1 & 2
- Second Language (Japanese) Units 1 & 2
- Media Units 1 & 2
- Biology Units 3 & 4\*\*
- Psychology Units 3 & 4\*\*
- Outdoor & Environmental Studies Units 3 & 4

### Mathematic options

- Specialist Mathematics Units 1 & 2 – VIA DISTANCE ED (may only be studied in conjunction with Math Methods)
- Mathematical Methods Units 1 & 2
- General Mathematics Units 1 & 2
- Foundation Mathematics Units 1 & 2

*Options for Mathematics in consultation with Numeracy Coach*

### VCE VET Subjects

- Business Certificate III – 1st Year
- Engineering Certificate II
- Community Service Certificate II

*These VCE VET subjects can contribute to the ATAR if the exam is completed at the end of certificate.*

### VET Subjects

- Furniture Making Certificate II

## Year 12

### Compulsory Subjects:

- Religion & Society Unit 2, Units 3&4
- English Units 3 & 4
- Positive Education

### Plus 4 subjects from the list below:

- Health and Human Development Units 3 & 4
- Physical Education Units 3 & 4
- Systems Engineering Units 3 & 4
- History: Australian History 3 & 4
- Legal Studies Units 3 & 4
- Food Studies Units 3 & 4
- Art Making and Exhibiting Units 3 & 4
- Biology Units 3 & 4
- Chemistry Units 3 & 4
- Physics Units 3 & 4
- Psychology Units 3 & 4
- Second Language (Japanese) Units 3 & 4

### Mathematic options

- Specialist Mathematics Units 3 & 4 – VIA DISTANCE ED (may only be studied in conjunction with Math Methods)
- Mathematical Methods Units 3 & 4
- Further Mathematics Units 3 & 4
- Foundation Mathematics Units 3 & 4

### VCE VET Subjects

- Business Certificate III – 2nd Year
- Engineering Certificate II

*These VCE VET subjects can contribute to the ATAR if the exam is completed at the end of certificate.*

### VET Subjects

- Furniture Making Certificate II

*\*\*Psychology Unit 3 & 4 in Year 11 is an accelerated subject, Biology Unit 3 & 4 in Year 11 is an accelerated subject, Business Certificate III in Year 11 is an accelerated subject.*

Students who studied Units 1 and 2 Psychology, Biology and Outdoor Education in Year 10 are eligible to study Units 3 and 4 in Year 11.

Students who studied first year of Engineering or Business in Year 10 are eligible to study the second year of their certificate in Year 11.



# VCE Vocational Major Subjects in 2024

## VCE Vocational Major

Students complete at least 16 units that MAY include:

- Religion and Society Unit 1 or Youth Ministry
- Three Literacy or VCE English units (including a Unit 3 and 4 Sequence)
- Three other Unit 3 and 4 sequence
- Two Numeracy or VCE Mathematics units
- Two Work Related skills units
- Two Personal Development Skills
- 180 hours of VET at Certificate II level or above

# VCE Vocational Major Course Outlines

## AREA OF STUDY: VCE Vocational Major Literacy

### Literacy

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.

### Rationale:

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

### Unit One

#### Area of Study 1: Literacy for personal use

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3). This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

#### Area of Study 2: Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

### Unit Two

#### Area of Study 1: Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

### **Area of Study 2: Responding to opinions**

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

### **Unit Three**

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

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

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

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

### **Unit 4**

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

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

#### **Area of Study 2: Speaking to advise or to advocate**

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

## **AREA OF STUDY: VCE Vocational Major Numeracy**

### **Numeracy**

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

### **Rationale:**

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations.

### **Unit One**

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

There are four areas of study for Unit 1:

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

### **Unit Two**

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

There are four areas of study for Unit 2:

- Area of Study 1: Dimension and direction
- Area of Study 2: Data
- Area of Study 3: Uncertainty
- Area of Study 4: Systematics

### **Unit Three**

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

There are four areas of study in Unit 3:

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

### **Unit Four**

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

There are four areas of study for Unit 4:

- Area of Study 1: Dimension and direction
- Area of Study 2: Data
- Area of Study 3: Uncertainty
- Area of Study 4: Systematics

## **AREA OF STUDY: VCE Vocational Major Work Related Skills**

### **Work Related Skills**

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.

### **Rationale**

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

### **Unit One- Careers and learning for the future**

#### **Area of Study 1: Future Careers**

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

#### **Area of Study 2: Presentation of career and education goals**

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

### **Unit Two: Workplace skills and capabilities**

#### **Area of Study 1: Skills and capabilities for employment and further education**

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

#### **Area of Study 2: Transferable skills and capabilities**

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

### **Unit Three - Industrial relations, workplace environment and practice**

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

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work-life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

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

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

### **Area of Study 3: Communication and collaboration**

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

### **Unit Four - Portfolio preparation and presentation**

#### **Area of Study 1: Portfolio development**

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

#### **Area of Study 2: Portfolio presentation**

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

## **AREA OF STUDY: VCE Vocational Major Personal Development Skills**

### **Personal Development Skills**

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

### **Rationale**

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

### **Unit One - Healthy Individuals**

#### **Area of Study 1: Personal Identity and emotional intelligence**

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

#### **Area of Study 2: Community health and wellbeing**

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

#### **Area of Study 3: Promoting a healthy life**

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

### **Unit Two- Connecting with community**

#### **Area of Study 1: What is community?**

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

### **Area of Study 2: Community cohesion**

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

### **Area of Study 3: Engaging and supporting community**

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

## **Unit Three - Leadership and teamwork**

### **Area of Study 1: Social awareness and interpersonal skills**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### **Area of Study 2: Effective leadership**

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

### **Area of Study 3: Effective teamwork**

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

## **Unit Four - Community project**

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

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

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

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

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

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.



# VCE & VET Course Outlines

## AREA OF STUDY: Religious Education

### Religion and Society

All students study Unit 1 of Religion and Society in Year 11 and Unit 2 in Year 12 unless they select to study Unit 3/4 Religion and Society. Youth Ministry is also an option for students in Year 11 to study.

#### **Rationale:**

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals; conversely, society has not always interacted positively with religion and has at times supported the unethical behaviour of religions and individuals.

#### **Unit One: The role of Religion in Society**

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society.

#### **Unit Two: Religion and Ethics**

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

#### **Unit Three: The Search for Meaning**

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

#### **Unit Four: Religion, Challenge and Change**

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history, religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

## Youth Ministry

Youth Ministry is a one year course which can be studied in Year 11 as the students chosen Religious Education Pathway

This course is based on a national curriculum from Catholic Schools Youth Ministry Australia (CSYMA) and students who successfully complete the course receive a Certificate outlining their achievements. It is not a VCAA subject. It requires 20 hours of SERVICE to the School Community and St Joseph's Church.

The focus areas of Youth Ministry are:

- Advocacy
- Evangelisation
- Prayer & Worship
- Justice & Service
- Pastoral Care
- Catechesis
- Community Life

## AREA OF STUDY: Visual Arts

### Art Making and Exhibiting

#### **Rationale**

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas. By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

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

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

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

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

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

#### **Unit Three: Collect, extend and connects**

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

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

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



## Media

### Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products

### Unit One: Media forms, representations and Australian stories

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

### Unit Two: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### Unit 3: Media narratives, contexts and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress.

### Unit 4: Media production; agency and control in and of the media

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





## AREA OF STUDY: English

### English

**All students must complete at least three units including a 3 and 4 sequence of English in order to gain their VCE certificate.**

#### **Rationale**

In this subject, students research the development of language, the effect of language on culture and society and the changes in language over time. Language composition and grammar are also studied. Investigation, research and report writing is the focus in this study of English.

English also emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

This subject will give you skills for life. It involves reading and discussing great works – from the traditional to the contemporary. English also involves personal writing on topics of your own choice. Finally, English will hone your skills as an intelligent conversationalist. Be informed and impress your friends!

#### **Unit One:**

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

#### **Unit Two:**

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

#### **Unit Three:**

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

#### **Unit Four:**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

### English as an additional language

**All students must complete at least three units including a 3 and 4 sequence of English in order to gain their VCE certificate.**

#### **Rationale**

In this subject, students research the development of language, the effect of language on culture and society and the changes in language over time. Language composition and grammar are also studied. Investigation, research and report writing is the focus in this study of English.

English also emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

This subject will give you skills for life. It involves reading and discussing great works – from the traditional to the contemporary. English also involves personal writing on topics of your own choice. Finally, English will hone your skills as an intelligent conversationalist. Be informed and impress your friends!

**Unit One:**

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

**Unit Two:**

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

**Unit Three:**

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

**Unit Four:**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

## Summary Table

**Unit 1 Area of Study 1**
**Outcome 1**

Produce analytical and creative responses to texts.

**Assessment tasks for EAL students**

- An analytical response to a text
- A creative response to a text

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts.

**Unit 1 Area of Study 2**
**Outcome 2**

Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

- An analysis of the use of argument and persuasive language in text/s
- A text intended to position an audience

*At least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.*

**Unit 2 Area of Study 1**
**Outcome 1**

Compare the presentation of ideas, issues and themes in two texts.

- A comparative analytical response to set texts

*Assessment tasks for Outcome 1 must be in written form.*

**Unit 2 Area of Study 2**
**Outcome 2**

Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

- A persuasive text that presents an argument or viewpoint
- An analysis of the use of argument and persuasive language in text/s

*At least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.*

## AREA OF STUDY: Health & Physical Education

### Health and Human Development

#### **Rationale:**

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

#### **Unit 1 Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### **Unit 2: Managing health and development**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

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

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.



## Outdoor & Environmental Studies

**Please note:** Unit 3 and 4 of Outdoor Education are only offered to students at Year 11, not Year 12. Students may take up this option with or without having completed units one and two in Year 10.

### **Rationale**

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

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

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

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

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

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.



## Physical Education

### **Rationale**

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers

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

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

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

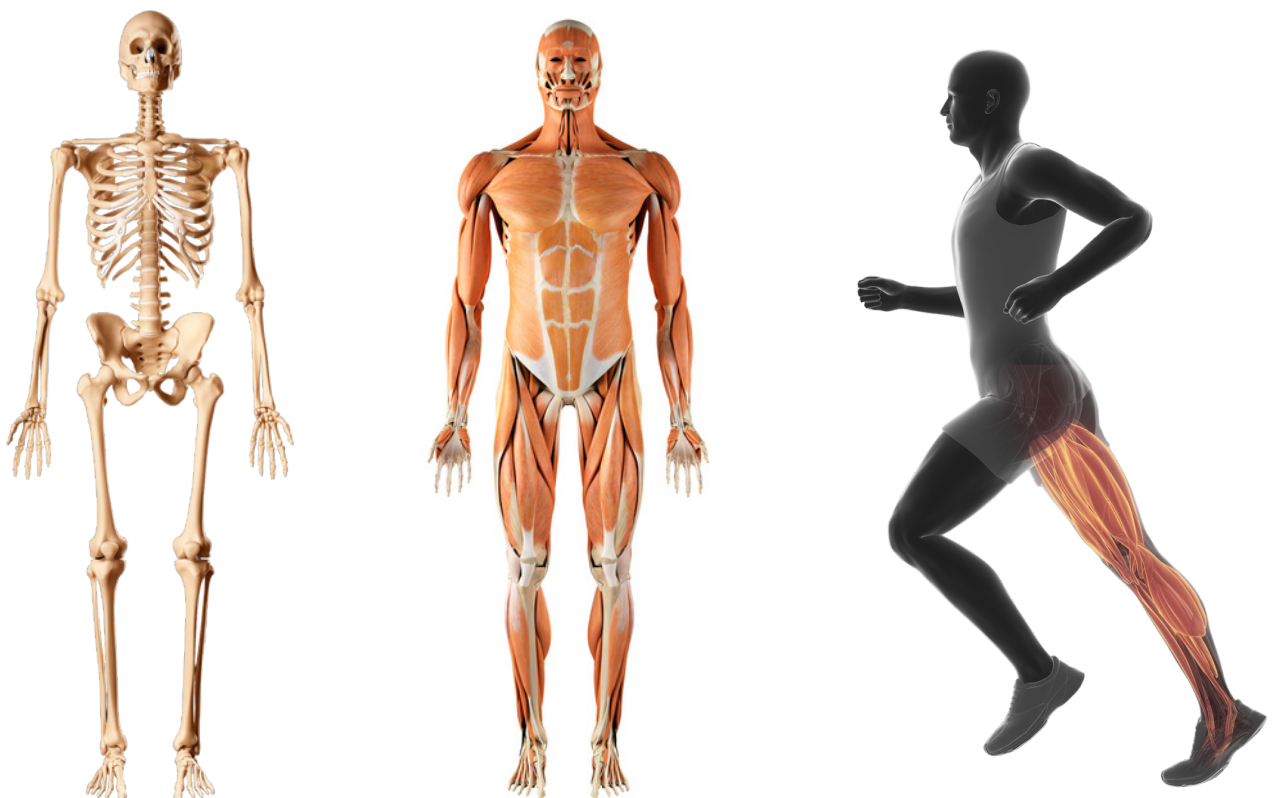
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

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

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

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

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.



## AREA OF STUDY: Languages

### Japanese Second Language

***A prerequisite to studying a language: In order to study a language at VCE students must have studied that language during Years 9 and 10. In order to complete units 3/4 students must have completed unit 1 and 2. This subject is only for students who are studying Japanese as their second Language.***

#### **Rationale**

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science and education.

#### **Unit 1:**

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

#### **Unit 2:**

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

#### **Unit 3:**

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

#### **Unit 4:**

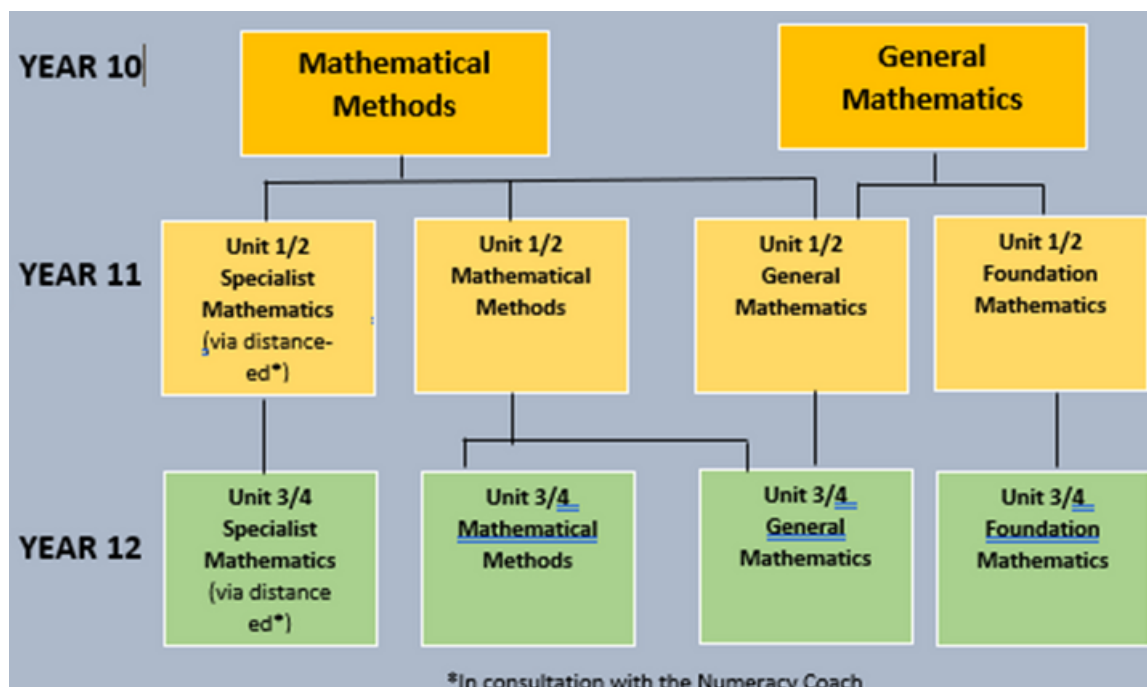
In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and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



## AREA OF STUDY: Mathematics

### Pathways options for Mathematics

Prospective VCE students are advised to check the subject prerequisites with their universities of choice to ensure the most appropriate subject is chosen.



#### Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

#### Structure

The study is made up of the following units:

- Foundation Mathematics Units 1–4
- General Mathematics Units 1–4
- Mathematical Methods Units 1–4
- Specialist Mathematics Units 1–4

**Foundation Mathematics Units 1–4** provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

**General Mathematics Units 1–4** provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

**Mathematical Methods Units 1–4** provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

**Specialist Mathematics Units 1–4** provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

## AREA OF STUDY: Science

### Biology

#### Rationale:

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

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

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

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

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

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

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

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

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





## Chemistry

**Rationale:** VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

### **Unit 3: 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. In outcome 1 they will learn how to compare fuels, including renewable alternatives, with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct, test and evaluate the sustainability of electrochemical cells (e.g. batteries) in producing energy for society. In outcome 2 students will 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 such as pure aluminium, and evaluate the sustainability of electrolytic processes.

### **Unit 4: In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds.**

They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. In outcome 1 they will analyse the general structures and reactions of the organic compounds such as alcohols and evaluate the sustainability of the manufacture of organic compounds used in society. In outcome 2 they will apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified. In outcome 3 they will design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.



## Physics

### Rationale

Physics is a science that studies the fundamental forces and particles of nature and uses mathematical models to explain and predict the behaviour of simple systems. A new study design was implemented in 2023.

Physics is an important subject for students considering careers in science, engineering, electrical trades and aviation. Proficiency in mathematics is necessary for success in Physics.

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

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

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

In this unit students explore the power of experiments in developing models and theories. They learn to analyse motion, forces and energy quantitatively. Students choose an elective module and conduct an experimental investigation. The investigation involves the generation of primary data and draws on the key science skills

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

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4. The design, analysis and findings of the investigation are presented in a scientific poster

### Unit 4: How have creative ideas and investigation revolutionized thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.



# Psychology

## Rationale

Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

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

In this unit students examine the complex nature of psychological development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity. Students may extend their understanding of atypical behaviour to explore the diagnosis and treatment of selected mental disorders. They investigate the structure and functioning of the human brain and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They investigate acquired brain injuries (ABIs) and chronic traumatic encephalopathy (CTE) as an area of contemporary research into progressive and fatal brain disease.

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

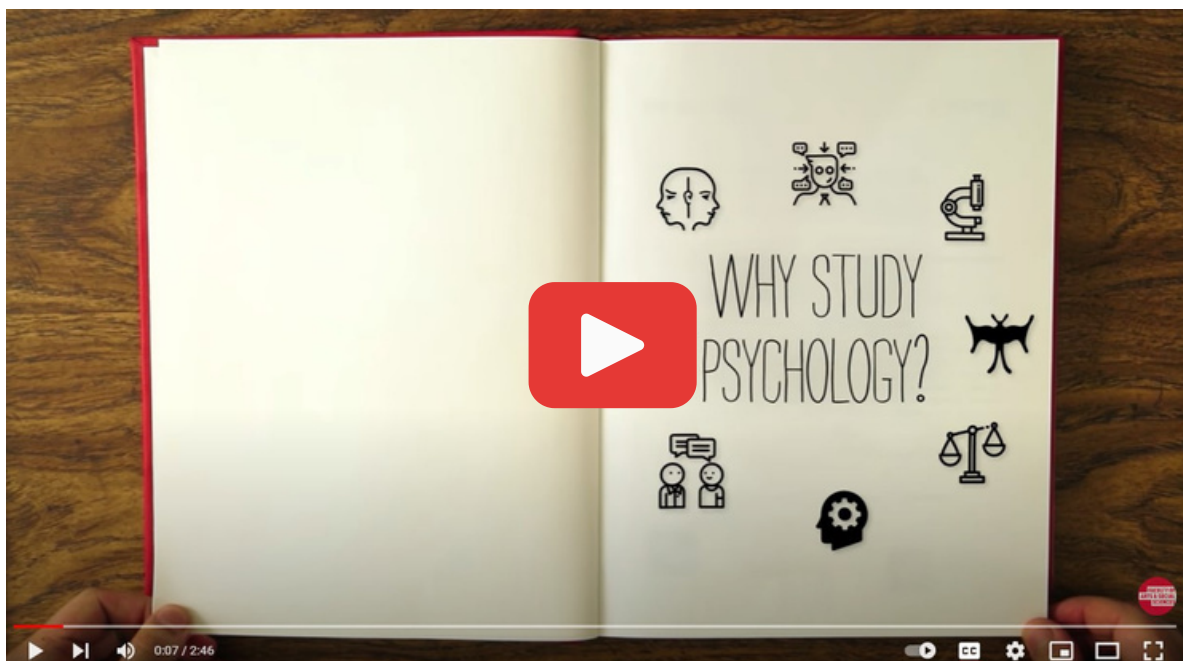
In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students are given an opportunity to explore the psychological impact of and strategies to reduce stereotypes, prejudice, discrimination and stigma on individuals and groups. They also consider mechanisms to understand group processes and biases that may assist in decision-making and the critical evaluation of people they encounter in life. Students then investigate how two aspects of perception of stimuli- vision and taste- enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. They consider the interconnectedness of brain regions involved and explore the use of mnemonics to improve memory. Students explore how stress may affect a person's psychological functioning, including emerging research into the relationship between the gut microbiota and the brain. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity.

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

In this unit students explore the demand for sleep and its influence on mental wellbeing. They compare the effects of total sleep deprivation and blood alcohol concentration readings of in terms of affective and cognitive functioning and examine circadian rhythm (sleep) disorders. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach to understand specific phobia. Students explore protective factors and resilience to cope with and manage change and uncertainty. Students also collaborate to undertake and report on a student-designed scientific investigation.



## AREA OF STUDY: Humanities

### History

#### Rationale:

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

**Unit 1: Change and conflict:** In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Unit 1 of Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Studying this unit, students will focus on the late 19th century which was marked by challenges to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. During this time the everyday lives of people significantly changed.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

**Unit 2: The changing world order:** In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The unit will also focus on the continuities, challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

#### Unit 3 and 4: Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

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

# Why Study History?



## Legal Studies

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

### **Unit 1: The presumption of innocence laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals.**

Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, 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. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

**Unit 2: Wrongs and rights civil law aims to protect the rights of individuals.** When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

**Unit 3: Rights and justice The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.** In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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 investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**Unit 4: The people, the law and reform.** The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## VET Certificate III in Business

The VCE VET Certificate III in Business course provides students with the knowledge and skills to work effectively in a business or office environment. The Certificate III in Business can be completed as a scored assessment in the second year of the program, contributing to the students' ATAR score. Students who complete the two-year program will receive a full Certificate III Business, providing a pathway to further education, employment or starting your own business.

### **Certificate III in Business – first year**

- Assist with maintaining workplace safety
- Use inclusive work practices
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a work environment
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices

### **Certificate III in Business – second year as a scored assessment**

- Organise workplace information
- Engage in workplace communication
- Design and produce business documents
- Organise personal work priorities
- Deliver and monitor a service to customers



## AREA OF STUDY: Technology

### Food Studies

#### Rationale

Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

#### Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students then focus 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. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

#### Unit 2: Food makers

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

#### Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students also focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Students then focus 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.



# Systems Engineering

## Rationale

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

## Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages

## Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

## Unit 3: Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

## Unit 4: Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies.





## Vocational Education Training (VET)

In senior secondary years, students can choose to complete a VET Certificate as part of their VCE or VCE Vocational Major course. Along with contributing to their chosen certificate, it also gives the student a nationally recognised vocational qualification.

Some Certificates are studied at FCJ College while others are completed by external providers on or off campus. We invite students to express interest in the following VET Certificates which are scheduled to run in 2024, subject to timetabling constraints and student numbers.

### Certificate II in Engineering

The Certificate II in Engineering is a nationally accredited course delivered over 2 years.

**The aims of the course are to:**

- provide the skills, knowledge and attitudes required to perform entry level roles across the main areas of engineering technology and incorporates Mechanical, Electrical and Jewellery making
- enhance prospects for employment and enable informed choices related to future careers
- This course is delivered in the Engineering room for one day each week.

**Some of the units completed during the first year of this course include:**

- Apply principles of OHS in the work environment
- Use hand tools
- Use power tools/hand held operations
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Apply basic computational principles in engineering work activities



## Certificate II in Furniture Making

This Certificate is a Pre-apprenticeship for Cabinet Making, Wood Machining and Furniture Polishing. Certificate II in Furniture Making is an accredited course, which is designed to produce graduates with the skills and knowledge that will enable them to gain employment under a 'Contract of Training', so as to complete an apprenticeship in one of the following industry sectors: Cabinet Making; Wood Machining; Furniture Polishing. It is recommended that a student who is interested in this course has already completed Year 9 or Year 10 Design & Technology Wood.

### Some of the units completed during this course include:

- Work safely in the construction industry
- Prepare surfaces for finishing
- Join solid timber
- Hand make timber joints
- Apply first aid

### Employability skills achieved:

- Apply quality standards
- Work safely
- Make measurements
- Communicate in the workplace
- Work in a team

## Certificate II in Workplace Skills

The Certificate II in Workplace Skills prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. This Certificate can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

### Certificate II in Workplace Skills

- Plan and prepare for work readiness
- Plan and apply time management
- Contribute to health and safety of self and others
- Apply communication skills
- Work effectively in business environments
- Use business software applications
- Research using the internet
- Use digital technologies to communicate in a work environment
- Develop and apply thinking and problem solving skills
- Participate in sustainable work practices



## Certificate II in Community Services

The Certificate II in Community Services is a nationally accredited course delivered over two years and can be chosen as part of students' VCE or VCE Vocational Major pathway. It can be completed as a scored assessment in the second year of the program, contributing to the students' ATAR score.

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector.

Alongside written classwork activities and assessments, students will work collaboratively to plan and conduct school-based events and community projects to address the physical, mental and social needs of others. This may involve engaging with local primary schools/childcare centers, aged care facilities, individuals with disabilities, activities to promote awareness for mental health conditions and fundraising endeavours to support not-for-profit organization or charities.

### First Year

Units of Competency relating to:

- Working with diverse people
- Communication in the workplace
- Work health and safety
- Providing initial advice to clients, patients, or customers
- Teamwork
- First Aid Certificate (HLTAID011)

### Second Year\*

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

*\*Can be completed as scored assessment towards VCE ATAR score.*

Students who complete the two-year program will receive a Certificate II in Community Services, providing a pathway to further education or employment.

### Some job opportunities include:

- Community services worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistant
- Care service employee
- Customer service staff
- Social work roles
- Youth services roles





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*Embracing hope for a better world FCJ College Benalla promotes the safety, wellbeing and inclusion of all children and young people*