

2022

GLADSTONE PARK

**VCE & VCAL
Course
Handbook**



Knowledge is Power

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Introduction to Senior Courses

In years 11 and 12 students will study for a senior secondary certificate. The VCE and VCAL are different certificates for different styles of learning. This handbook provides information about both programs at Gladstone Park.

VCE (Victorian Certificate of Education) Program

Most students at Gladstone Park take VCE studies. The VCE, and is used to:

- show a student has finished their secondary education, and is recognised internationally
- move on to study at university or TAFE.

Students can choose a wide range of subjects, including some applied learning Vocational Education and Training (VET) subjects.

VCE results contribute towards an Australian Tertiary Admission Rank (ATAR). This is a ranking number used for university entry. Some university and TAFE courses are only available to students who have studied certain VCE subjects. Students should think about what they want to study in the future when choosing their VCE subjects.

When graduating VCE, students will receive a VCE study score for each subject and an ATAR score which can be used to apply to university or another tertiary institution.

VCAL (Victorian Certificate of Applied Learning) Program

At Gladstone Park, VCAL is a select entry applied learning program that engages a more hands-on style of learning. It focuses on:

- work-related experience
- literacy and numeracy skills for jobs
- building personal skills that are important for work.

All VCAL students are expected to enrol in a Vocational Education and Training (VET) subject – provided in most instances by a TAFE (Technical and Further Education) provider. Some VCAL students are able to undertake an SBAT (School Based Apprenticeship).

After finishing VCAL, students can:

- start at TAFE course
- start an apprenticeship or traineeship
- start a job.
- Start a course at university (a very limited number).

When a student successfully completes their learning program they'll receive a VCAL certificate. The certificate is for the ability level they studied: foundation, intermediate or senior.

They also receive a statement of results, including any VCE and VET units studied.

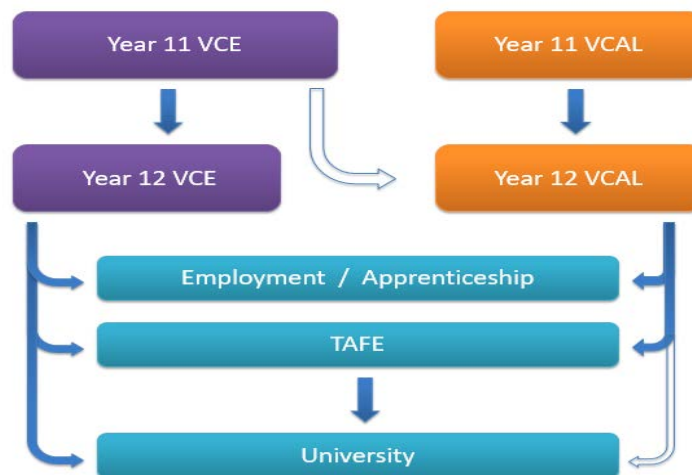
VCAL is also offered at some TAFEs and other organisations. This is an option for a student to complete a senior certificate if they want to leave school early.

Being a Senior Student

VCE and VCAL programs follow the rules and guidelines written by the Victorian Curriculum and Assessment Authority (VCAA). Successful completion of outcomes for each certificate includes:

- the work meets the required standard
- the work is submitted on time
- the work is clearly the student's own
- meeting the school's attendance requirements.

Senior students in VCAL and VCE programs are expected to participate in school programs including graduation ceremonies, sport and other extra-curricular activities. They are student leaders who demonstrate school values and are looked-up-to by younger students.



VCE and VCAL at GPSC – a comparison

VCE	VCAL
A two-year certificate.	Intermediate or Senior level certificates awarded as each level is completed.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCAL are met, can be within 18 months.
A main requirement for entry into University or TAFE courses. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses.
All units have a theoretical component. Some subjects have a large practical component.	All units have large practical components and require students to demonstrate this through evidence.
Courses consist of VCE units and can include VET Units.	Course must include VET and VCAL units. Students at an Intermediate level may also undertake a VCE elective.
Semester-long units of work where set outcomes must be completed by the end of the semester.	Semester-long units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the same outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on evidence collected through a wide range of activities, including work placement, TAFE coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must complete a minimum of 10 credits, VCAL core subjects and credit gained through VET or VCE studies.
Students attend school for six periods per day, five days a week.	Students attend school for six periods per day, five days a week, some days being an approved Work Placement and TAFE attendance.
VCE is studied by the majority of Year 11 & 12 students. VCE students need self-motivation and a strong work ethic.	Places are limited. Entry to VCAL is by application. VCAL students need to demonstrate pride in the school and a strong work ethic.

The VCE Program at Gladstone Park

Students choose from a wide variety of VCE subjects. They are offered in four units (1, 2, 3 and 4). Most students enrol in Units 1 and 2 in Year 11 then Units 3 and 4 in Year 12. Each Unit runs for a school semester. The majority of students at GPSC complete 22 units over two years (Years 11 and 12). Units 3 & 4 of all subjects must be taken as a sequence. That is, students cannot enrol in Unit 4 unless they have also enrolled in Unit 3 of that subject.

To be awarded the VCE and receive an ATAR, a student must satisfactorily complete at least 16 units, including:

- three Units of English (including a 3/4 English, English as an Additional Language (EAL) or Literature sequence)
- three units 3 and 4 sequences in subjects other than English.

At Gladstone Park Secondary College:

- year 11 students undertake a total of 6 VCE subjects (12 Units) at the College including English or Literature or both
- year 12 students undertake 5 VCE subjects (10 Units) at the college including English or Literature or both regardless of the number of subjects accelerated or external VCE subjects undertaken.

Apart from the English/Literature requirement, students are free to choose their own courses, keeping in mind the VCAA rules, their career aspirations, their interests and their capabilities.

Students should research possible careers with assistance and feedback from the College Careers Centre. Appointments to speak with the careers team are available during private study, or at recess, lunch or after school.

Folio Subjects

Some VCE subjects have large-scale folio tasks as part of their assessment. These tasks require students to invest significant amounts of time over an extended period, and often multiple subjects have these tasks due at the same time. Students should consider this when choosing their subjects, and any student wishing to enrol in more than one "Folio" subject must seek Sub-School approval first.

Folio subjects are: VCD (Visual Communication & Design), Studio Art (Art), Studio Art (Photography), Systems Engineering, Product Design & Technology, (Textiles) and Product Design & Technology (Wood), Media, and Computing (Information Technology).

No VCE student will be allowed to do more than two folio subjects.

Acceleration

Year 10 and 11 students may select an accelerated subject. Approval to do so depends on their grades and subject availability. Taking a Unit 3 & 4 subject in year 11 will provide an extra subject that can count towards your ATAR. Accelerating a subject does not necessarily mean you should or are able to reduce your year 12 subject load. A reduced course load for year 12 students is rare and only subject to approval by the Senior School Principal. Therefore, an accelerated subject is considered as an extra subject, in addition to the 5 subjects studied by all year 12 students at GPSC.

At Gladstone Park, some Unit 3 & 4 subjects cannot be accelerated or taken without completion of Units 1 & 2. Please choose subjects carefully to ensure you complete units 1 & 2 of the following subjects if you wish to take any of them as a unit 3 & 4 sequence: Chemistry, Italian, Maths – Methods, Maths – Specialist, Physics, English as an Additional Language, and English (unless Literature Units 1 & 2 completed).

Choosing subjects

Year 10 students should consult the Victorian Tertiary Admissions Centre (VTAC) [2023 prerequisites document](#) that outlines pre-requisites subjects for relevant University and TAFE courses. Parents are important partners in sharing the responsibility for subject choices.

Some helpful tips are:

- choose subjects that you are good at and enjoy
- check the school's [Careers webpage](#)
- read through subject descriptions here and also on The Victorian Curriculum and Assessment Authority ([VCAA website](#))
- check [VTAC's 2023 prerequisites document](#) or their [prerequisite and course explorer](#) for all prerequisites that are relevant to any courses which interest you
- visit University and TAFE websites and Open Days
- speak with teachers of the subjects that interest you to find out more
- meet with the Careers Team for more specialised advice and guidance
- use the worksheets at the back of this handbook to help map out your subject choices.

The VCAL Program at Gladstone Park

VCAL is for students who are interested in a hands-on, practical working environment. Many VCAL students aspire to undertake employment, apprenticeships, traineeships and further vocational study. Some students who have completed VCAL have gone on to careers in Carpentry, Child Care, Nursing, Law Enforcement, Office Administration, Hair and Beauty, Sports Coaching, Music, Auto-mechanics and Warehousing.

At Gladstone Park Year 11 students undertake an Intermediate level VCAL program, and Year 12 students undertake a Senior level program. Intermediate VCAL is equivalent to Units 1 and 2 VCE. Senior level VCAL is equivalent to Units 3 and 4 VCE. The VCAL program aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

- the development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and life-long learning
- the development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

Each VCAL certificate has 4 compulsory Strands

- Literacy and Numeracy – English and mathematics required for the workplace.
- Industry Related Skills – A minimum of 90 hours of completed VET units of competency is required. This can be delivered through school, TAFE, or a School-Based Apprenticeship or Traineeship (SBAT).
- Personal Development Skills – covers project management, organisational skills, team work and health-related issues.
- Work Related skills – designed to teach students about the workforce and facilitates work experience by undertaking a work placement for 1 day each week.

A VCAL Program requires a minimum of 10 units, including: a minimum of two VCAL units, at least one Literacy unit, at least one Numeracy unit, at least one unit from the Industry Specific Skills strand (e.g. VET), at least one unit from the Work Related Skills strand, at least one unit from the Personal Development Skills strand. In addition, six credits must be at the VCAL level attempted (Intermediate / Senior) or above - one of these credits must be for Literacy and one must be for Personal Development Skills.

Foundation Level (Year 11)

At this level the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills. Students and parents will be notified if this is considered to be the appropriate entry point.

Intermediate level (Year 11)

Most students are enrolled in Intermediate level at the start of Year 11. At Intermediate level the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills. Components of Year 11 include:

- VET study at school or an external provider (TAFE)
- one day of work – Structured Workplace Learning (SWL) once unit 1 of WRS has been completed. [*This will be June for many students. Some students may elect to volunteer for a local community organisation for one day per week for a term. This is in addition to SWL and can only commence once unit 1 of WRS has been completed.*]
- VCAL subjects which may include one VCE Elective.

Senior level (Year 12)

At the Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important. Components of Year 12 VCAL include:

- one day of work from the start of the school year
- VCAL subjects which may include one VCE Elective - upon application and teacher recommendation. [*Students undertaking a year 12 VCE subject must also sit exams for that subject.*]
- VET study at school or an external provider (TAFE) [*Not done by students completing early.*]

Early completion

Many students are able to achieve a Senior certificate at the end of an 18-month VCAL program, and able to move to an early entry TAFE or workplace position. These students still graduate with their cohort at the end of their Year 12 year. In the past, highly capable students have been able to complete a Senior certificate in 1 year. Students wishing to complete VCAL early need to indicate their interest as soon as possible and no later than mid-term 1 of their first year of VCAL.

Subjects

A typical week for a VCAL student looks like this:

Monday	Tuesday	Wednesday	Thursday	Friday
VCAL classes	VCAL classes	TAFE (VET)	VCAL classes	Work

VCAL students attend school a minimum of three days a week with some students attending five days, depending on their VET and SWL (Structured Workplace Learning) arrangements.

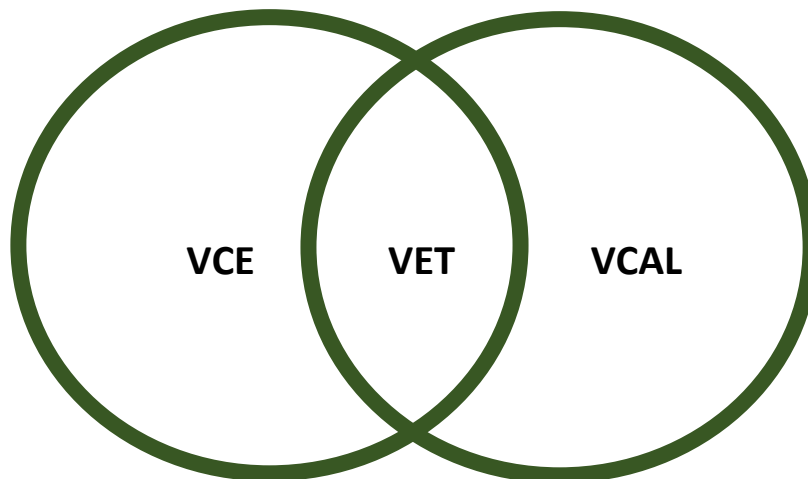
There are four compulsory year-long VCAL subjects: Literacy, Numeracy, Work Related Skills, and Personal Development Skills. Students also rotate through units such as Industry and Enterprise, Physical Education, and Sustainability.

VCAL students choose their VET subject and their work placement for Structured Workplace Learning. Some VCAL students choose to study a VCE Unit 3/4 sequence. The VCE subjects available are limited, are by application only, and VCAL students taking a VCE subject must sit the final VCAA exam.

How to use this subject handbook

This handbook is designed to help you choose your senior course (VCE or VCAL) and your subjects. The following pages list the VCE, VET and VCAL subjects available for study at Gladstone Park Secondary College. This provides a brief summary and outline of the key characteristics of each study, but prior to finalising your subject choice we strongly recommend that you:

- attend the Subject Selection Assembly
- and your parents attend the VCE Information Evening
- consider your prerequisites for university or TAFE courses you are interested in studying in 2023
- prioritise subjects that make the most of your skills
- research and look at the full study design description on the [VCAA website](#) , which details:
 - the full two-year course in terms of both knowledge and skills and
 - the types of assessments you will be required to complete
- complete the Student Worksheets at the back of this handbook.



VCE Subjects at Gladstone Park

Accounting

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx>

Is this subject available for acceleration? YES

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of Accounting by using both manual and ICT methods. Students will apply their knowledge to a range of business situations and make decisions based on both ethical and financial considerations.

Unit 1: Role of accounting in business

- The role of accounting
- Recording financial data and reporting accounting information for a service business

Unit 2: Accounting and decision-making for a trading business

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

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

- Extension of recording and reporting
 - Budgeting and decision-making
-

Skills

- Apply theoretical knowledge to actual and simulated situations
 - Discuss factors affecting the level of success or failure of a business
 - Discuss ethical considerations faced by business owners when making business decisions.
 - Identify, classify and record financial data manually and through the use of ICT
 - Use ICT, including spreadsheets, to construct appropriate graphical representations
-

Associated subjects

- Business Management
 - Economics
 - Global Politics
 - Legal Studies
-

Biology

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

Is this subject available for acceleration? YES

Biology explores the nature of life including

Units 1 and 2

- How do organisms regulate their functions?
- How does inheritance impact on diversity?

Units 3 and 4

- How do cells maintain life?
- How does life change and respond to challenges?

Key content

- Cells and cell growth
 - Body systems and regulation
 - Enzymes and molecules for life
 - Biochemical pathways
 - Genetics and inheritance
 - Reproductive technologies
 - DNA technology
 - Scientific experimental design
 - Immunity
 - Evolution (including human evolution)
-

Skills

- Develop aims and questions, formulate hypotheses and make predictions
 - Plan and undertake investigations
 - Comply with safety and ethical guidelines
 - Generate, collate and record data
 - Analyse and evaluate data and investigation methods
 - Construct evidence based arguments and draw conclusions
-

Associated subjects

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

Year 10 links

- Biology
-

Business Management

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>

Is this subject available for acceleration? YES

VCE Business Management examines the life cycle of a business – planning, establishing, managing and transforming. Students will assess and analyse business decisions and their impact on achieving business objectives.

Unit 1 – Planning a business

- **The Business Idea:** So, you want to make money by starting your own business. Do you have a great idea? Is your concept innovative and unique and achievable? Do you have what it takes to become an entrepreneur? Can you set realistic goals and stick to them?
- **The External Environment:** Can you imagine what issues you will have to deal with? What legal, political, and technological factors will affect your business and how? How will you plan your business to make these factors integral parts of your business instead of obstacles?
- **The Internal Environment:** What resources will you need? Where will your finance come from? How will you structure your business? What business model will you follow and where will you get help?

Unit 2 – Establishing a Business

- **Legal Requirements and Financial Considerations:** Are you aware of what rights and responsibilities you have in terms of your business? Will you need to register your business name? Where will your funds come from? What technological and global issues may affect your decision making when establishing a business and how?
- **Marketing a Business:** What is marketing? What are the 7 P's? Why are they important? What is a customer base? What is a brand? How does marketing help me sell my goods or services?
- **Staffing a Business:** If I employ workers in my business, what do I need to know? How do I get the best person for my business? Why is it important I get the best person?

Unit 3 – Managing a Business

- **Business Foundations:** Who are the stakeholders? What management style do I have? What skills do I need to run my business? What are my objectives? How do I achieve them?
- **Managing Employees:** What is motivation? Why is it important? Why do I need to know these motivation strategies and how will they help me achieve my business goals? What employment conditions do I need to be aware of?
- **Operations Management:** What are the inputs, outputs, and processes? How can we run our business efficiently to achieve our goals? How does technology affect how you run the business? Why is quality so important and how can we achieve it?

Unit 4 – Transforming a Business

- **Reviewing Performance – The Need for Change:** Why does a business need to change? What process will they use? What do the theories say about how to change? What risks do you take?
- **Implementing Change:** How do you measure whether the change has been effective? How did the business change as a result of you implementing the change?

Business Management continued...

Skills

- Describe and apply relevant business management concepts and terms
 - Research and analyse contemporary business case studies
 - Propose, analyse and evaluate management strategies
 - Interpret key performance indicators to assess business performance
 - Consider the social responsibility issues in managing a business
-

Associated subjects

- Accounting
 - Economics
 - Global Politics
 - Legal Studies
 - VET Business Administration
-

Chemistry

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx>

Is this subject available for acceleration? NO

Chemistry explores the nature matter and chemical processes

Units 1 and 2

- Diversity of materials
- Water as a unique molecule

Units 3 and 4

- Chemical processes
- Organic compounds

Content

- Atomic structure and the Periodic Table
 - Bonding
 - Quantifying atoms and compounds
 - Organic chemistry
 - Water properties
 - Acids and Bases
 - Fuels for energy
 - Chemical reactions
-

Skills

- Develop aims and questions, formulate hypotheses and make predictions
 - Plan and undertake investigations
 - Conduct investigations to collect and record data
 - Analyse and evaluate data, methods and scientific models
 - Draw evidence-based conclusions
 - Communicate and explain scientific ideas
-

Associated subjects

- Biology
 - Mathematics
 - Physics
 - Psychology
-

Year 10 links

- Chemistry
-

Level of maths advisable

Further Mathematics at a minimum, Mathematical Methods preferred

Computing (Information Technology)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx>

Is this subject available for acceleration? YES

Computing (Information Technology) encompasses how information systems are used to interact, create, and exchange structured information, write programs and develop solutions. IT focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

Unit 1 – Applied Computing

- Focus on the application of data to create digital solutions using spreadsheet software to perform functions that result in data visualisations
- Design and develop a solution using a programming language

Unit 2 – Applied Computing

- Plan, design and develop an innovative solution. Student's solutions will address an investigation in to a technical or social issue.
- Examine the design and technical aspects of a secure network including security and network diagrams.

Unit 3 – Software Development

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

Unit 4 – Software Development

- Create a solution using a programming language that fulfils requirements and assesses the effectiveness of the solution.
- Analyse the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its data source.

OR

Unit 3 – Data Analytics

- Access, select and extract authentic data from large repositories. Manipulate the data to present findings as data visualisations.
- Individually, determine and propose a research question and collect and analyse data.

Unit 4 – Data Analytics

- Develop the design prepared in Unit 3, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.
- Focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment.

Students may elect to undertake one or both of these Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development will run.

Computing (Information Technology) continued...

Skills

- Problem Solving
 - Designing and developing solutions
 - Programming
 - Cyber Security
 - Interpreting data and requirements
-

Associated subjects

- Applied Computing
 - Data Analytics
 - English
 - Mathematics
 - Software Development
-

“Computing (Information Technology)” is considered a folio subject for selection purposes.

Drama

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Drama/Pages/Index.aspx>

Is this subject available for acceleration? YES

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

This course enables students to:

- Develop and practice the craft of drama and acting
 - Study, devise, perform, and improvise dramatic works from a diverse array of historical and cultural contexts
 - Use their dramatic craft to engage with complex ideas such as identity, symbolism, individual experience, and community storytelling
 - Explore and expand personal dramatic interests and experiences
 - Develop creative, imaginative, and social skills in devising and performing dramatic works
 - Hone their skills as solo artists and as members of an ensemble group
 - Access pathways to greater learning and participation in drama and the performing arts
-

Unit 1 – Introducing Performance Styles

Area of Study 1 – Creating a Devised Performance
Area of Study 2 – Presenting a Devised Performance
Area of Study 3 – Analysing a Devised Performance
Area of Study 4 – Analysing a Professional Drama Performance

Unit 2 – Australian Identity

Area of Study 1 – Using Australia as Inspiration
Area of Study 2 – Presenting a Devised Performance
Area of Study 3 – Analysing a Devised Performance
Area of Study 4 – Analysing an Australian Drama Performance

Unit 3 – Devised ensemble Performance

Area of Study 1 – Devising and Presenting Ensemble Performance
Area of Study 2 – Analysing a Devised Ensemble Performance
Area of Study 3 – Analysing and Evaluating a Professional Drama Performance

Unit 4 – Devised Solo Performance

Area of Study 1 – Demonstrating Techniques of Solo Performance
Area of Study 2 – Devising a Solo Performance
Area of Study 3 – Analysing and Evaluating a Devised Solo Performance

Skills

- **Performance** – Presenting dramatic works as a member of an ensemble or as a soloist to an audience, creating and sustaining character throughout.
 - **Expressive Skills** – Expressive skills are used to express and realise a character. Students will develop control of voice, gesture, movement, and facial expression to better embody and portray a wide variety of characters.
 - **Performance Skills** – Performance skills are used to enhance performance and they are used together create an actor's presence. These include focus, timing, energy, and actor-audience relationship
 - **Communication** – Students will develop skills to effectively impart meaning to an audience or fellow performer.
 - **Play-making Techniques** – Students will engage with a range of historical and contemporary stimuli to create their own devised works. Students will study dramatic elements and analyse existing works to inform their own works.
-

Associated subjects

- English Literature
 - Music Performance
-

Drama is considered a performance subject for selection purposes.

Economics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx>

Is this subject available for acceleration? YES

VCE Economics investigates how individuals and businesses behave and the decisions they make in relation to satisfying their needs and wants. Economic problems are examined and policies for rectifying these problems are evaluated.

Unit 1 – The Behaviour of Consumers and Business

- **Thinking like an Economist**
Economics has an effect on everyone, irrespective of background.
- **Decision Making in Markets**
The Australian economy uses the market-based system to allocate resources.

Unit 2 – Contemporary Economic Issues

- **Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability**
The meaning and importance of economic growth and its effect on material and non-material living standards.
- **Economic Efficiency and Equity**
Examination of how income and opportunity are distributed between individuals and groups within society.
- **Economic Efficiency and Equity**
The importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

Unit 3 – Australia’s Economic Prosperity

- **An introduction to Microeconomics**
The Market System, Resource Allocation and Government Intervention.
 - **Domestic Macroeconomic Goals**
The Australian Government’s has domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment.
 - **Australia and the World Economy**
- ### Unit 4 – Managing the Economy

- **Aggregate Demand Policies** and Domestic Economic Stability.
- **Aggregate Supply Policies**

Skills

- Define economic terms and concepts
- Apply economic theory to real or hypothetical circumstances
- Construct, interpret and apply economic models
- Analyse economic data

Associated subjects

- Accounting
 - Business Management
 - Global Politics
 - Legal Studies
 - Mathematics
-

English

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

Is this subject available for acceleration? NO

The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.

Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.

Skills

- Analyse the intent of an author when creating a text
- Use appropriate evidence to support analysis
- Compare the similarities and differences a pair of texts
- Present a point of view taking into consideration a set audience

Associated subjects

- Drama
- English Literature
- Global Politics
- History

English is part of the English group - The minimum English requirement for VCE is three units from the English group, including a Unit 3–4 sequence

English as an Additional Language

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

Is this subject available for acceleration? NO

The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

Note: EAL is for students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired.

Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Comprehension of a spoken text through:
 - short-answer responses
 - note-form summaries

Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.

Skills

- Analyse the intent of an author when creating a text
 - Use appropriate evidence to support analysis
 - Compare the similarities and differences a pair of texts
 - Present a point of view taking into consideration a set audience
-

English Literature

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx>

Is this subject available for acceleration? YES

If you love English, and are good at it, Literature is an excellent subject to continue to develop your writing and analytical skills.

The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study of literature encourages independent and critical thinking in students.

Unit 1

- Analyse the ways both print and non-print texts have been created and how they present the ideas and experiences of the characters.
- Analyse and respond creatively to the ways in which the set texts explore the ideas of individuals and groups.

Unit 2

- Explore the relationships between the text, readers and their social and cultural contexts.
- Compare the similarities and differences between a text and its adaptation.

Unit 3

- Adaptations and Transformations - discuss how the meaning of a written text is kept or altered when the text is changed or adapted in some way, for example, in performance.
- Creative responses to texts – respond creatively to a text and comment on the connections between texts.

Unit 4

- Literary Perspectives – produce an interpretation of a text using different literary perspectives.
- Close Analysis – analyse features and develop and justify interpretations of texts.

Skills

- Analyse features of a text
- Develop and justify interpretations
- Use literacy perspectives to inform an interpretation of a text

Associated subjects

- English
- History
- Global Politics

Literature is part of the English group - The minimum English requirement for VCE is three units from the English group, including a Unit 3–4 sequence

Food Studies

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx>

Is this subject available for acceleration? YES

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Unit 1 – Food origins

Area of Study 1: Food around the World

This area focuses on:

- Food from historical and cultural perspectives
- How humanity historically sourced its food
- General progression from hunter-gatherer to rural based agriculture, to today's global trade in food

Area of Study 2: Food in Australia

Students look at:

- Australian Indigenous food
- How the food patterns have changed
- The influence of food production, processing and manufacturing industries and immigration

Unit 2 – Food makers

Area of Study 1: The Food Industries

They investigate:

- Various food industries
- Current and future challenges and opportunities
- Create new products with a focus on the design process

Area of Study 2: Food in the Home

Students look at:

- Food in the home and small-scale production
- Design and adapt recipes to suit a range of dietary requirements

Unit 3 – Food in daily life

Area of study 1: The Science of Food

This area focuses on:

- The science of food
- Physiology of eating and microbiology of digesting
- Food intolerances, allergies and the microbiology of food contamination

Area of Study 2: Food Choice, Health and Wellbeing

Students focus on:

- Food choice, health and wellbeing
- Developing healthy meals suitable to children and families

Unit 4 – Food issues, challenges and futures

Area of Study 1: Environment and ethics

Students will:

- Address debates concerning Australian and global food systems
- Investigate issues concerning the environment and ethics and their influence on feeding a growing population

Area of Study 2: Navigating food information

This area focuses on:

- Navigating food information
- Assessing information and navigating contemporary food fads, trends and diets

Skills

- Time management
- Organisation
- Practical food skills
- Analysis and research-based skills
- Teamwork

Associated subjects

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

Unit 1 & 2 – A \$180 materials charge is attached to this subject

Unit 3 & 4 – A \$160 materials charge is attached to this subject

Foundation Mathematics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationmathematics/Pages/Index.aspx>

Is this subject available for acceleration? YES

Students in year 9 may be recommended by their teachers to complete Units 1 and 2 Foundation Mathematics at Year 10

Foundation Mathematics has a strong emphasis on the use of mathematics in ever day life. This subject is ideal for those that **are not** intending to do undertake Unit 3 or 4 studies in Mathematics.

Units 1 and 2

- Basic number operations that involve fractions, decimals, percentages and money
- Measurement – perimeter, area and volume
- Two dimensional shapes and angles
- Statistics including graphs, mean, median and mode

Assessments

- Tests after each topic
 - SACs that encompass investigations and projects
-

Skills

- Use technology effectively to solve equations
 - Use formulas to calculate length, area, surface area and volume
 - Interpret information in maps and tables
 - To collect and organise data into appropriate graphs
-

Associated subjects

- VCAL Numeracy
-

In general, there is no progression to Units 3 and 4 in maths. If you wish to study Maths in year 12, you are advised to consider General Mathematics.

General Mathematics/Further Mathematics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx>

Is this subject available for acceleration? YES

General Mathematics and Further Mathematics have a strong emphasis on calculation, interpretation and analysis

General Mathematics Units 1 and 2

- It covers the following topics: Data Analysis, Financial Mathematics, Matrices, Recursion, Networks, Algebra, Measurement and Linear Graphs
- Can be taken alone or in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Further Mathematics Units 3 and 4

Further Mathematics Units 3 and 4

- The Core (Unit 3) comprises of Data Analysis and Recursion and Financial Modelling
- Unit 4 comprises of a selection of two modules, Networks and Matrices

A CAS Calculator is required for this subject

Skills

- construct and interpret graphical displays of data
 - use a scatterplot to describe an observed association between two numerical variables
 - solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities
 - gain an understanding of the different types of matrices, matrix operations and transition matrices
 - define and represent undirected and directed networks
-

Associated subjects

- Accounting
 - Biology
 - Economics
 - Psychology
-

Year 10 Links

- Year 10 Further Mathematics
 - Year 10 Mathematical Methods
-

This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.

Geography

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx>

Is this subject available for acceleration? YES

Geography develops knowledge and skills that enable understanding of the complex interactions of the world from a spatial perspective. Learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

Unit 1: Hazards and disasters

- Investigate two contrasting types of hazards and the responses to them.
- Investigate hazard causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.
- How people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

- Investigate the characteristics of tourism, emphasis on where it has developed, its various forms, how it has changed and continues to change, its impact on people, places and environments
- Investigate contrasting examples of tourism from within Australia and elsewhere in the world
- A study of tourism at local, regional and global scales emphasises the interconnection within and between places.

Unit 3: Changing the land

- Investigations of geographical change: change to land cover and change to land use.
- Investigate three major processes that are changing land cover in many regions of the world

Unit 4: Human population – trends and issues

- Investigate the geography of human populations.
- Explore the patterns of population change, movement and distribution.
- Explore how governments, organisations and individuals have responded to those changes in different parts of the world.
- Investigate significant population trends arising throughout the world.
- Examine the dynamics of populations and their economic, social, political and environmental impacts

Skills

- Undertake and understand the nature of fieldwork
 - Analyse, describe and explain significant geographical trends
 - Analyse, describe and explain processes that cause or contribute to geographical changes
 - Write reports based on fieldwork completed
-

Associated subjects

- Global Politics
 - History
 - Health and Human Development
-

Global Politics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ausglobalpolitics/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject we look at global issues – terrorism, human rights, war, genocide – and attempt to understand how and why these events happen. We examine the current events happening, from Black Lives Matter protests, to Chinese cyberwarfare or the spread of Covid-19, asking how these events occurred and how to solve them.

Unit 1

- Students examine the concepts of democracy and dictatorships.
- We research global examples – America, China and North Korea – to see the strengths and weaknesses of these approaches.
- We look at political ideologies and extremism around the world, including liberalism, terrorism and white supremacy.

Unit 2

- Students examine globalisation and the impact it has had on the world.
- We learn about the major organisations of global politics: the UN, the IMF, and the ICC.
- We examine case studies of organised crime, genocide, terrorism and war and discuss how the international community attempts to solve it.

Unit 3

- We study the major actors of international politics and analyse: their power, interests, aims and effectiveness of their actions.
- We study China's actions in the Asia-Pacific region and analyse their interests, power and effectiveness.

Unit 4

- Students look at ethical debates from global politics, including:
 - Is it acceptable to use Nuclear Weapons? Is terrorism ever acceptable? Should human rights be universal?
 - We examine the causes and proposed solutions to global crises of terrorism and war.
-

Skills

- Define and explain key global politics terms and use them in the appropriate context
 - Investigate and explain the nature of particular global issues
 - Use detailed case studies to support analysis of global issues.
 - Analyse contemporary issues about and case studies of political actors
 - Develop explanations, arguments and points of view which use contemporary evidence and examples
-

Associated subjects

- Economics
 - English
 - English Literature
 - History
-

Health and Human Development

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx>

Is this subject available for acceleration? YES

Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.

Unit 1 – Understanding Health and Wellbeing

- Learn about indicators that are used to measure health.
- Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia.
- Explore food and nutrition and their importance for good health and wellbeing
- Identify major health issues affecting Australia's youth and reflect on the causes of health inequalities
- Learn about how governments and organisations develop and implement youth health programs

Unit 2 – Managing health and development

- Investigate physical and social changes that occur in the transition from youth to adulthood
- Consider the characteristics of respectful relationships
- Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages
- Learn how to access Australia's health system and how it promotes health and wellbeing

Unit 3 – Australia's Health in a Globalised World

- Learn about the health of Australians
- Look at different approaches to public health
- Investigate the role of Australia's health system and its role in promoting health
- Investigate a successful health promotion campaign

Unit 4 – Health and human development in a global context

- Look at similarities and differences in major causes of illness in low, middle and high income countries
- Investigate a range of factors that contribute to health inequalities
- Consider the global reach of product marketing
- Investigate global trends in health and wellbeing
- Learn about the United Nation's Sustainable Development Goals and the work of the World Health Organisation
- Investigate the role of government and non-government organisations in providing foreign aid.

Skills

- Apply indicators used to measure health
- Describe, analyse and explain a range of influences on health
- Analyse and draw conclusions from health related data and information

Associated subjects

- Food Technology
- Geography
- Physical Education

Students selecting Unit 1 and/or 2 Health and Human Development have the opportunity to participate in the "Baby Think it Over" parenting simulation designed to help understand the demands of caring for an infant.

History

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx>

Is this subject available for acceleration? YES

History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. It enables us to see the world through the eyes of others and enriches our appreciation of the nature of change.

Unit 1 – Modern History 1870 – 1939

- Events, ideologies and movements in the period after World War I
- The rise of the Nazi Party in Germany
- Hitler’s political and social policies
- Causes and events that led to World War II
- National Socialism ideologies and policies
- Social and cultural change in Nazi Germany

Unit 2 – Twentieth Century History 1945 – 2000

- The Cold War – causes and consequences
- Competing ideologies – USA and USSR - the impact of these on peoples and events
- Complete a Historical Inquiry (research assignment) on a significant political or social movement (student choice) that occurred between 1945-2000

Unit 3 – Russian Revolution 1896 – 1927

- Analyse the causes of revolution and evaluate the contribution of significant ideas, individuals, popular movements, and events in the development of revolution from the coronation of Tsar Nicholas in 1896 to the Bolshevik Revolution of October 1917.
- Analyse the consequences of revolution, and evaluate the extent of continuity and change in post revolution society from the 26th of October 1917 to the end of the New Economic Policy and the rise of Stalin in 1927

Unit 4 – American Revolution 1754 – 1789

- Analyse the causes of revolution, and evaluate the contribution of ideas, popular individuals, movements, and events in the development of revolution from the start of the French and Indian War in 1754 to the Declaration of Independence on the 4th of July 1776.
- Analyse the consequences of revolution and evaluate the extend of continuity and change in the post-revolutionary society from the Declaration of Independence on the 4th of July 1776 to the acceptance of the Bill of Rights in 1789

Skills

- Construct historical arguments and interpretations
- Analysis of cause and consequence
- Evaluate the extent of continuity and change
- Evaluate sources for use as evidence
- Evaluate historical significance
- Analyse a range of perspectives using critical thinking
- Conventions of Academic writing

Associated subjects

- Business Management
 - Commerce
 - Economics
 - English
 - English Literature
 - Geography
 - Global Politics
 - Legal Studies
-

Italian

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>

Is this subject available for acceleration? NO

Students have the opportunity to continue their studies of Italian language and culture through topics that focus on the strands of writing, reading, speaking and listening.

Topics from Units 1 – 4 are taken from three broad themes:

The individual, the Italian speaking communities and the changing world.

Unit 1

- Italian language and culture is explored and used in a variety of tasks including different writing styles, rehearsed and improvised dialogues and comprehension based on listening, viewing and reading.
- Topics may include: Personal Identity and Lifestyles, Immigration and Festivals
- Assessment is based on three outcomes (one for each strand) and a written exam.

Unit 2

- Continued focus on all four strands with topics which may include Work, Music and Advertisements
- Assessment is based on three outcomes (one for each strand) and a written exam.

Unit 3

- Italian language and culture is further developed and practised.
- Topics may include Creative Writing, Planning for the Future and the New Wave of Migration.
- Assessment is based on three outcomes.

Unit 4

- Consolidation of all elements of Italian language learning. Topics may include the Arts, Cinema and Literature with one of these topics forming the basis for the detailed study.
- Assessment is based on three outcomes; a written exam and a 15 minute external oral exam.

Skills

- Communication
- Initiative and enterprise
- Problem Solving
- Planning and organising
- Self-management

Associated subjects

- English Language

Italian is not recommended for students who have not completed Italian at Year 10.

Legal Studies

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx>

Is this subject available for acceleration? YES

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.

Unit 1 – Guilt and Liability

Legal Foundations – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals.

The presumption of innocence – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt.

Civil Liability – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.

Unit 2: Sanctions, remedies and rights

Sanctions – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence.

Remedies – Resolving civil disputes and the institutions available to resolve these disputes.

Rights – How individual rights are protected in Australia through the Constitution and through common law and statute law.

Skills

- Identify key legal terms
- Describe and evaluate case studies
- Explain the key legal foundations
- Discuss strengths and weaknesses of key elements of the law
- Synthesise case studies and draw out knowledge

Associated subjects

- English Literature
 - Global Politics
-

Unit 3: Rights and Justice

The Victorian Criminal Justice System – Determining whether an accused is guilty beyond reasonable doubt. To impose sanctions where guilt has been found or pleaded.

The Victorian Civil Justice System – Determining factors of civil claims, while evaluating the institutions and methods used to resolve disputes. To determine the effectiveness of the Civil Justice system to achieve the principles of justice.

Unit 4: The people and the Law

The people and the Australian Constitution – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers.

The people, the parliament and the Courts – Parliament is the supreme law making body and the courts complement the role of parliament in making laws.

Mathematical Methods

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx>

Is this subject available for acceleration? NO

Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics.

Units 1 and 2

- Can be taken alone or in conjunction with Year 11 Further Mathematics or Year 11 Specialist Math Units 1 and 2
- Designed for students who are intending to continue with VCE Mathematical Methods Units 3 and 4

Units 3 and 4

- Can be taken alone or in conjunction with Year 12 Further Mathematics or Year 12 Specialist Math Units 3 and 4
- Mathematical Methods Units 3 & 4 must be taken if doing Specialist Mathematics Units 3 & 4

A CAS Calculator is required for this subject

Skills

- Students will cover the graphical representation of polynomial and power functions
 - Students will develop algebraic expression and represent functions, relations, equations and simultaneous equations
 - Students should be able define constant and average rates of change
 - Students will consider events as either impossible, certain, complementary, mutually exclusive, conditional and independent
 - Students will cover simple functional relations, inverse functions and the solution of equations
-

Associated subjects

- Chemistry
 - Economics
 - General/Further Mathematics
 - Physics
 - Specialist Mathematics
 - Systems Engineering
-

Year 10 Links

- Year 10 Mathematical Methods
 - Year 10 Enhanced Mathematics
-

This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.

Media

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Media/Pages/Index.aspx>

Is this subject available for acceleration? YES

Media provides students the opportunity to develop knowledge of the media industry through a study of films, video games, television, print, social media and photography. Students will take this knowledge of the media industry and produce their own media productions (including short films), using school equipment (DSLR cameras, LED lights, microphones, audio recorders, tripods, etc).

Unit 1: Media Forms, Representations and Australian Stories

- Students look at the role of the mass media and how it represents people, places and society.
- Students make a short film, through planning, filming and editing.
- Students explore key features of the Australian media industry (film, television and photography).

Unit 2: Narrative across Media Forms

- Students examine the styles of media professionals (film and television).
- Students make a short film, via planning, filming and editing.
- Students analyse the impact of digital media technologies on society (social media, smartphones, online streaming, video games and online journalism).

Unit 3: Media Narratives and Pre-Production

- Students explain and discuss how media narratives are made by directors across two films.
- Students develop practical/creative skills through video exercises (test shooting, lighting, editing etc.).
- Students produce a folio for a media production. This folio is the basis for their production in Unit 4.

Unit 4: Media Production and Issues in the Media

- Students produce a short film production based on their Unit 3 folio.
- Students evaluate the influence of the media and how audiences use and produce their own media content (including Instagram, Snapchat, YouTube and Facebook).

Skills

- Analysing a range of media texts (film, online media, social media, photography and video games)
- Producing media productions (short films and photography)
- Evaluating the role of the media in shaping society(s)
- Examining how audiences can now produce media content online
- Evaluating the role of the Australian media industry

Associated subjects

- Year 9 Digital Media
- Year 10 Media
- Year 10 Photography

Unit 1&2 – A \$20 materials charge is attached to this subject

Unit 3&4 – A \$25 materials charge is attached to this subject

“Media” is considered a folio subject for selection purposes

Music Performance

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx>

Is this subject available for acceleration? YES

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.

This study enables students to:

- Develop and practise musicianship
- Perform, compose, arrange and improvise music from diverse styles and traditions
- Engage with diverse music genres, styles, contexts and practices
- Communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- Explore and expand personal music interests, knowledge and experiences
- Use imagination, creativity and personal and social skills in music making
- Access pathways for further education, training and employment in music
- Use electronic and digital technologies in making and sharing music and communicating ideas about music

Students nominate whether they will specialise as a soloist or as part of a group throughout the course.

Unit 1 – Performance

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Unit 2 – Performance

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Area of Study 4 – Organisation of Sound

Unit 3 – Performance

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Unit 4 – Performance

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Skills

- **Performance** - Students will present a range of musical works as a soloist and as a member of a group ensemble in front of an audience of peers and the greater school community.
 - **Musicianship** – Students will undergo in-depth training in music theory, analysis, composition and music craft in order to better understand the underlying concepts within performance repertoire and to better develop themselves as whole musicians
 - **Critical Listening** – Develop a critical ear and hone skills in dissecting music aurally
 - **Leadership and Teamwork** – Working together towards a shared goal is one of the cornerstones of any musical group: students will develop leadership and team working skills in music rehearsals
 - **Self-Management** – In order to progress in the craft of music, students will learn how to effectively manage their time and work with teachers to create individualized learning plans. This critical skill has unique applications in music but is beneficial to all rigorous academic courses.
-

Associated subjects

- Drama
-

“Music Performance” is considered a performance subject for selection purposes

Physical Education

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx>

Is this subject available for acceleration? YES

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

Unit 1 – The Human Body in Motion

- Learn about the systems of the body and how they work together to produce movement.
- Learn how body systems adapt and adjust in response to physical activity
- Learn about legal and illegal means of improving performance

Unit 2 – Physical activity, sport and society

- Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan
- Learn about contemporary issues associated with physical activity and sport

Unit 3 – Movement skills and energy for physical activity

- Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport
- Learn how the systems of the body work together to produce energy for physical activity

Unit 4 – Training to improve performance

- Use data from an activity analysis to determine the fitness requirements of selected physical activities.
- Design a training program using data collected from participating in fitness tests, implement and evaluate the training program

Skills

- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise
- Describe the role of various body systems contribution to movement
- Collect data and draw conclusions on factors that impact on physical activity and/or sport

Associated subjects

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

Physics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx>

Is this subject available for acceleration? NO

Physics seeks to explore and understand the physical world.

Units 1 and 2

- Explaining the physical world
- What do experiments reveal about the physical world?

Units 3 and 4

- Motion and Power
 - Light and Matter
-

Key content

- Thermodynamics
 - Electricity
 - Particle physics and the Big Bang Theory
 - Motion
 - Fields (Gravitational, Magnetic and Electric)
 - Power generation
 - Light as a Wave
 - Light as a Particle
-

Skills

- Develop aims and questions, formulate hypotheses and make predictions
 - Plan and undertake investigations
 - Conduct investigations to collect and record data
 - Analyse and evaluate data, methods and scientific models
 - Draw evidence-based conclusions
 - Communicate and explain scientific ideas
-

Associated subjects

- Biology
 - Chemistry
 - Mathematics
-

Level of maths advisable

Further Mathematics at a minimum, Mathematical Methods preferred

Product Design and Technology – Textiles

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

Unit 1 – Sustainable Product Redevelopment

- This unit focuses on the analysis, modification and improvement of a product design
- Sustainable product design thinking

Unit 2 – Collaborative design

- Producing and evaluating a collaborative designed product. Design teams generate a design brief from a relevant scenario. Materials, techniques and processes are used to transform design options into products

Unit 3 – Applying the Product Design Process

- A design brief outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints and considerations.

Unit 4 – Product Development and Evaluation

- In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

Skills

- Creative and Critical Design thinking
- Environmental, Social and Economic Impacts
- Materials and Processes
- Design Brief, Production Plan, Feedback
- Evaluate Relationship between Designer and User
- Finished Product compared to Commercial Quality

Associated subjects

- Studio Art – Art
- Visual Communication Design

Students may only choose one (1) Product Design and Technology subject.

“Product Design and Technology - Textiles” is considered a folio subject for selection purposes.

Unit 1&2 – A \$35 materials charge is attached to this subject

Unit 3&4 – A \$40 materials charge is attached to this subject

Students will need to buy additional materials depending on their project

Product Design and Technology – Wood

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability.

Unit 1 – Sustainable product redevelopment

- Sustainable redevelopment of a product – this unit focuses on the analysis, modification and improvement of a product design with consideration of the sustainability.
- Producing and evaluating a redeveloped product – students refer to their working drawings and scheduled production plan, and apply a range of techniques and processes safely to make a redeveloped product.

Unit 2 – Collaborative design

- Designing within a team – in this unit student’s work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.
- Producing and evaluating within the team – students apply knowledge and skill, techniques and processes, including risk management, to make their own product, designed in accordance with the team requirements

Unit 3 – Applying the product design process

- Design for end-user/s – students examine the product design process and develop skills in writing a design brief.
- Product development in industry – focuses on factors, processes and systems that influence the design and development of products within industrial settings.
- Designing for others – working as designers and applying the product design process to meet the needs of the end user/s.

Unit 4 – Product development and evaluation

- Product analysis and comparison – students examine design factors that influence the success of commercially available products.
 - Product manufacture – this study focuses on the skills, production techniques and processes to make a product to suit the needs of an end user/s.
 - Product evaluation – this study focuses on evaluation criteria, the performance of checks and tests, and gaining end user/s feedback.
-

Skills

- Investigating and defining
 - Design and development
 - Planning and production
 - Evaluation
-

Associated subjects

- Mathematics
 - Science
-

Students may only choose one (1) Product Design and Technology subject

“Product Design and Technology – Wood” is considered a folio subject for selection purposes.

Unit 1&2 – A \$80 materials charge is attached to this subject

Unit 3&4 – A \$80 materials charge is attached to this subject

Psychology

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx>

Is this subject available for acceleration? YES

Psychology is the scientific study of human behaviour.

Units 1 and 2

- How are behaviour and mental processes shaped
- External influences of mental processes

Units 3 and 4

- Experiences affecting behaviour and mental processes
 - How is wellbeing developed and maintained
-

Content

- Brain and nervous system functioning
 - Psychological development
 - Sensation and perception
 - Attitudes, prejudice & discrimination
 - Stress
 - Learning and memory
 - States of Consciousness – sleep
 - Mental health
-

Skills

- Apply psychological models, theories and concepts to explain thoughts, emotions and behaviour
 - Develop a range of science investigation skills through experimental tasks
 - Apply research and ethical principles in the collection, analysis, evaluation and reporting of data
 - Communicate clearly and accurately using appropriate terminology and conventions
-

Associated subjects

- Biology
 - Mathematics
-

Level of maths advisable

Further Mathematics

Specialist Mathematics

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx>

Is this subject available for acceleration? NO

Specialist Mathematics consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

Units 1 and 2

- Must be taken in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Specialist Mathematics Units 3 and 4

Units 3 and 4

- Must be taken in conjunction with Mathematical Methods Units 3 & 4

Skills

- Gain an understanding of natural numbers and related proofs
 - Represent plane vectors as directed lines segments involving position, displacement and velocity
 - Interpret graphical representation of data
 - Graph simple reciprocal functions including, sine, cosine and tangent
 - Advanced calculus techniques for numeric differentiation and integration
-

Associated subjects

- Chemistry
 - Physics
 - Mathematical Methods
-

Year 10 Links

- Year 10 Mathematical Methods
 - Year 10 Enhanced Mathematics
-

Studio Art – Art

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

Is this subject available for acceleration? YES

Studio Art – Art is a folio subject that encourages creative potential and quality art work. Students develop an understanding of what a studio process is, on their journey to producing art work based on individual visual language through their own choice of medium, be that sculpture, textiles, painting, drawing, printing etc.

Unit 1 – Studio Inspiration and Techniques

- Identify sources of inspiration, artistic influences and aesthetic qualities.
- Studio Practice – explores a range of materials and techniques. Experiment with visual effects producing at least one finished art work.
- Discuss the way artists from different times and cultures interpreted ideas and inspiration.

Unit 2 – Studio Exploration and Concepts

- Develop an individual Studio Process based on visual research and enquiry, beginning with an exploration proposal and ending with at least one art work.
- Compare a range of historical and contemporary artists from different times and cultures.

Unit 3 – Studio Practices and Processes

- Exploration proposal focusing on a framework for the development of themes and potential directions.
- Studio Process includes refining ideas, materials and techniques and aesthetic qualities.
- Artists and Studio Practices investigates the way artists interpret subject matter, aesthetic qualities, message and meaning and historical and cultural influences.

Unit 4 – Studio production and art industry contexts

- Refinement and presentation of finished art works reflecting the Unit 3 process.
- Visual and written documentation reflects the students' progress in folio format.
- Art Industry Contexts investigates established galleries with regards to environmental conditions and requirements where art works are displayed.

Skills

- Analysis of contemporary art practices
- Understanding of artists' materials, techniques, and processes
- Study of artworks from diverse historical and cultural contexts
- Investigation of artists' sources of inspiration and aesthetic qualities
- Refinement of critical thinking skills

Associated subjects

- Product Design and Technology – Textiles
- Product Design and Technology – Wood
- Studio Art – Photography
- Visual Communication Design

“Studio Art – Art” is considered a folio subject for selection purposes.

Students may only choose one (1) Studio Art subject

Unit 1&2 – A \$30 materials charge is attached to this subject

Unit 3&4 – A \$30 materials charge is attached to this subject

Studio Art – Photography

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

Is this subject available for acceleration? YES

Students create and build a dedicated photographic portfolio resulting in the creation of final pieces. They will apply theoretical knowledge regarding a range of photo media artists and use photographic equipment to explore and develop a range of techniques. Students also study the art industry by attending a series of gallery inspired excursions.

Unit 1: Folio Projects & Techniques

- Students undertake a series of photographic projects.
- Students explore a variety of camera techniques in order to expand on their photographic skill set.
- Theory-based assessment comprises of written work surrounding artists from different time periods, as well as the rights of artists.

Unit 2: Exploration of Individual theme & One Artwork

- Students explore their own photographic theme. They will collect artistic influences and develop individual ideas.
- Students will expand on their camera/Photoshop skills obtained in Unit 1.

Unit 3: Folio Exploration & Art Practice

- Students develop and define an area of creative exploration.
- Students plan and apply a studio process to develop individual ideas.
- Theory work includes an analysis surrounding artist's work from different historical and cultural periods.
- Students will visit galleries in order to further enhance their art industry knowledge.

Unit 4: Folio of Finished Artworks & Art Industry (Compulsory Gallery Visit)

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
- Students evaluate the relationships between each piece.

Skills

- Producing photographic works
- Analysing a range of photographic works
- Examining artworks in a gallery setting
- Manipulating images via Photoshop

Associated subjects

- Year 9 Digital Media
- Year 10 Media
- Year 10 Photography

Students may only choose one (1) Studio Art subject

“Studio Art – Photography” is considered a folio subject for selection purposes.

Unit 1&2 – A \$120 materials charge is attached to this subject

Unit 3&4 – A \$150 materials charge is attached to this subject

Systems Engineering

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/systemsengineering/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.

Unit 1 – Mechanical systems

- Learn about mechanical systems
- Design, plan, produce and evaluate a mechanical system

Unit 2 – Electrotechnological systems

- Learn about electrotechnological systems
- Design, plan, produce and evaluate an electrotechnological system

Unit 3 – Integrated and controlled systems

- Design, plan and commence production of a mechanical and electrotechnological system
- Discuss the advantages and disadvantages of renewable and non-renewable energy

Unit 4 – Systems control

- Finalise, document, test and evaluate their finished project
- Evaluate a range of new and emerging technologies

Skills

- Research
- Planning
- Design
- Testing
- Evaluating

Associated subjects

- Mathematics
- Physics

“Systems Engineering” is considered a folio subject for selection purposes.

Unit 1&2 – A \$80 materials charge is attached to this subject

Unit 3&4 – A \$20 materials charge is attached to this subject

Visual Communication and Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx>

Is this subject available for acceleration? YES

Visual Communication is a bridge between an idea and its intended audience. VCD covers 3 fields of design: communication (graphic) design, industrial (product) design and environmental architecture design. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.

Unit 1 – Introduction to Visual Communication design

- Drawing as a means of communication - create drawings for different purposes using a range of drawing methods, media and materials.
- Design elements and design principles - select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Visual communication design in context - describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of visual communication design

- Technical drawing in context - create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Type and imagery - manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Unit 3 – Design thinking and practice

- Analysis and practice in context – create designs for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice – describe how visual communications are designed and produced in the design industry and explain influencing factors
- Developing a brief and generating ideas - apply design thinking skills in preparing a brief, research and generate a range of ideas. Experiment with media, methods and materials to create innovative design solutions.

Unit 4 – Design development and presentation

- Development of design concepts – develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
- Final presentations – produce final visual communication presentations that satisfy the requirements of the brief.

Skills

- Develop skills in industrial, communication and environmental design fields
- Technical drawing
- Experiment with new techniques
- Creative development
- Innovation and design thinking
- Explore new media and materials

Associated subjects

- Product Design and Technology
- Studio Art – Art
- Studio Art – Photography

“VCD” is considered a folio subject for selection purposes.

Unit 1&2 – A \$30 materials charge is attached to this subject

Unit 3&4 – A \$30 materials charge is attached to this subject

VET Subjects at Gladstone Park

Students who complete a VET sequence can obtain a nationally recognised vocational qualification in that field, usually a Certificate II or III depending on the chosen area. Most VET subjects incorporate a work placement, which equip students with work readiness skills. VET contains a high degree of theory together with practical components. VET requires excellent time management and personal responsibility.

VET subjects are optional for VCE students and compulsory for VCAL students.

Only VCAL students can access VET delivered through TAFE. This is organised and monitored by the GPSC VET Coordinator. VET subjects studied through TAFE are called VETDSSS (Vocational Education and Training Delivered to Secondary School Students). [Kangan](#) is the nearest TAFE to Gladstone Park, and there are other TAFE providers that Gladstone Park Students use.

VET subjects taken by VCE students contribute to the ATAR score like a 5th or 6th subject – i.e. as 10% of the study score.

VCE students can select the following internally delivered VET subjects.

VET – Business Administration

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/business.aspx>

Is this subject available for acceleration? YES

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. The business skills obtained are essential for employees within all work environments.

Students are eligible to apply for a nationally recognised Certificate II in Business upon successful completion of Units 1 & 2. They will receive a statement of attainment upon successful completion of the 5 units towards their Certificate III.

Unit 1 & 2

- Contribute to health and safety of self and others
- Communicate in the workplace
- Work effectively with others
- Produce digital text documents
- Organise and complete daily work activities
- Deliver a service to customers
- Work effectively in a business environment
- Use business technology
- Use digital technologies to communicate remotely
- Participate in environmentally sustainable work practices
- Process and maintain workplace information
- Handle mail

Unit 3 & 4

- Organise personal work priorities and development
- Organise workplace information
- Design and produce business documents
- Deliver and monitor a service to customers
- Recommend products and services

*** Please note the course is changing slightly so some parts may be different over the length of your course**

Associated subjects

- Accounting
 - Business Management
-

VET – Creative and Digital Media

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/creativigitalmedia.aspx>

Is this subject available for acceleration? YES

Creative and Digital Media (Screen and Media) provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable for all careers and a valid pathway into the graphic arts area.

Students are eligible to apply for a nationally recognized Certificate II in Screen and Media and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.

Unit 1 & 2

- Apply critical thinking techniques.
- Produce digital images for the web.
- Contribute to the health and safety of self and others.
- Work effectively in the creative arts industry.
- Develop drawing skills to communicate ideas.
- Explore and apply the creative design process to 3D forms.
- Maintain interactive content.
- Prepare audio assets.

Unit 3 & 4

- Create 2D animations.
- Explore and apply the creative design process to 2D forms.
- Author interactive sequences.
- Create visual design components.
- Write content for a range of media.

Associated subjects

- Applied Computing
 - Media
 - Studio Art – Art
 - Studio Art – Photography
 - Visual Communication Design
-

VET – Sport and Recreation

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx>

Is this subject available for acceleration? YES

Sport and Recreation enables students to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills, together with the knowledge of the sport and recreation industry will be developed primarily within theory classes and through participation in practical activities such as personal training teachers in a teacher boot camp, Year 7 Camp, interschool sport coaching and delivering sessions to junior PE classes.

Students are eligible to apply for a nationally recognised Certificate III in Sport and Recreation and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.

Unit 1 & 2

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide Quality Service
- Respond to Emergency Situations
- Conduct sport, fitness or recreation events
- Book athlete travel and accommodation
- Participate in conditioning for sport

Unit 3 & 4

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

Skills

- Develop skills and knowledge such as organisation, occupational health and safety and group facilitation to be able to successfully deliver sport and/or recreation activities to groups

Associated subjects

- Health and Human Development
 - Physical Education
-

VCAL Subjects at Gladstone Park

Literacy Skills Units

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of:

- Everyday life
- Family
- Employment
- Further learning
- Community

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills, There are two units at each of the three levels: **Foundation, Intermediate and Senior**

Reading and Writing units

For people to participate effectively in the five social contexts they need to have competence in the four reading and writing domains:

- self-expression which focuses on aspects of personal and family life, and the cultures which shape these;
- practical purposes which focuses on forms of communication mainly used in workplace and institutional settings;
- knowledge which focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training; and
- public debate which focuses on matters of public concern, and the forms of argument, reason and criticism.

Students are expected to show competence in all eight learning outcomes at the Foundation, Intermediate and Senior level.

Oral Communication units

The oral communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes.

- self-expression;
- knowledge;
- practical purposes; and
- exploring issues and problem solving.

Learning outcomes

There are four learning outcomes in each oral communication unit. Learners must show competence in the four learning outcomes to satisfactorily complete this unit.

The learning outcomes are based on typical spoken interactions used to fulfil the broad social purposes.

Numeracy Skills Units

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of

- everyday life,
- family,
- employment,
- further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Numeracy and mathematics are used in all these social contexts.

Students who have completed VCE Foundation Maths will be placed in a Numeracy (Senior) class. Students who have not yet completed VCE Foundation Maths will be enrolled first in this subject followed by Numeracy (Senior) in the following year. **Where a student has strong mathematical ability we encourage them to consider a VCE mathematics course.**

Numeracy and mathematics

In the VCAL Numeracy Skills units numeracy and mathematics are interlinked. Numeracy gives meaning to mathematics and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy is not associated with a level of mathematics, but is the critical awareness that builds bridges between mathematics and the real world.

Learning Outcomes

Numerical Skills and Processes

Financial Literacy

Planning and Organising

Measurement, Representation and Design

Unit 1 – Senior

Learning Outcomes

For each Learning Outcome students will demonstrate the following elements:

- **Mathematical knowledge and techniques**
- **Comparative mathematics**
- **Estimation and approximation**
- **Writing and interpreting numerical expressions**
- **Applying mathematics**

At the Senior level there are four learning outcomes and students must demonstrate achievement in all learning outcomes to be credited with this unit. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Numeracy Skills Units continued...

Unit 2 – Senior

The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics.

Students must complete **four** outcomes in unit 2:

- **Design a Numeracy-based Project Plan in a Familiar/Unfamiliar Industry Area**
- **Apply Numerical Skills in an Industry Context**
- **Use Appropriate Software Tools and Devices to Represent Data**
- **Communicate the Results of the Project**

Work Related Skills Units

The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

Aims

These units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts.

Employability skills

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- learning
- self-management
- technology

Learning outcomes

There are 6 to 8 learning outcomes in each WRS unit and include:

- OH&S
- Research specific industry
- Identifying workplace hazards
- Working in a team
- ICT and work related activities
- Communication in the work places
- Solving work related problems
- Planning a work related activity

Students must achieve all learning outcomes to be credited with the unit.

Personal Development Units

The purpose of the Personal Development Skills (PDS) strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

Unit 1

- personal development (self)
- health and wellbeing
- education
- family.

Unit 2

- community engagement
- social awareness
- civic and civil responsibility
- active citizenship.

Points for Intermediate projects and contributions.

All Year 11 students are expected to earn 100 project or contribution points. Each project is awarded a maximum of 25 points and a contribution is worth a maximum of 10 points.

The points are awarded based on the ability of the student to demonstrate their learning and ability to reflect on the skills they have gained. Only some of the project points are awarded for the project itself. It is the process that is important, not necessarily the outcome.

Students at foundation level are able to accumulate points through contribution records alone. Intermediate students require at least two project submissions (1 per semester) to meet the criteria.

Learning outcomes

There are five learning outcomes in each unit. Students must achieve all learning outcomes to be credited with the unit.

Some of the learning outcomes across the 3 levels includes:

- Planning activities/projects
- Demonstrating knowledge specific to different activities
- Demonstrating skills specific to the activity or project
- Solving problems
- Teamwork
- Self-Management
- Leadership
- Interpersonal skills
- Degree of autonomy

Points for Senior projects and contributions.

Year 12s have the Breakfast club as their major project. In addition to the Breakfast club they are required to choose from one of the following:

- complete a research project
- mentor two Year 11 projects
- complete contribution records to the value of 100 points.

Student Workbook Review your Year 10 Subjects

Consider what you have studied this year and how this will inform your choices moving forward.

Subject	Semester	What I liked about it	What I struggled with	Do I want to continue studying it?
English	1&2			
Maths – (insert your level)	1&2			

Subjects you are considering for next year:

Fill out the following table with a list of subjects that you are considering for VCE. Think about:

1. What you want to study – based on your interests, future choices, likes, dislikes, etc
2. What you must study – subjects you have to choose, prerequisites for your pathway options, a subject from the English Group, your parents ideas, etc
3. What you are interested in (that might not fall into the other 2 categories)

Try to write a sentence justifying your choice for each subject within the box to clarify your ideas.

Subjects I want to study	Subjects I must study	Subjects I am interested in considering

Evaluate your subject choices

Why do I want to study these subjects?

1. From the subjects you have listed above, list your top 6 subjects and complete the following table, to clarify what drew you to these subjects.
2. Details about the subjects available earlier in this booklet or you can find more here: <http://www.gladstoneparksc.vic.edu.au/our-curriculum/vce-subject-selection/>.
3. List 2 questions you have about the subject that you can clarify with the Learning Area Leader during the Virtual Subject Selection expo – make sure you write down the answers afterwards!

	Subject	What interests me in this subject?	List 2 questions to ask about this subject	Answers to my questions
e.g.	<i>History</i>	<i>I enjoy learning about WWII</i>	<i>What kind of reading do I need to do for this subject?</i>	<i>Textbook and wider reading is set by the teacher weekly</i>
1				
2				
3				
4				
5				
6				
Extra choices				

Year 11 Unit 1 & 2 - 2022 subject selection - VCE

YEAR 11 STUDENTS MUST ENROL IN A TOTAL OF 6 SUBJECTS; THIS INCLUDES UNIT 1 & 2 AS WELL AS ANY 3 & 4 SUBJECTS. ALL STUDENTS MUST STUDY AT LEAST 2 UNITS OF ENGLISH OR ENGLISH LITERATURE.

Details about these subjects can be found here: <http://www.gladstoneparksc.vic.edu.au/our-curriculum/vce-subject-selection/> or in earlier in this *Handbook*.

Learning Area	Subjects	Preferences (1-8, including Unit 3-4)
COMMERCE	Accounting Unit 1 & 2	
	Business Management Unit 1 & 2	
	Economics Unit 1 & 2	
	Legal Studies Unit 1 & 2	
COMPUTING	Computing (Information Technology) Unit 1& 2	
DIGITAL MEDIA/VISUAL ARTS	Media Unit 1 & 2	
	Studio Art – Art Unit 1 & 2 OR Studio Art – Photography Unit 1 & 2 Circle one option only	
	Visual Communication and Design Unit 1 & 2	
ENGLISH	English Unit 1 & 2	
	English Literature Unit 1 & 2	
	EAL Unit 1 & 2	
FOOD STUDIES	Food Studies Unit 1 & 2	
HEALTH AND PHYSICAL EDUCATION	Health & Human Development Unit 1 & 2	
	Physical Education Unit 1 & 2	
HUMANITIES	Geography Unit 1 & 2	
	Global Politics Unit 1 & 2	
	History Unit 1 & 2	
ITALIAN	Italian Unit 1 & 2	
MATHEMATICS	Foundation Mathematics Unit 1 & 2	
	Further Mathematics Unit 1 & 2	
	Mathematical Methods Unit 1 & 2	
	Specialist Mathematics Unit 1 & 2	
PERFORMING ARTS	Drama Unit 1 & 2	
	Music Performance Unit 1 & 2	
SCIENCE	Biology Unit 1 & 2	
	Chemistry Unit 1 & 2	
	Physics Unit 1 & 2	
	Psychology Unit 1 & 2	
TECHNOLOGY	Product Design and Technology – Textiles Unit 1 & 2 OR Product Design and Technology – Wood Unit 1 & 2 Circle one option only	
	Systems Engineering Unit 1 & 2	
VET	Business Administration Unit 1 & 2	
	Creative and Digital Media Unit 1 & 2	
	Sport and Recreation Unit 1 & 2	

Unit 3 & 4 VCE subjects - ACCELERATION

FOR STUDENTS WHO HAVE ALREADY COMPLETED UNIT 1-2 SUBJECTS ONLY AND SUBJECT TO MEETING THE ACCELERATION CRITERIA

These units are offered to Year 11 students who have **already** demonstrated a commitment and ability to meet the demands of a subject at Unit 1 & 2 level with a B average and Senior School approval.

Learning Area	Subject	Preference
COMMERCE	Accounting Unit 3 & 4	
	Business Management Unit 3 & 4	
	Economics Unit 3 & 4	
	Legal Studies Unit 3 & 4	
COMPUTING	Computing (Software Development) Unit 3 & 4 OR Computing (Data Analytics) Unit 3 & 4 Circle one option only	
DIGITAL MEDIA/VISUAL ARTS	Media Unit 3 & 4	
	Studio Art – Art Unit 3 & 4 OR Studio Art – Photography Unit 3 & 4 Circle one option only	
	Visual Communication and Design Unit 3 & 4	
ENGLISH	English Literature Unit 3 & 4	
FOOD STUDIES	Food Studies Unit 3 & 4	
HEALTH AND PHYSICAL EDUCATION	Health and Human Development Unit 3 & 4	
	Physical Education Unit 3 & 4	
HUMANITIES	History Unit 3 & 4	
MATHEMATICS	Further Mathematics Unit 3 & 4	
PERFORMING ARTS	Music Performance Unit 3 & 4	
	Drama 3 & 4	
SCIENCE	Biology Unit 3 & 4	
	Physics Unit 3 & 4	
	Psychology Unit 3 & 4	
TECHNOLOGY	Product Design & Technology – Wood Unit 3 & 4	
	Systems and Engineering Unit 3 & 4	
VET	Business Administration Unit 3 & 4	
	Sport and Recreation Unit 3 & 4	

Questions to ask about my subject choices?

Subject Selection Plan - VCE

Name

Year 10 - VCE Program – What will my course look like?

Based on your investigations and discussions, complete the following table to show how your subjects, from year 10-12, will flow from one year to the next.

Rough working:

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	English	Mathematics (which?)	(Electives related to VCE subject choice)			
Year 11	<input type="checkbox"/> English <input type="checkbox"/> EAL <input type="checkbox"/> Literature (choose one)					
Year 12	<input type="checkbox"/> English <input type="checkbox"/> EAL <input type="checkbox"/> Literature (choose one)					

Final plan:

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	English	Mathematics (which?)	(Electives related to VCE subject choice)			
Year 11	<input type="checkbox"/> English <input type="checkbox"/> EAL <input type="checkbox"/> Literature (choose one)					
Year 12	<input type="checkbox"/> English <input type="checkbox"/> EAL <input type="checkbox"/> Literature (choose one)					

Subject Selection Plan - VCAL

Name

Year 10 - VCAL Program – What will my course look like?

Based on your investigations and discussions, complete the following table to show how your subjects, from year 10-12, will flow from one year to the next.

Rough working:

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	
Year 10	<i>English</i>	<i>Mathematics (which?)</i>	<i>(Electives related to VCAL)</i>				
Year 11	<i>Literacy</i>	<i>Numeracy</i>	<i>WRS</i>	<i>PDS</i>	<i>VET (TAFE)</i>	<i>SWL or SBAT</i>	<i>elective</i>
Year 12	<i>Literacy</i>	<i>Numeracy</i>	<i>WRS</i>	<i>PDS</i>	<i>VET (TAFE) or elective</i>	<i>SWL or SBAT</i>	<i>elective</i>

1. What VET subject/s would you like to take? Which TAFE offers it/them?

2. Which elective or theme-based subjects interest you from this list - Industry and Enterprise, Physical Education, Sustainability, the Garden, VCE subject.

3. What is your aim for work and/or study after high school?

Before your Interview (a checklist)

Complete the following in preparation for your Year 10 Subject Interview

1. Worksheets from the **Student Workbook** section of this booklet
 - a. Review your Year 10 subjects
 - b. Evaluate your subject choices
2. Attend the Subject Selection Expo and record the answers to the questions you prepared
3. Visit the GPSC careers website and investigate
 - a. Pathway options
 - b. Tertiary course prerequisites
4. Subject selection plan – VCE or VCAL

What to bring to your interview:

- This book
- A copy of your 2021 Semester 1 Report
- Webchoices log in details

To be completed by a teacher at the Interview

Student Name.....

1. Has the student completed and submitted the Subject choices plan – which?

Circle VCE or VCAL
2. Are there any subjects or choices made by the student that do not match the feedback on the Semester 1 report?
3. Does the plan match the subjects entered into webchoices?
4. Circle any specific actions the student needs to take after this interview:
 - Seek Careers advice on...
 - Discuss subject choices/pathways with parents/guardians
 - Work with Middle School on disengagement
 - Other:
5. Is the student ready for VCE or VCAL at GPSC?
 - Yes
 - No.... why:
6. Does the student require a follow up interview:
 - No – ready to submit webchoices
 - Yes

TEACHER SIGNATURE

