

2023

GLADSTONE PARK

**VCE &  
Vocational Major  
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 Vocational Major 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.

## Vocational Major Program

At Gladstone Park, Vocational Major 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 and building personal skills for the workplace

**All Vocational Major 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 Vocational Major students can undertake an SBAT (School Based Apprenticeship).**

After finishing Vocational Major, students can:

- Start a TAFE course, 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 Vocational Major 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.

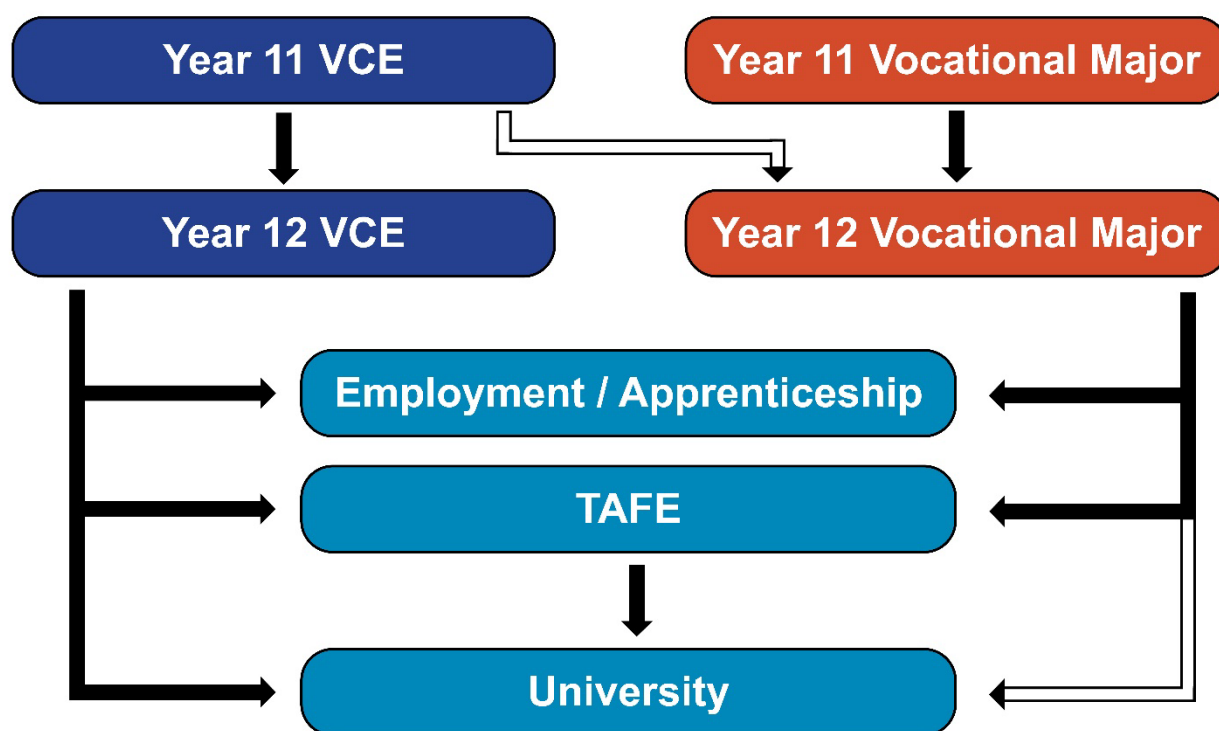
*Vocational Major is also offered at some TAFEs and other organisations. This is an option for a student to complete a senior certificate if they want to leave school early.*

## Being a Senior Student

VCE and Vocational Major 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 Vocational Major 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 Vocational Major at GPSC – a comparison

VCE	Vocational Major
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 Vocational Major 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 Vocational Major 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, Vocational Major 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 most Year 11 & 12 students. VCE students need self-motivation and a strong work ethic.	Places are limited. Entry to Vocational Major is by application. Vocational Major 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. Most 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 career options 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), Art Making and Exhibiting (Art), Art Making and Exhibiting (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 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 Vocational Major Program at Gladstone Park

Vocational Major is for students who are interested in a hands-on, practical working environment. Many Vocational Major students aspire to undertake employment, apprenticeships, traineeships, and further vocational study. Some students who have completed Vocational Major 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 Vocational Major program, and Year 12 students undertake a Senior level program. Intermediate Vocational Major is equivalent to Units 1 and 2 VCE. Senior level Vocational Major is equivalent to Units 3 and 4 VCE. The Vocational Major 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 Vocational Major 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 Vocational Major 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, teamwork, 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 Vocational Major Program requires a minimum of 10 units, including: a minimum of two Vocational Major 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 Vocational Major 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.]*
- Vocational Major 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 Vocational Major include:

- One day of work from the start of the school year
- Vocational Major 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 can achieve a Senior certificate at the end of an 18-month Vocational Major 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 Vocational Major early need to indicate their interest as soon as possible and no later than mid-term 1 of their first year of Vocational Major.

## Subjects

A typical week for a Vocational Major student looks like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Vocational Major classes	Vocational Major classes	TAFE (VET)	Vocational Major classes	Work

Vocational Major 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.

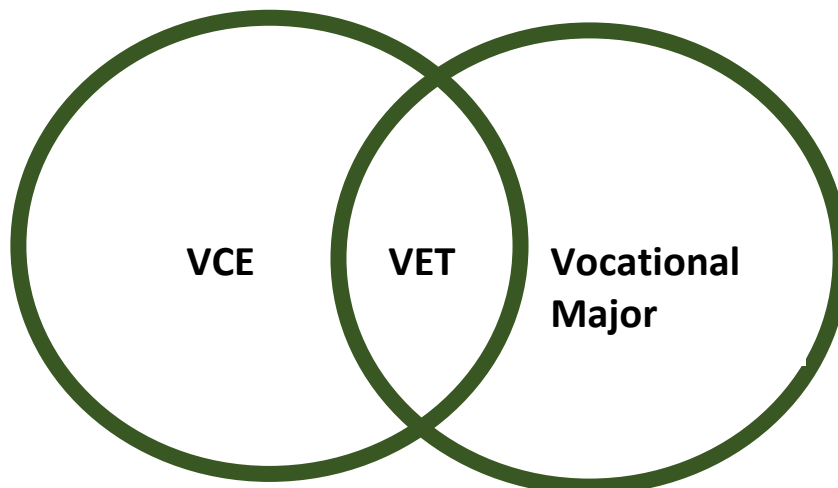
There are four compulsory yearlong Vocational Major subjects: Literacy, Numeracy, Work Related Skills, and Personal Development Skills. Students also rotate through units such as Industry and Enterprise, Physical Education, and Sustainability.

Vocational Major students choose their VET subject and their work placement for Structured Workplace Learning. Some Vocational Major students choose to study a VCE Unit 3/4 sequence. The VCE subjects available are limited, are by application only, and Vocational Major 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 Vocational Major) and your subjects. The following pages list the VCE, VET and Vocational Major subjects available for study at Gladstone Park Secondary College. This provides a 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

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## Accounting

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<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.

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### Unit 1: Role of accounting in business

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

### Unit 3: Financial accounting for a trading business

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

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

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

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### 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

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### Associated subjects

- Business Management
  - Economics
  - Global Politics
  - Legal Studies
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# Art Creative Practice – Art

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

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Is this subject available for acceleration? YES

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

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## **Unit 1 – Interpret and explore the creative practice**

- Explore how artists use materials and techniques in their art making.
- Expand – make, present, and reflect how artists use materials and techniques to represent ideas.
- Investigate the role that artworks and their presentation play in society.

## **Unit 2 – Develop the Creative practice**

- Understand how thematic exhibitions are planned and designed.
- Develop theme, aesthetic qualities, and personal artistic style.
- Resolve ideas, subject matter, and style.

## **Unit 3 – Investigate ideas, artworks, and the creative practice**

- Research how artists use selected art forms and ideas to create visual language.
- Make artworks that are developed from experimentation and investigation.

## **Unit 4 – Resolve and present**

- Consolidate and extend ideas and art making to further refine and resolve artworks.
- Present and critique your finished artworks.

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### **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**

- Art Making and Exhibiting – Photography
  - Product Design and Technology – Textiles
  - Product Design and Technology – Wood
  - Visual Communication Design
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***Art Creative Practice is considered a folio subject for selection purposes***

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***Unit 1 & 2 – A \$30 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$30 financial contribution is attached to this subject***

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# Art Making and Exhibiting – Photography

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

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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 (including Australian) 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.

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## Unit 1: Explore, expand, and investigate

- Students undertake a series of photographic projects.
- Students explore a variety of camera techniques to expand on their photographic skill set.
- Students investigate the artworks of Australian artists from different contexts, and the materials, techniques and processes they use to make artworks.

## Unit 3: Collect, extend, and connect

- Students collect information from artists and artworks to develop subject matter and ideas in their own art making.
- Students plan and apply a studio [process to develop individual ideas].
- Students research and plan an exhibition of the artworks of three artists.

## Unit 2: Understand, develop and resolve

- Students explore their own photographic theme. They will collect artistic influences and develop individual ideas.
- Students investigate the roles associated with planning of exhibitions and how artworks are selected and displayed in specific spaces.
- Students progressively document art making to develop and resolve subject matter and ideas in their finished artworks(s).

## Unit 4: Consolidate, present and conserve

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
  - Students plan and display their finished artwork(s) and present a critique. Student also evaluate the relationships between each piece.
  - Students develop an understanding of the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.
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### 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
  - Art Creative Practice Art
  - VCE Media
- 

***“Art Making and Exhibiting – Photography” is considered a folio subject for selection purposes.***

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***Unit 1 & 2 – A \$120 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$150 financial contribution is attached to this subject***

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# Biology

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

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Is this subject available for acceleration? YES

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Biology explores the nature of life including

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## 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
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# Business Management

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<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.

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## Unit 1 – Planning a Business

Students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

- **The Business Idea:** Students will consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs as well as the importance of businesses to the national economy and social wellbeing.
- **Internal business environment and planning:** Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.
- **External business and environment and planning:** The external environment consists of all elements outside a business that may act as pressures or forces on business operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global, and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

## Unit 3 – Managing a Business

Students will explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses.

- **Business Foundations:** Students are introduced to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between the different demands of stakeholders on a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business.
- **Human Resource Management:** Students investigate considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory, and Lawrence and Nohria's Four Drive Theory. Using these theories of motivation and motivation strategies, students propose and justify possible strategies for employee management. Students study an overview of workplace relations, including the main participants and their roles in the dispute resolution process.
- **Operations Management:** The production of goods and services is a core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. Students examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

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## Business Management continued...

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### Unit 2 – Establishing a Business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students will examine the legal requirements that must be met to establish a business, the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

- **Marketing a Business** Students will develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and creating a brand presence through to consideration of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits these can bring to a business.
- **Staffing a Business:** Students will learn about the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

### Unit 4 – Transforming a Business

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

- **Reviewing Performance – The Need for Change:** Students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change. Students will apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.
- **Implementing Change:** Students will explore how businesses respond to business data. Students will consider the importance of leadership in change management and discuss and evaluate effective strategies for managing change. Students will learn how leaders can inspire change and the effect change can have on stakeholders of a business. They will consider the principles of Senge's Learning Organisation and apply the Three-step Change Model (Lewin) in implementing change in a business and consider how corporate social responsibility can be incorporated into the change process.

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### 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

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### Associated subjects

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|--|---|
| <ul style="list-style-type: none"><li>• Accounting</li><li>• Economics</li></ul> | <ul style="list-style-type: none"><li>• Global Politics</li><li>• Legal Studies</li><li>• VET Business Administration</li></ul> |
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# Chemistry

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

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Is this subject available for acceleration? NO

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Chemistry explores the nature matter and chemical processes

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## Units 1 and 2

- Diversity of materials
- Chemical reactions

## Units 3 and 4

- Chemical processes
- Organic compounds

## Content

- Periodic Table
- Bonding and mixtures
- Quantifying atoms and compounds
- Organic chemistry
- Water properties
- Acids and Bases
- Fuels for energy
- Chemical reactions
- Polymers
- Solubility

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## 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

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## Associated subjects

- Biology
- Mathematics
- Physics
- Psychology

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## Year 10 links

- Chemistry

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## Level of maths advisable

Further Mathematics at a minimum, Mathematical Methods preferred

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# Applied Computing (Information Technology)

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

Is this subject available for acceleration? YES

Applied 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 big data to create digital solutions using spreadsheet software to perform functions that result in data visualisations and infographics
- Design and develop a solution from requirements using a programming language and its features

## Unit 2 – Applied Computing

- Plan, design and develop an innovative solution using current and future technologies. 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. Students will also focus on cyber security in this outcome.

## 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 Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development may run, if there are sufficient students***

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## Applied Computing (Information Technology) continued...

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### **Skills**

- Problem Solving
- Designing and developing solutions
- Programming
- Cyber Security
- Interpreting data and requirements
- Database development
- Data Analytics
- Computer Science

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### **Associated subjects**

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

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

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# Drama

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<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

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## 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

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## 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

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## 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.

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## Associated subjects

- English Literature
- Music Performance

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***Drama is considered a performance subject for selection purposes.***

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# Economics

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

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Is this subject available for acceleration? YES

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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.

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## **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.
- **Global Economic Issues**  
Students investigate one or more contemporary global economic issue/s. Observe trade-offs in the wider economy and undertake cost-benefit analyses to evaluate the effect of decisions made to address current global economic issue/s.

## **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**

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### **Skills**

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

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

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

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Is this subject available for acceleration? NO

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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.

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## Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Craft a series of personal responses drawn from a number of mentor texts
- Comment on decisions made through writing processes

## Unit 2

- Identify and discuss key aspects of a set text through an analytical essay
- Analyse and discuss the use of argument and persuasive language in texts
- Present a point of view in an oral presentation

## Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Craft a series of personal responses drawn from a number of mentor texts
- Comment on decisions made through writing processes

## Unit 4

- Identify and discuss key aspects of a set text through an analytical essay
  - Analyse and discuss the use of argument and persuasive language in texts
  - Present a point of view in an oral presentation
- 

## Skills

- Analyse the intent of an author when creating a text
  - Use appropriate evidence to support analysis
  - Present a point of view taking into consideration a set audience
  - Respond personally and reflectively to existing texts.
- 

## Associated subjects

- Drama
  - English Literature
  - Global Politics
  - History
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**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

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# English as an Additional Language

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<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.**

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## 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 series of creative pieces exploring key ideas and themes from both primary and complementary texts.
- Present a persuasive point of view in oral form with a written statement of intention.

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## 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
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# English Literature

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

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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.

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## 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 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 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 4

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

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## Skills

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

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## Associated subjects

- English
- History
- Global Politics

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**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

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# Food Studies

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<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.

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## 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

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## Skills

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

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## Associated subjects

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

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**Unit 1 & 2 – A \$180 financial contribution is attached to this subject**

**Unit 3 & 4 – A \$160 financial contribution is attached to this subject**

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# Foundation Mathematics

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<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.

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## 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

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## 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

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## Associated subjects

- Vocational Major Numeracy

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Year 10 Mathematics teachers, together with the Senior School, will determine your recommended Mathematics pathway based on your academic results and work ethic. If you are not satisfied with this recommendation, you may contact the Senior School Program Manager.

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# General Mathematics

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

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Is this subject available for acceleration? YES

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General Mathematics has a strong emphasis on calculation, interpretation, and analysis

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## **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

## **General 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***

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### **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 General Mathematics
  - Year 10 Mathematical Methods
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Year 10 Mathematics teachers, together with the Senior School, will determine your recommended Mathematics pathway based on your academic results and work ethic. If you are not satisfied with this recommendation, you may contact the Senior School Program Manager.

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# Geography

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

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Is this subject available for acceleration? YES

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Geography investigates and interprets the places that make up our world by exploring their characteristics and the processes which shape them. Geography looks at both the human and natural environment, focusing on the interconnections between them. Geography explores the impacts that humans have on the world with a particular focus on climate change and the development of sustainable solutions to our impacts.

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## Unit 1: Hazards and disasters

- An overview of hazards and disasters around the world
- Analysis of the characteristics and impacts of Bushfires and Earthquakes
- Analysis of how people respond to bushfires and earthquakes to reduce risks and impacts associated with these disasters
- Fieldwork investigation of the impacts of the Black Saturday Bushfires in Marysville

## Unit 3: Changing the land

- Investigation of changes in land cover including melting glaciers/ice sheets, and deforestation
- Investigation into changing land uses in both urban and rural location
- Fieldwork investigation into changing land use in the Melbourne area

## Unit 2: Tourism

- Analysis of the characteristics of tourism including different types of tourism within Australia and around the world
- Exploration of the environmental, economic, social, and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment.
- Fieldwork investigation of the impacts of tourism at a Victorian destination

## Unit 4: Human population – trends and issues

- Examination of the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places
- Investigation into two trends in population in different locations
- Evaluation of the responses to challenges in human populations

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## Skills

- Collect, sort and process primary and secondary data through fieldwork investigations
  - Analyse, describe, evaluate, interpret, and identify geographical phenomena at a range of scales
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## Associated subjects

- History
  - Global Politics
  - Business Management
  - Environmental Science
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# Global Politics

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<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 investigate the key global actors of contemporary global politics and use evidence to analyse the key global actors and their aims, roles, and power. We develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

We also consider global challenges related to two ethical issues.

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## Unit 1

- Students study the key ideas relating to the exercise of political power and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.
- Explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics.

## Unit 2

- Students examine globalisation and the impact it has had on the world.
- We learn about and analyse the extent to which global actors can effectively manage cooperation, conflict, and instability in relation to selected case studies.

## Unit 3

- We examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC).
- We study the actions of one specific Asia-Pacific state and analyse their interests, power, and effectiveness.

## Unit 4

- Students look at ethical debates from global politics, including:
- Human rights, people movement, development, and arms control
- We examine the causes and proposed solutions to two global crises selected from climate change, armed conflict, terrorism, and economic instability

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## 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

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## Associated subjects

- Economics
  - English
  - History
  - Legal Studies
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# Health and Human Development

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<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.

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## 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.

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## 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

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## Associated subjects

- Food Technology
- Geography
- Physical Education

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**Students selecting Unit 1 and/or Unit 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.**

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# History

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<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.

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## 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
- The unique personality of Adolf Hitler as a historical figure that caused change

## Unit 2 – The Changing World Order 1945 – 2000

- The Cold War – causes, consequences and significance
- Competing ideologies – USA and USSR - the impact of these on peoples and events
- The troubles in Northern Ireland - a study of sectarianism and religious conflict in the twentieth century.
- 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 26<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> of July 1776 to the acceptance of the Bill of Rights in 1789

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## 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
- Sustained reading

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## Associated subjects

- |                       |                 |
|-----------------------|-----------------|
| • Business Management | • Geography     |
| • Economics           | • Legal Studies |
| • English             | • Politics      |
| • English Literature  |                 |

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# Italian

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

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Is this subject available for acceleration? NO

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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.

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## Unit 1

- Italian language and culture are 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 are 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.

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## Skills

- Communication
  - Initiative and enterprise
  - Problem Solving
  - Planning and organising
  - Self-management
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## Associated subjects

- English Language
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***Italian is not recommended for students who have not completed Italian at Year 10.***

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# Legal Studies

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

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Is this subject available for acceleration? YES

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice.

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## Unit 1 – Guilt and Liability

**Legal Foundations** – Students explore the role of individuals, laws, and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law.

**The presumption of innocence** – Students develop an understanding of key concepts in criminal law and types of crime and investigate two criminal offences in detail.

**Civil Liability** – Students develop an understanding of the key concepts in civil law and investigate two areas of civil law in detail.

## Unit 2: Sanctions, remedies, and rights

**Sanctions** – Students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

**Remedies** – Students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

**Rights** – Students examine the ways in which rights are protected in Australia and compare this approach with that of another country.

## Unit 3: Rights and Justice

**The Victorian Criminal Justice System** – Student explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice

**The Victorian Civil Justice System** – Students analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

## Unit 4: The people and the Law

**The people and the Australian Constitution** – Students discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

**The people, the parliament and the Courts** – Students discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these lawmakers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

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## 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
-

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# Mathematical Methods

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

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Is this subject available for acceleration? NO

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

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## Units 1 and 2

- Can be taken alone or in conjunction with Year 11 General 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 General 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***

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## 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
- 

Year 10 Mathematics teachers, together with the Senior School, will determine your recommended Mathematics pathway based on your academic results and work ethic. If you are not satisfied with this recommendation, you may contact the Senior School Program Manager.

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# Media

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<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).

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## 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, TikTok and Facebook).

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## 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

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## Associated subjects

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

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**Unit 1 & 2 – A \$20 financial contribution is attached to this subject**

**Unit 3 & 4 – A \$25 financial contribution is attached to this subject**

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***“Media” is considered a folio subject for selection purposes***

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# Music Performance

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<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 – Performing

Area of Study 2 – Analysing for Performance

Area of Study 3 – Responding

## Unit 4 – Performance

Area of Study 1 – Performing

Area of Study 2 – Analysing for Performance

Area of Study 3 – Responding

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## 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 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.

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## Associated subjects

- Drama

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

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# Physical Education

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

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Is this subject available for acceleration? YES

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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.

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## **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 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 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 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

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### **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
-

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# Physics

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

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Is this subject available for acceleration? NO

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Physics seeks to explore and understand the physical world.

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## Units 1 and 2

- How is Energy useful to society
- What do experiments reveal about the physical world?
- How does physics help us?

## Units 3 and 4

- Motion and Power
- Light and Matter

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### Key content

- Thermodynamics
  - Electricity
  - Particle and Nuclear physics
  - 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

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# Product Design and Technology – Textiles

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<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 student's 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

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## 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

- Art Creative Practice – 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.***

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***Unit 1 & 2 – A \$35 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$40 financial contribution is attached to this subject***

***Students will need to buy additional materials depending on their project***

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# Product Design and Technology – Wood

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<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 student's 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.

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## 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

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## 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.

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## Skills

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

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## Associated subjects

- Mathematics
- Science

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

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

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***Unit 1 & 2 – A \$80 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$80 financial contribution is attached to this subject***

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# Psychology

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

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Is this subject available for acceleration? YES

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Psychology is the scientific study of human behaviour.

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## Units 1 and 2

- How are behaviour and mental processes shaped?
- How do internal and external factors influence behaviour and mental processes?

## Units 3 and 4

- How does experience affect behaviour and mental processes?
- How is wellbeing developed and maintained?

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### Content

- Factors that affect psychological development
- Normality and atypical behaviour
- Role of mental health workers
- The brain and behaviour
- Distortions of perception
- Attitudes, prejudice & discrimination
- The brain and nervous system
- Stress
- Learning and memory
- Sleep
- Mental health and wellbeing
- Phobias

---

### 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

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### Associated subjects

- Biology
- Mathematics

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### Level of maths advisable

Further Mathematics

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# Specialist Mathematics

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

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Is this subject available for acceleration? NO

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

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## 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

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### Skills

- Gain an understanding of natural numbers and related proofs
  - Represent plane vectors as directed line 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
- 

Year 10 Mathematics teachers, together with the Senior School, will determine your recommended Mathematics pathway based on your academic results and work ethic. If you are not satisfied with this recommendation, you may contact the Senior School Program Manager.

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# Systems Engineering

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

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Is this subject available for acceleration? YES

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In this subject student's 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.

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## Unit 1 – Mechanical systems

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

## Unit 2 – Electro technological systems

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

## Unit 3 – Integrated and controlled systems

- Design, plan and commence production of a mechanical and electro technological 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.***

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***Unit 1 & 2 – A \$80 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$20 financial contribution is attached to this subject***

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# Visual Communication and Design

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<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 three 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.

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## 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.

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## 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

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## Associated subjects

- Product Design and Technology
- Art Creative Practice – Art
- Art Making and Exhibiting – Photography

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

***Unit 1 & 2 – A \$30 financial contribution is attached to this subject***

***Unit 3 & 4 – A \$30 financial contribution is attached to this subject***

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## 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 Vocational Major students.

Only Vocational Major students can access VET delivered through TAFE. This is organised and monitored by the GPSC Applied Learning 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 5<sup>th</sup> or 6<sup>th</sup> subject – i.e., as 10% of the study score.

VCE students can select the following internally delivered VET subjects.

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## VET – Business Administration

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<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 Workplace skills 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 in Business.***

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### Unit 1 & 2

- Contribute to health and safety of self and others
- Work effectively with others
- Deliver a service to customers
- Work effectively in a business environment
- Use digital technologies to communicate in a work environment
- Participate in environmentally sustainable work practices
- Plan and apply time management
- Apply communication skills
- Support personal wellbeing in the workplace
- Use business software applications

### Unit 3 & 4

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

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

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### Associated subjects

- Accounting
  - Business Management
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## VET – Creative and Digital Media

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

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### Associated subjects

- Applied Computing
  - Media
  - Art Creative Practice – Art
  - Art Making and Exhibiting – Photography
  - Visual Communication Design
  - Digital Media
-

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## VET – Sport and Recreation

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

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Is this subject available for acceleration? YES

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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.***

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### Unit 1 & 2

- Organise personal work priorities and development
- Use business technology
- Conduct non instructional sport, fitness, or recreation events
- Provide equipment for activities & maintain equipment for activities
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Provide quality service
- Provide First Aid & respond to emergency situations

### 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.

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### 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

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### Associated subjects

- Health and Human Development
  - Physical Education
-

# Vocational Major 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 focus 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.

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## Numeracy Skills Units

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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.**

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### Numeracy and mathematics

In the Vocational Major 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.

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## Numeracy Skills Units continued...

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### 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 Vocational Major 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**

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## Work Related Skills Units

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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.

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### 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 workplace
- Solving work related problems
- Planning a work-related activity

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

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## Personal Development Units

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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.

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### 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 can 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 must choose, prerequisites for your pathway options, a subject from the English Group, your parent's 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!

	<b>Subject</b>	<b>What interests me in this subject?</b>	<b>List 2 questions to ask about this subject</b>	<b>Answers to my questions</b>
<b>e.g.,</b>	<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				
<b>Extra choices</b>				

## 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)
<b>COMMERCE</b>	Accounting Unit 1 & 2	
	Business Management Unit 1 & 2	
	Economics Unit 1 & 2	
	Legal Studies Unit 1 & 2	
<b>COMPUTING</b>	Applied Computing (Information Technology) Unit 1& 2	
<b>DIGITAL MEDIA/VISUAL ARTS</b>	Media Unit 1 & 2	
	Art Creative Practice – Art Unit 1 & 2 <b>OR</b> Art Making and Exhibiting – Photography Unit 1 & 2 <b>Circle one option only</b>	
	Visual Communication and Design Unit 1 & 2	
<b>ENGLISH</b>	English Unit 1 & 2	
	English Literature Unit 1 & 2	
	EAL Unit 1 & 2	
<b>FOOD STUDIES</b>	Food Studies Unit 1 & 2	
<b>HEALTH AND PHYSICAL EDUCATION</b>	Health & Human Development Unit 1 & 2	
	Physical Education Unit 1 & 2	
<b>HUMANITIES</b>	Geography Unit 1 & 2	
	Global Politics Unit 1 & 2	
	History Unit 1 & 2	
<b>ITALIAN</b>	Italian Unit 1 & 2	
<b>MATHEMATICS</b>	<i>Year 10 Mathematics teachers, together with the Senior School, will determine your recommended Mathematics pathway based on your academic results and work ethic. If you are not satisfied with this recommendation, you may contact the Senior School Program Manager.</i>	
<b>PERFORMING ARTS</b>	Drama Unit 1 & 2	
	Music Performance Unit 1 & 2	
<b>SCIENCE</b>	Biology Unit 1 & 2	
	Chemistry Unit 1 & 2	
	Physics Unit 1 & 2	
	Psychology Unit 1 & 2	
<b>TECHNOLOGY</b>	Product Design and Technology – Textiles Unit 1 & 2 <b>OR</b> Product Design and Technology – Wood Unit 1 & 2 <b>Circle one option only</b>	
	Systems Engineering Unit 1 & 2	
<b>VET</b>	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
<b>COMMERCE</b>	Accounting Unit 3 & 4	
	Business Management Unit 3 & 4	
	Economics Unit 3 & 4	
	Legal Studies Unit 3 & 4	
<b>COMPUTING</b>	Computing (Software Development) Unit 3 & 4 <b>OR</b> Computing (Data Analytics) Unit 3 & 4 <b>Circle one option only</b>	
<b>DIGITAL MEDIA/VISUAL ARTS</b>	Media Unit 3 & 4	
	Art Creative Practice – Art Unit 3 & 4 <b>OR</b> Art Making and Exhibiting – Photography Unit 3 & 4 <b>Circle one option only</b>	
	Visual Communication and Design Unit 3 & 4	
<b>ENGLISH</b>	English Literature Unit 3 & 4	
<b>FOOD STUDIES</b>	Food Studies Unit 3 & 4	
<b>HEALTH AND PHYSICAL EDUCATION</b>	Health and Human Development Unit 3 & 4	
	Physical Education Unit 3 & 4	
<b>HUMANITIES</b>	History Unit 3 & 4	
<b>MATHEMATICS</b>	Further Mathematics Unit 3 & 4	
<b>PERFORMING ARTS</b>	Music Performance Unit 3 & 4	
	Drama 3 & 4	
<b>SCIENCE</b>	Biology Unit 3 & 4	
	Physics Unit 3 & 4	
	Psychology Unit 3 & 4	
<b>TECHNOLOGY</b>	Product Design & Technology – Wood Unit 3 & 4	
	Systems and Engineering Unit 3 & 4	
<b>VET</b>	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	<i>English</i>	<i>Mathematics (Which?)</i>	<i>(Electives related to VCE subject choice)</i>			
Year 11	<input type="checkbox"/> <i>English</i> <input type="checkbox"/> <i>EAL</i> <input type="checkbox"/> <i>Literature</i> <i>(Choose one)</i>					
Year 12	<input type="checkbox"/> <i>English</i> <input type="checkbox"/> <i>EAL</i> <input type="checkbox"/> <i>Literature</i> <i>(Choose one)</i>					

**Final plan:**

	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 VCE subject choice)</i>			
Year 11	<input type="checkbox"/> <i>English</i> <input type="checkbox"/> <i>EAL</i> <input type="checkbox"/> <i>Literature</i> <i>(Choose one)</i>					
Year 12	<input type="checkbox"/> <i>English</i> <input type="checkbox"/> <i>EAL</i> <input type="checkbox"/> <i>Literature</i> <i>(Choose one)</i>					

# Subject Selection Plan – Vocational Major

Name .....

Year 10 – Vocational Major 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 Vocational Major)				
Year 11	Literacy	Numeracy	WRS	PDS	VET (TAFE)	SWL or SBAT	elective
Year 12	Literacy	Numeracy	WRS	PDS	VET (TAFE) or elective	SWL or SBAT	elective

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

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

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

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## NOTES

[illegible]