



2025

Year 11&12
Senior School

**Subject
Information
Booklet**

Programs offered at ESC:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education - Vocational Major (VM)
- Victorian Certificate of Education - Career Focus (combination of VCE & VM)
- Victorian Pathways Certificate (VPC) – this program will be offered to students at the discretion of the school



Many Talents One VCE



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How to use this Handbook:

This handbook provides students with information on the various subject offerings in VCE, VCE-VM, Career Focus and VET courses at Epping Secondary College.

Students are encouraged to read through this booklet prior to making decisions about which subjects they would like to study in 2025 and this booklet should be read in conjunction with the Senior Years Policy and Procedures booklet. For information about VCE-VM subjects and the application for VM, you will need to speak to The Careers and Pathways Leading Teacher.

Follow these steps to make the most out of this booklet:

1. Carefully read and consider the subjects in the handbook.
2. Pay attention to details such as pre-requisite studies, these are the subjects the university requires you take before entering particular courses, or recommended subject pairings
3. Develop a short list of preferred subjects in conjunction with parents / carers, mentors and teachers
4. Record your subject selections on the application form. (Details to be given at an assembly)
5. Use this handbook in conjunction with the Careers information to find out more about the subjects you are interested in AND speak with your current teachers about what the VCE subject is like
6. Follow the Course Counselling and Subject Selection process & timeline. You must bring to this interview:
 - A completed application form for either VCE, VCE (Vocational Major) or Career Focus VCE
 - My Career Match Survey result
 - Career Portfolio (Career Action Plan)
 - Mid-Year report
 - Accelerated Subject Selection form completed and signed – if applicable

Note: While every effort is made to fulfil subject preferences, some subjects may not run due to low student numbers.

University and TAFE Prerequisites:

Universities and TAFE have prerequisites for many of their courses. These prerequisites identify the subjects they want students to have taken while at school and the minimum scores they will accept from students with these subjects.

Through your Career Investigation, you should have identified what pre-requisites the courses you are aiming for have. These pre-requisites are taken into consideration when assigning students to classes.

Accelerated students

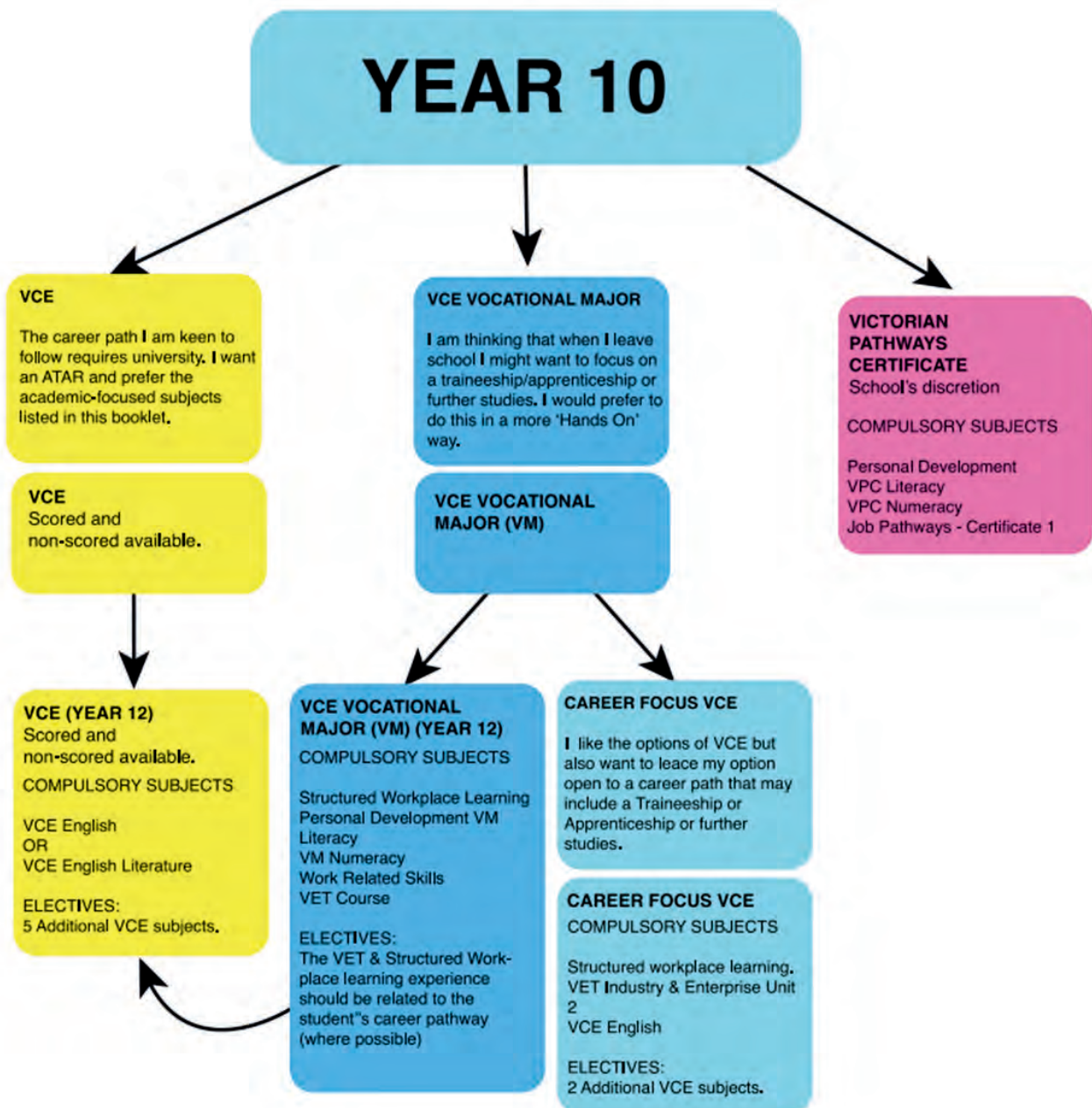
Students who are already completing an accelerated subject (units 1 and 2 in year 10) will need to demonstrate that they have consistently met the VCE demands as indicated by their interim and semester results and the 90% attendance expectation.

Students who are thinking of studying a year 12 subject and haven't studied a unit 1/2 in that subject or have completed unit 1/2 but not the pre-requisite of the subject they have chosen, must see Mr Malcolm for an application form.

These are due by 15th July, 2024.



What program should I choose?



Advice for choosing a VCE or VM Program

There are many factors to take into account when choosing a VCE or VM program and many sources of advice and information you should consult before making a decision about the subjects you would like to choose. Below are some of the considerations you should have before making a decision.

Breadth and depth of study: The flexibility of the VCE and VCE VM encourages all students to take a variety of studies. Students should carefully choose subjects to prepare them for a range of possible career options, and should not choose combinations of subjects that may overly restrict their career choices.

Pursue interests and develop talents: It is advised that students choose subjects they enjoy as they often perform better in these subjects and avoid choosing subjects based on the impact of scaling in calculating the ATAR. Choosing subjects purely because they are ‘scaled up’ is not recommended, and it may actually disadvantage students when they choose studies in which they are not strong. The choice of subjects may ultimately influence how a student may spend a proportion of their future studies and career. Therefore they are advised to select subjects that will satisfy a future they are interested in.

Plan a course to follow a pathways plan: Students are advised to make decisions regarding their future career pathways. Students will also receive course counselling to help with course decisions, prior to the official course selection. They are advised to consult further with the ESC Careers team to ensure the selections they make are in line with future study opportunities such as university entry requirements. In addition to this Handbook, students should consult www.vtac.edu.au/publications for information about researching courses and prerequisites, scaling, ATAR and CourseSearch.

General advice on choosing a VCE course

Choosing the right course can be challenging for many students. All subjects are academically rigorous and will provide a challenge in a variety of ways. There are no easy subjects at VCE and you should be as informed as possible about subjects before making a decision. Speak to the Learning Area Leaders or your subject teacher for more information.

Note on Folio Subjects: Subjects with Folio’s such as Arts and Technologies subjects are challenging and require lots of work in and outside the classroom. These can be both challenging and rewarding. Speak to the CAPA and Technologies Learning Area Leaders for more information.

When choosing a VCE course you should consider the following: *Interests:* What subjects do I like? *Strengths:* What subjects am I good at? *Pathways:* What subjects do I need for future courses? *Breadth:* Choose a course of subjects that keep career options open.

ESC provides information and course counselling advice to students throughout the subject selection process, however, the decision of what to study is ultimately your choice.

Reasons to choose a subject	Reasons to avoid choosing a subject
I am good at or enjoy this subject	I don't like this subject
I am considering a future career in this field	My friends are doing this subject
This subject is a prerequisite for a university course	This subject is scaled up or down or is perceived to be harder or easier than other subjects
It is part of a balanced course load that will allow me to achieve my best at VCE or VM	

What might a Post Year 10 program look like?

SAMPLE VCE SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Maths	Math Methods	Specialist Maths	Free Choice	Free Choice	Free Choice	English/EAL
Science	Choose 1 of: Math Methods or General Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	Free Choice	English/EAL
Maths/Science	Math Methods	Specialist Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	English/EAL
Science/ Humanities	Choose 1 of: Biology, Chemistry, Physics, Psychology	Choose 2 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management,		Any Maths	Free Choice	English/EAL
Humanities	Choose 3 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management, Accounting			Free Choice	Free Choice	English/EAL
English	Literature	Choose 2 of: History, Philosophy, Sociology, Politics, Accounting, Media		Free Choice	Free Choice	English/EAL
Business	Choose 3 of: Legal Studies, Economics, Business Management, Accounting			Any Maths	Free Choice	English/EAL
Art/Technology	Choose 3 of: Studio Arts, Visual Communication and Design, Food Studies, VET IT, Applied Computing			Free Choice	Free Choice	English/EAL
Performing Arts	Theatre Studies	Music Performa	Media	Free Choice	Free Choice	English/EAL
Health/PE	Health and Human Development	PE	Choose 1 of: Psychology, Biology, Food Studies,	Any Maths	Free Choice	English/EAL
Science/PE	Choose 1 of: Biology, Chemistry, Physics, Psychology	PE	Any Maths	Free Choice	Free Choice	English/EAL
Languages	Choose 1 of: Macedonian, Italian, Arabic, Persian, Hindi, Vietnamese	Free Choice	Free Choice	Free Choice	Free Choice	English/EAL

Sample Career Focus VCE Subject Selections

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
IT	VET IT	Industry and Enterprise	Structured Work Placement - IT	VCE Applied Computing	Free Choice	English/EAL
Sport	VET Sport and Rec	Industry and Enterprise	Structured Work Placement - Sport	VCE Biology	Free Choice	English/EAL
Business	VET Business	Industry and Enterprise	Structured Work Placement - Business	Choose 1 of VCE: Business Management, Accounting or Economics	Free Choice	English/EAL

Sample VPC Subject Selections (At School's Discretion)

What is your focus?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Developing your skills	Personal Development	VPC Numeracy	Job Pathways – Certificate 1	Elective	Work Related Skills	VPC Literacy/EAL
A VET or Certificate Level Course available if appropriate						

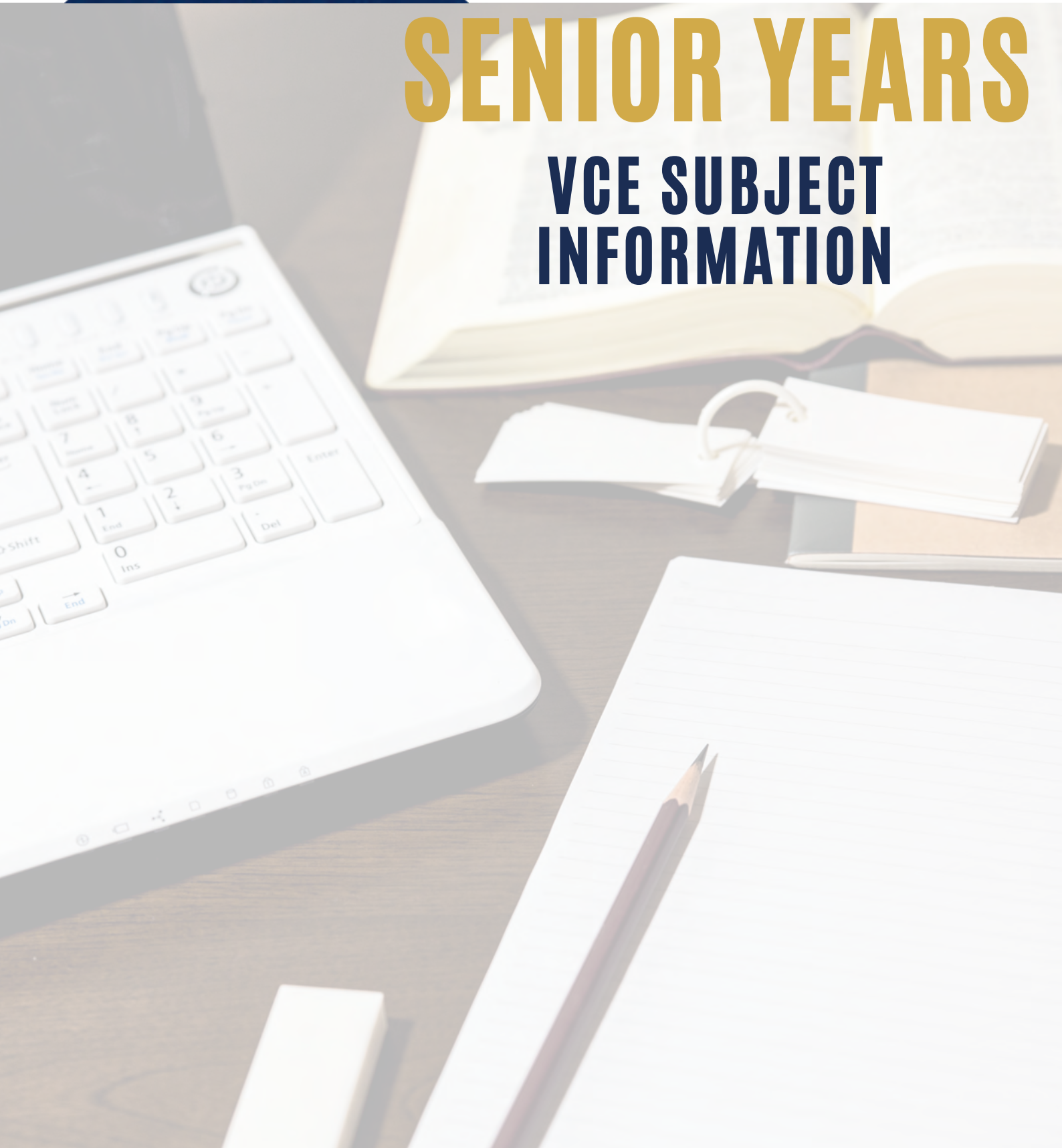
Sample VCE (VM) Subject Selections

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Applied Learning Year 11	Personal Development	VCE Gen Maths or VM Numeracy	VET course linked to the chosen career path	Work Related Skills	VCE subject (dependent on timetable)	VPC Literacy / EAL	Elective
Year 12	Personal Development	VCE (VM) Numeracy	VET course linked to the chosen career path	Work Related Skills	Creative Industries (incorporating Skills for further Study)	Literacy	One Semester of Community and one semester of Business
All VCE (VM) students must have a Structured Work Placement – linked to chosen career path							



SENIOR YEARS

VCE SUBJECT INFORMATION





VCE Art Making and Exhibiting

In VCE Art Making and Exhibiting, art making and the investigation of artworks is guided by inquiry learning. The first step is the engagement of students in the practices of art making, either through the exploration of ideas or through specific themes. Students investigate artworks by artists from different periods of time and cultures, and they explore how artists have used materials, techniques and processes, and how artists have represented ideas and communicated meaning in artworks. Students work with a range of materials to understand their characteristics and properties and how these have developed over time.

UNIT 1

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

UNIT 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

UNIT 3

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

UNIT 4

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

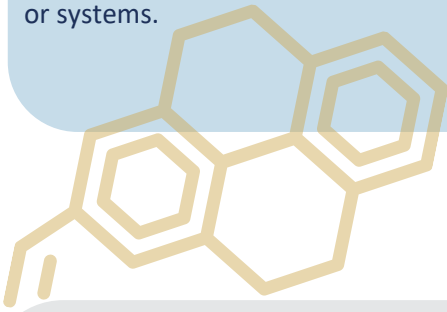
If you enjoy or are good at Art, Art Making and Exhibiting can be a way of increasing your VCE outcomes to your best potential. Art Making and Exhibiting can build your critical and creative thinking skills which will also strengthen your approach to other VCE subjects. Possible career pathways: Practicing Artist, Commercial Artist, Courtroom Artist, Tattoo artist, Printmaker, Art Therapist, Gallery Curator, Art Conservation, Art Historian, Art Publicist, Exhibition Design, Animation, Illustration, Set Design, Special effects make up, and the list continues

VCE Biology

UNIT 1

HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

This unit examines the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. Students will design, plan and report on their own individual investigation related to the function of cells or systems.



"I love Biology because it is really hands on. You don't just learn a heap of theory. You learn the basic components of life through interesting practical work and excursions that make learning fun and easier to understand."

UNIT 3

HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 2

HOW DOES INHERITANCE IMPACT ON DIVERSITY?

This unit focuses on reproduction and the transmission of biological information from generation to generation and the impacts this has on species diversity. Students will explain the inheritance of characteristics and analyse patterns of inheritance. Additionally, they will analyse advantages and disadvantages of sexual and asexual reproduction, as well as explore interdependences between species.

Students will individually investigate and report on a contemporary ethical issue in genetics, reproductive science inheritance or adaptations and interdependencies beneficial for survival.

UNIT 4

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen.

Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

VCE Business Management

UNIT 1

PLANNING A BUSINESS

Outcome 1 – The Business Idea:

Describe how and why business ideas are created and developed and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Outcome 2: Internal Environment:

Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3 – External Environment:

Describe the internal business environment and analyse how factors from within it may affect business planning.

UNIT 2

ESTABLISHING A BUSINESS

Outcome 1 – Legal Requirements and Financial Considerations:

Explain the importance when establishing a business of complying with legal requirements and financial record-keeping, and establishing effective policies and procedures.

Outcome 2 – Marketing a Business:

Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3 – Staffing a Business:

Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.



I have enjoyed doing this subject as it gives a good insight into how large scale organisations run.

UNIT 3

MANAGING A BUSINESS

Outcome 1 – Business Foundations

Examine the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Outcome 2 – Human Resource Management

Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Outcome 3 – Operations Management

Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

UNIT 4

TRANSFORMING A BUSINESS

Outcome 1 – Reviewing Performance

Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Outcome 2 – Implementing Change

Discuss the effectiveness of a variety of strategies used by managers and leadership to implement change and discuss the effect of change on the stakeholders of a business.



VCE Chemistry

UNIT 1

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals to salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

UNIT 3

HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, referencing energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic, fuel, rechargeable and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes, referencing factors that influence reaction rates and extent. Students investigate how to control the rate of a reaction so it occurs at the optimum rate, avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

UNIT 2

HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society relies on chemists to analyse the materials and products we use daily. In this unit, students examine and compare various substances dissolved in water and the gases produced in chemical reactions.

Students conduct experiments on the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of gases, volumetric analysis, and the creation of calibration curves. They utilize chemistry terminology, symbols, formulas, chemical nomenclature, and equations to describe their observations and data from their investigations and to assess the chemistry-based claims of others. In Area of Study 3, students undertake a scientific investigation, which involves generating primary data and focuses on the production of gases, acid-base or redox reactions, or the analysis of substances in water.

UNIT 4

HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

Carbon is basis of the structure of living tissues and is also found in fuels, foods, medicines, polymers and many other everyday life materials. Students investigate the structures and reactions of carbon-based organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

I really enjoyed chemistry this semester and I learnt new and exciting topics 10/10 would do again.

VCE Applied Computing

Applied Computing allows students to obtain transferrable skills to prepare them for an ever changing world, such as collaboration, creative design and information literacy.

There are two options for Applied Computing at VCE level and this is to cater for the wide range of careers that exist within the computing areas, such as Data Analytics, Programming, Network Development, Cyber Security amongst many others. Students are strongly advised to seek clarification about the various Computing pathways prior to making their selections. The diagram below provides a basic outline of the pathways through VCE Applied Computing. Please be aware that focus being studied does not vary in Units 1 & 2, however you are required to select a stream before entering Units 3 & 4.

Data Analytics looks at utilising data to create an understanding of the wider world around them. Data Analytics is quickly becoming one of the most important industries and is used in most businesses today. This stream is suggested for students also taking Business Management or looking to develop skills applicable in any industry.

Applied Computing

- Unit 1 AOS 1: Data Analysis
- Unit 1 AOS 2: Programming
- Unit 2 AOS 1: Innovative Solutions
- Unit 2 AOS 2: Cyber Security



Data Analytics

- Unit 3 AOS 1: Data Analytics
- Unit 3 AOS 2: Analysis and Design
- Unit 4 AOS 1: Development and Evaluation
- Unit 4 AOS 2: Cyber Security: Data Security

UNIT 1

In this area of study, students use software tools to create data visualisations in response to teacher-provided solution requirements, designs and data. In this area of study, students use an appropriate OOP language to create a working software solution in response to teacher-provided solution requirements.

UNIT 3

In this unit students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop data visualisations. In Area of Study 2, students propose a research question, prepare a project plan, collect, analyse and prepare data, and design infographics and/or dynamic data visualisations.

UNIT 2

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified. In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information.

UNIT 4

Students in this unit focus on answering a research question by creating infographics or dynamic data visualizations from large, complex datasets. They also explore data breaches and the security strategies organizations use to protect data from cyber threats. In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations. In Area of Study 2, students analyse a case study that investigates the impact of a data breach on an organisation

VCE English / VCE EAL English

UNIT 1

In unit 1 students will:

- Utilise their analytical skills to develop a personal response to a text
- Develop their crafting text skills through the study and use of mentor texts
- Explore and utilise a framework idea to shape their writing of texts
- Continue their exposure to Australian authors and creators.

UNIT 3

In unit 1 students will:

- Enhance their understanding and use of a framework idea to shape writing
- Enhance their crafting text skills
- Fine tune their listening skills across multi-platform digital texts
- Further their analytical and text response skills utilising various kinds of texts

UNIT 2

In unit 2 students will:

- Develop their text response skills
- Develop their multi-modal presentation and listening skills
- Analyse how multi-media and language are used to depict current issues and arguments

UNIT 3

In unit 4 students will:

- Refine their multi-modal presentation skills
- Refine their multi-media analytical skills and response writing to current issues
- Refine their text response skills utilising various kinds of texts

Further Information about English

It is compulsory for all students to study a Unit 1-4 sequence in at least one English study to attain their VCE certificate. Students who are eligible may also choose to study English as an Additional Language (EAL) and this counts as their 1 – 4 English sequence.

Students must receive an S for 3 out of 4 English units. They must undertake a 3,4 sequence. However, they can swap between Mainstream and Literature, either way.

VCE English - English literature

This is a course which will challenge you but will also offer some excitement and fun. You'll be expected to do plenty of reading, thinking, talking and writing about the texts. You'll explore themes and the way the writers create worlds and meaning through the use of language and imagery as well as different styles and forms of writing.

UNIT 1

In this unit students will:

- Develop their close analysis skills of a wide variety of texts
- Develop their understanding of how literary structures and language influence texts
- Develop an understanding of how their own values influence the meaning of texts
- Develop analytical and creative responses to texts

UNIT 3

In this unit students will:

- Enhance and refine analytical skills through the exploration of adaption of works – i.e. books that become TV shows or films
- Refining understanding and analysis of texts using historical, social and cultural contexts
- Expand their ability to be able to understand multiple interpretations of a text
- Utilise supplemental materials to develop multiple interpretations of texts

UNIT 2

In this unit students will:

- Explore Aboriginal and Torres Strait Islander stories and voices
- Develop an understanding of connection to Country and how essential that is to Aboriginal and Torres Strait Islander stories
- Develop a deep understanding of how culture, context and time influence texts

UNIT 4

In this unit students will:

- Refine their creative responses to a text
- Refine their critical commentary on both their own writing and mentor texts
- Refine their close analysis skills of a variety of texts

VCE Food Studies

UNIT 1

FOOD ORIGINS

Learn about Australia’s multicultural cuisine including-

- Where food comes from
- Influences from overseas and indigenous cultures
- How hunter-gathering and farming produces food
- Food trading in the past and currently while completing cooking tasks to enhance, demonstrate and share their learning with others.

UNIT 3

FOOD IN DAILY LIFE

Explore:

- how the body uses food.
- how eating affects physical, social and emotional health
- the dietary guidelines and nutrition
- food appreciation

Wonder how social environments affect eating patterns, food values and behaviour through:

- media
- community
- family
- culture
- education

Plan and cook foods which are

- nutritious
- sustainable
- practical
- everyday meals

UNIT 2

FOOD MAKERS

In Unit 2, the focus is on food production both at home and in business.

Students prepare and compare products to commercially made products.

Gain insight into how the Australian food industry provides and exports safe, high-quality foods to meet the needs of consumers.

We will research, plan and cook foods taking into consideration specific needs including

- customer requirements
- nutritional and dietary requirements
- safety and hygiene
- food quality

UNIT 4

FOOD ISSUES, CHALLENGES AND FUTURES

Making informed choices when selecting and preparing foods by

- discussing and discovering environmental, ethical and technology issues facing the food industry
- considering the challenges of food wastage, food security, food safety, and the best way to use water and land for food production.
- developing opinions, suggest solutions and solve problems facing the current and future population.
- understanding food labels and marketing.
- investigating food fads, trends and diets.
- select and cook ingredients using labelling, ethics and food quality.
- extend cooking skills and knowledge



VCE Health & Human Development

UNIT 1

UNDERSTANDING HEALTH & WELLBEING

In unit 1 students will;

- Investigate the World Health Organization’s (WHO) definition and also explore other interpretations.
- Develop an understanding of wellbeing and explore the complex impact wellbeing can have upon all dimensions of health.
- Identify perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.
- Analyse their own health as individuals and explore the overall health of Australian youth.

UNIT 3

AUSTRALIA’S HEALTH IN A GLOBALISED WORLD

In unit 3 students will;

- Examine health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.
- Investigate health and wellbeing as a global concept.
- Consider the benefits of optimal health and wellbeing, and how health of Australian’s impact their role within society.
- Examine Australia’s healthcare system and explore its role within health promotion.
- Explore health promotion and improvement in population health over time.

UNIT 2

MANAGING HEALTH AND DEVELOPMENT

In unit 2 students will;

- Investigate transitions in health and wellbeing, and Human development, from lifespan and societal perspectives.
- Explore the changes and expectations that are part of the progression from youth to adulthood.
- Enquire into the Australian healthcare system and extend their capacity to access and analyse health information.
- Investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

UNIT 4

HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In unit 4 students will;

- Examines health and wellbeing, and human development in a global context.
- Explore factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Investigate global action to improve health, wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).
- Evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

VCE Languages - Macedonian

VCE Macedonian focuses on student participation in learning language and using language to interact with others, analyse language and create meaning in language. Learning language and using language require students to engage with the range of perspectives and topics related to the concepts that are a feature of the CCAFL Framework.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Macedonian in a range of contexts. They develop cultural and intercultural understanding, including skills to mediate between Macedonian-speaking communities and the Australian social context.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

UNIT 1

This unit focuses on the prescribed topics related to the concepts of Identity and Sustainability. Students develop the knowledge, skills and understanding to use language through subtopics that allow them to consider aspects of the topics from personal, community and global perspectives. Language learning supports language use associated with this focus.

UNIT 2

This area of study enables students to demonstrate the skills and knowledge used to analyse and respond in written English to texts presented in Macedonian.

Students identify relevant content and interpret information, opinions or ideas from two texts related to different aspects of one subtopic. One text is a listening text and the other is a reading text. A visual text may also be provided to support the reading text. (Information on selecting visual texts is provided in the 'Terms used in the study' section of this study design.) Students consider the features of the texts and cultural and intercultural considerations when comprehending meaning. They answer short-answer questions that relate to ideas presented in each text individually and the texts in combination and which may include comparisons.

UNIT 3 & 4

The student is required to undertake a detailed study during Units 3 and 4.

The detailed study should enable the student to explore and compare aspects of the language and culture of the Macedonian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

VCE Modern History & History Revolutions

UNIT 1

Modern History

Twentieth Century History 1918-1939

Outcome 1 – Ideology and Conflict:

- Explain the consequences of the peace treaties which ended World War I, the impact of ideologies on nations and the events that lead to World War II.

Outcome 2 – Social and Cultural Change:

- Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-years focusing on Italy, Germany, Japan, USSR and/d USA.

UNIT 3

History Revolutions

Outcome 1: Cause of Revolution

- Analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements for two of the following: American Revolution (1754-1776), French Revolution (1774-1789), Russian Revolution (1896-1917), and/or the Chinese Revolution (1912-1949).

UNIT 2

Modern History

Twentieth Century History 1945-2000

Outcome 1 – Causes, Course and Consequences of the Cold War:

- Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

Outcome 2 – Challenge and Change:

- Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

UNIT 4

History Revolutions

Outcome 2: Consequences of Revolution

- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-secondary society of two of the following revolutions: the American Revolution (1776-1789), French Revolution (1789- 1795), Russian Revolution (1917 1927) and/or the Chinese Revolution (1949-1971).





VCE Legal Studies

UNIT 1 -

The Presumption of Innocence

Outcome 1 - Legal Foundations:

Describe the main sources and types of law and assess the effectiveness of laws.

Outcome 2 - Proving Guilt:

Explain the purposes and key concepts of criminal law and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Outcome 3 – Sanctions:

Explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil laws based on actual and/or hypothetical scenarios.

UNIT 3

Rights and Justice

Outcome 1 - The Victorian Criminal Justice System:

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.

Outcome 2 – The Victorian Civil Justice System:

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 2 -

Wrong & Rights

Outcome 1 – Civil Liability:

Explain key concepts in the determination of a criminal case and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Outcome 2 – Remedies:

Explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Outcome 3 – Human Rights:

Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

UNIT 4

The People, the Law and reform

The People and the Law

Outcome 1 – The People and the law-makers:

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.

Outcome 2 – The People and reform.

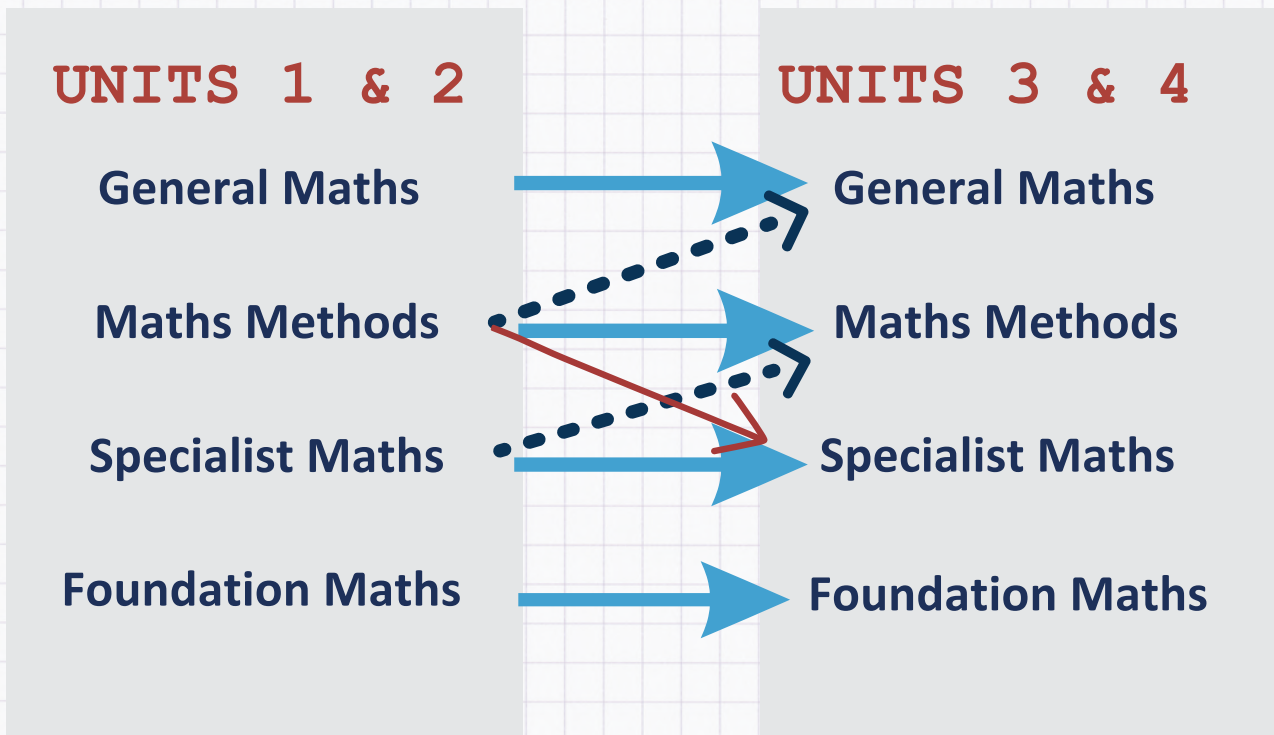
Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

VCE Mathematics

There are a range of options for Mathematics at VCE level and this is to cater for the wide range of Numeracy needs for different pathways. Many university courses have a study of Mathematics as a prerequisite and so it is very important to be aware of the Mathematical requirements of a career pathway when choosing Mathematics at VCE.

The Diagram below provides a basic outline of the range of pathways through VCE Mathematics. Please be aware that the type of Mathematics being studied and the sophistication of Mathematical ideas vary greatly between the different subjects.

Students are strongly advised to seek clarification about the various Mathematics pathways prior to making their selections and endorsement from a Mathematics teacher for the subjects selected is a must prior to the subject selection interviews.



"A very stimulating way to challenge and extend yourself and apply mathematics to real world problems. Also extremely helpful in strengthening other subject areas!"

VCE Mathematics - General Maths

This Mathematics pathway is the most commonly adopted by VCE students and provides course of study for a broad range of students and potential pathways.

UNIT 1

General Maths focuses on everyday maths applications. You will use and apply previously learned Algebraic and Linear Graphing skills. You will build on previous skills as well as learn new ones.

You will study Statistics and how they are used to support or reject arguments. How do we know a species is evolving? How do we know that smoking causes lung cancer? These are real situations where statistics can be used.

UNIT 2

You will continue to build on previous skills from Unit 1. New areas of learning will teach you all about Matrices, Number & Patterns, Graphs & Networks.

You will learn how to simplify and summarize information to find out what is or isn't possible as well as how to solve problems and make decisions.

UNITS 3 & 4

General Mathematics is intended to provide a sound platform for life experiences such as loans and statistics. General Mathematics consists of a Victoria-wide common area of study "Data analysis, Recursion and Financial modelling" and then two modules Matrices and Networks chosen from a selection of four modules which are "Matrices", "Networks", "Graphs and Relations" and "Geometry and Measurement".

Further information - General Maths

General Mathematics is the subject that most students select to study in Year 11 and then continue into Year 12. It provides a continuation to the Mathematics learnt in previous years and teaches general and applicable everyday skills likely to be needed across a range of employment fields. *All students are required to have a CAS calculator.

VCE Mathematics - Foundation Maths

UNITS 1 & 2

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

UNITS 3 & 4

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

VCE Mathematical Methods (CAS)

VCE Mathematical Methods covers more challenging and applied Mathematical concepts than General Mathematics.

Mathematical Methods (CAS) Units 1 and 2 have a closely sequenced development of material, intended as preparation for Mathematical Methods (CAS) Units 3 and 4. Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

UNIT 1

Unit 1 will take a variety of topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". In completing these topics students will be expected to build upon previously acquired skills and knowledge from Year 10.

UNIT 2

Students will study further topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". The skills and knowledge acquired in Unit 1 will continue to be built upon in preparation for Units 3 & 4 Mathematical Methods (CAS)

UNIT 3

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through one application task (Unit 3) which spans across two or more of the four areas of study.

UNIT 4

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through two modelling/problem-solving tasks (Unit 4) where one task will come from any of the areas of study and one task will come from the Probability and Statistics area of study.

Further information about Mathematical Methods (CAS)

- Students must have achieved a 60% average over their two Year 10 Maths exams if they are to cope effectively with the demands of Methods in year 11 and 12.
- Students wishing to study Mathematical Methods without an endorsement will be required to make up additional work and demonstrate a level of achievement as specified by the head of faculty prior to the beginning of the VCE year.
- Students wanting to study Mathematical Methods at year 11 must attain endorsement from their Mathematics teacher prior to subject selection day.
- All Students are required to have a CAS calculator

"A very stimulating way to challenge and extend yourself and apply mathematics to real world problems. Also extremely helpful in strengthening other subject areas!"

VCE Specialist Mathematics

Students embarking on this pathway are preparing for a career in fields such as Medicine, engineering or pure Mathematics. Students undertaking Specialist Maths Units are required to also undertake Mathematical Method Units.

UNIT 1

This subject is a course of study for students who wish to undertake an in depth study of Mathematics.

The Areas of Study for Units 1 and 2 are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and trigonometry', 'Graphs of Linear and Non-linear Relations' and 'Statistics'. Topics and content are selected from these areas of study.

All students are required to have a CAS calculator.

UNIT 2

Study in this subject involves rigorous mathematical application and requires very sound mathematical skills as well as the ability and willingness to acquire and apply new algebraic and trigonometric skills to prepare for Specialist Mathematics.

When something develops your problem solving skills like this, and provides a stimulating challenge, it proves that you have remarkable abilities that you never thought were possible.

UNITS 3 & 4

Specialist Mathematics Units 3 and 4 consists of the areas of study:

'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. Students are expected to be able to apply techniques both with and without the use of technology.

Mathematical Methods Units 3 and 4 must be taken in conjunction with Specialist Mathematics Units 3 and 4. Specialist Mathematics is designed to complement tertiary studies in Science, Engineering and Mathematics.



Further information about Mathematics

- Advanced General / Specialist

- All students are required to have a CAS calculator.
- Students wanting to study Specialist Maths are advised to complete both Maths General (Advanced) and Mathematical Methods in Year 11.

Specialist is perfect for abstract thinking and being able to think outside the box.

Although we are confronted with many obstacles, overcoming them as an individual or as part of a team is the best feeling and indicates that we can achieve anything in life if we set our minds to it.



VCE Media

The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

UNIT 1

MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

Representations: This outcome looks at how the media represents content, the basis of representation, the effect of human decisions on how we interpret such representations, changes to representations over time and how different users of the media may interpret representations differently.

Media forms: This outcome is a practical one. Its focus is the audience and how to design and produce media products for different audiences. It is a mix of individual and group productions.

Australian stories: This outcome looks at the production of stories in the Australian media and the issues attending to the Australian media industries, in particular film and television.



UNIT 2

NARRATIVE ACROSS MEDIA FORMS

Narrative, style and genre: This outcome studies how narratives are constructed in the media, specifically film

Narratives in production: This outcome builds on the study of narrative and students have the opportunity to produce a narrative or section of a narrative on video. The outcome is group based where students plan and video a narrative production.

Media and change: This outcome studies change in the media including technological, taste, style and contextual influences on the media.

Potential career pathways include:

- Corporate Production, Film, Illustration & Animation, Internet
- Digital & Interactive Media
- Journalism: Magazine, Newspaper, Online
- Music
- Photography
- Publishing: Online and print
- Scriptwriting & Creative Writing
- Technical Production Crew: Camera, Lighting & Sound
- Radio, Television, Theatre
- Video Games



UNIT 3

MEDIA NARRATIVES AND PRE-PRODUCTION

Students develop an understanding of narratives and media production. Students will do an in-depth study of one narrative film and analyse how narratives are constructed, consumed, and interpreted by audiences. Students will examine how contextual factors influence the production of narratives and how they shape audience reception and understanding. Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions. They record their learning in documented research, annotated production activities, experiments and exercises.

UNIT 4

MEDIA PRODUCTION, AGENCY & CONTROL IN AND OF THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production planned in Unit 3 to its realisation. They also study the complex and ever changing relationship between media and audiences. Students will consider how audiences create, consume and are influenced by the media. In addition, students will discuss and examine issues related to user-generated content, laws, policies and regulation.



VCE Music Performance

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as a social and cultural practice.

UNIT 1

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

UNIT 3

In this unit, students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the way composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

UNIT 2

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

UNIT 4

In this unit, students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the way music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

This subject is welcome to students interested in any style of music. Whether you're a producer who wants to improve your beat-making skills, a songwriter who wants to hone their hook-writing, or a pianist who want to orchestrate for a larger ensemble! Units 1 and 2 require you to compose and analyse music, as well as perform on traditional or electronic musical instruments.

VCE Physical Education

UNIT 1

THE HUMAN BODY IN MOTION

In unit 1 students will;

- Explore the structure and function of the musculoskeletal and cardiorespiratory systems, and the role they play in physical activity, sport and exercise, and how the systems adapt to the demands of the activity.
- Evaluate the social, cultural and environmental influences on movement.
- Consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.
- Evaluate perceived benefits and describe potential harms of legal and illegal performance enhancers.

UNIT 3

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

In unit 3 students will;

- Explore the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- Focus upon the characteristics of each system and the interplay of the systems during physical activity

UNIT 2

PHYSICAL ACTIVITY, SPORT & SOCIETY

In unit 2 students will;

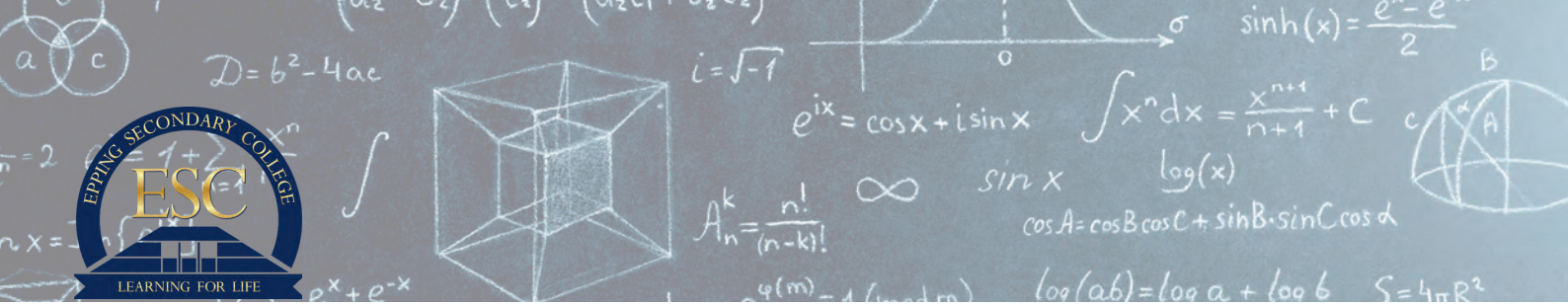
- Develop an understanding of physical activity, sport and society from a participatory perspective.
- Be introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.
- Explore different types of physical activity promoted in their own lives and within different population groups.
- Apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level
- Analyse data in relation to physical activity and sedentary behaviour guidelines.

UNIT 4

TRAINING TO IMPROVE PERFORMANCE

In unit 4 students will;

- Analyse movement skills from a physiological, psychological and sociocultural perspective
- Apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.
- Analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- Consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.



VCE Physics

Students wishing to study Physics will need a solid background in mathematics. It is not necessary to be enrolled in Maths Methods but students who do Methods and Specialist will find that Physics provides valuable insight into the mathematics covered in these subjects.

UNIT 1

How is energy useful to society?

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

UNIT 3

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

UNIT 2

How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

UNIT 4

How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.



VCE Psychology

Psychology is one of the most interesting subjects because you learn lots about yourself, how your brain works and how to better understand people.

UNIT 1

In this unit students will investigate how our understanding of the brain structure and function has changed over time and how the brain enables us to interact with the world around us. Students explore how brain plasticity and brain damage can affect a person’s functioning and how biological, psychological and social factors influence different aspects of a person’s psychological development.

UNIT 2

In this unit students explore two aspects of human perception – vision and taste and will analyse the relationship between sensation and perception of stimuli. They will investigate the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups and will consider how these factors are used to explain particular individual and group behaviours. This unit looks at attitude formation, prejudice, discrimination, helping behaviour and bullying.

UNIT 3

In this unit students investigate learning as a mental process that leads to the acquisition of knowledge, development and new capabilities and changed behaviours. This unit will also explore how the nervous system enables people to interact with the external world and analyse the different ways in which stress can affect the nervous system function. Students will consider the function of the nervous system in memory, and develop knowledge and skills in research methods in psychology.

UNIT 4

During Unit 4 students explore the nature of consciousness and altered states of consciousness, including the purpose and nature of sleep and sleep disruption. Students consider concepts of mental health and mental illness, including risk and protective factors. They use a biopsychosocial framework to explore the development and management of specific phobia and physiological strategies that contribute to mental wellbeing. Students also design and undertake a practical investigation related to mental processes which they will present in a scientific poster.

It is recommended students complete Units 1 and 2 before they complete Units 3 and 4. If a student does not complete Unit 1 and 2 before Unit 3 and 4 they will be required to complete some commencement work that will aid their transition into Unit 3 and 4.



VCE Sociology

UNIT 1

Youth and Family

Outcome 1 - Category and Experience of Youth:

Describe the nature of sociological inquiry and discuss, in an informed way, youth as a social category. Examine how Australians have thought about youth as a social category, and the range of experiences of young people. Examine how social categories are used to convey ideas about young people and how the definitions of these categories have changed over time.

Outcome 2 – The Family:

Explore different definitions of the family and how families have changed over time. Analyse the experience of family and consider a range of experiences of family life that can be found in different cultures and societies as well as consider key influences on family life and family as a social institution.

UNIT 3

Culture and Ethnicity

Outcome 1 – Australian Indigenous Culture:

Analyse and evaluate changes in public awareness and views of Australian Indigenous culture. Critically investigate historical and contemporary representations found in the media of Indigenous Australians and consider the implications of these ways of representing Australian Indigenous culture for building awareness of and shaping public views of the culture.

Outcome 2 – Ethnicity:

Identify and analyse experiences of ethnicity within Australian society. Explore the ways that cultural identity is formed and experienced by Australian ethnic groups, and investigate Australia's ethnic diversity and the enablers and barriers influencing members of ethnic groups and their sense of belonging and inclusion in multicultural Australia.

UNIT 2

Social Norms: Deviance and Crime

Outcome 1 – Deviance:

Learn about the meaning of deviance, how sociologists explain deviant behaviour and the impact of moral panic on those considered deviant. Analyse a range of sociological theories explaining deviant behaviour and impact of moral panic on those considered deviant.

Outcome 2 – Crime:

Discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour. Examine the aims and rationales of methods of punishment practised within Australian society, and how behaviours are shaped by methods of punishment.

UNIT 4

Community, Social Movements and Social Change

Outcome 1 - Community:

Investigate changes to the concept of community over time. Analyse the experience of community generally and analyse and evaluate a specific community.

Outcome 2 – Social Movements and Social Change:

Analyse the nature and purpose of social movements and evaluate their influence on social change. Explore how social movements use power to achieve social change. Investigate one specific social movement in detail and examine its current context where its impact on social change can be analysed.

VCE Visual Communication Design

UNIT 1

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

UNIT 2

Unit 2: Design contexts and connections

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

UNIT 3

Unit 3: Visual Communication in Design Practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

UNIT 4

Unit 4: Delivering design solutions

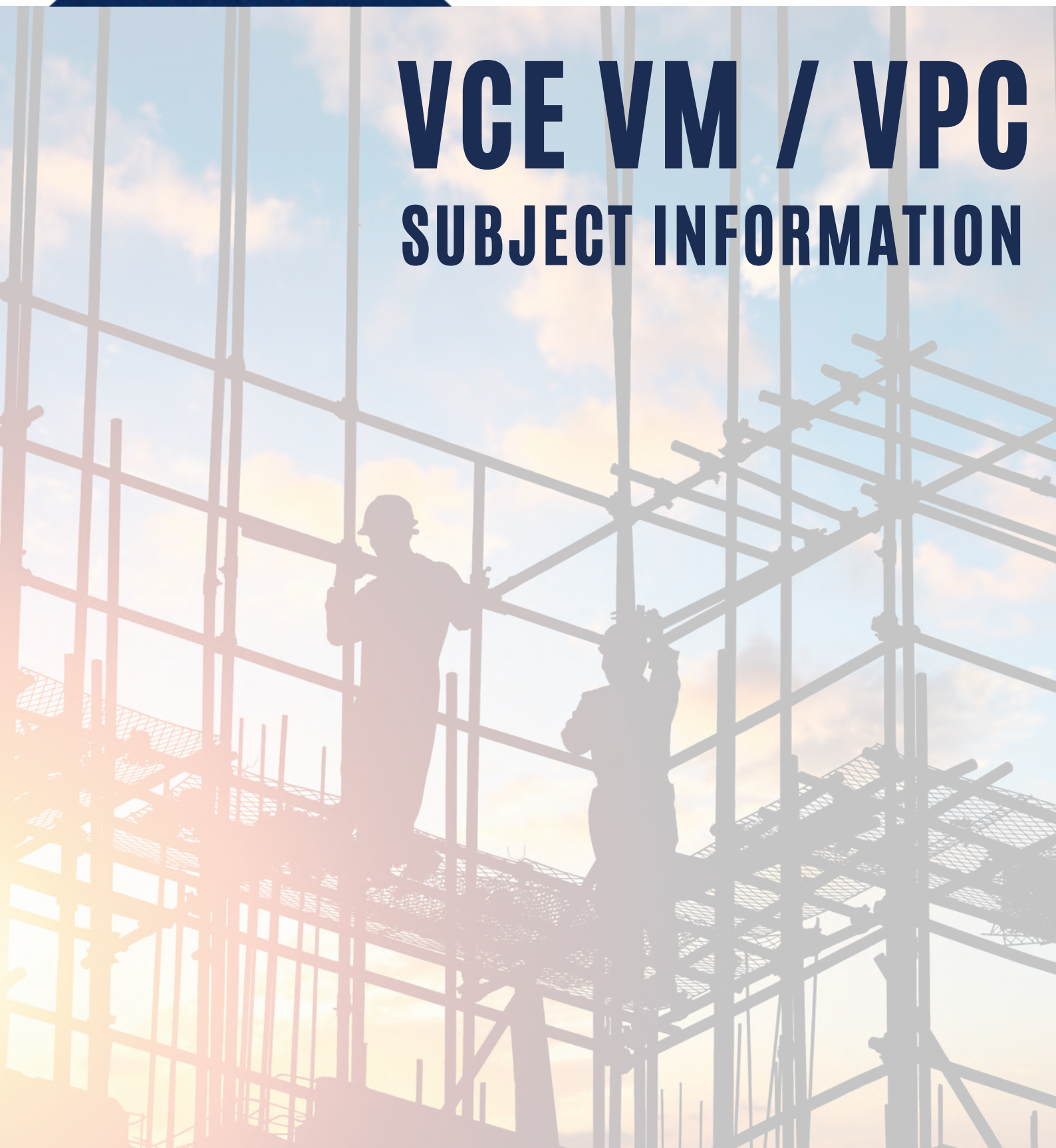
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Students need to have studied year 9 and 10 VCD prior to this so they come into the VCE years with a broad pre-existing knowledge of Visual Communication Design curriculum, terminology, practice and expectations. It is NOT recommended that students who have not studied Visual Communication Design apply to undertake Units 1 – 4 of this subject.



VCE VM / VPC

SUBJECT INFORMATION



VCE - VM Literacy

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

Students will develop skills through engaging with texts that encompass the everyday language of personal experience in addition to the more abstract, specialised and technical language of different workplaces, including the language of further study.

UNIT 1

Literacy for personal use

Students will

- Focus on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts.
- Understanding and creating digital texts
- Explore the digital world; students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

UNIT 3

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature

Students will

- read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

UNIT 2

Understanding issues and voices

Students will:

- Read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact.
- Explore text through the prism of their own experience, knowledge, values and interests, and also those of others
- Practise their use of persuasive language and participate in discussion of issues.
- Consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

UNIT 4

Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting

Students will

- Use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.
- Discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.



VCE - VM Numeracy

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

UNIT 1

These Units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning.

There are four areas of study for Unit 1:

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

UNIT 3

These units provide students an understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

There are four areas of study in Unit 3:

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

UNIT 2

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

There are four areas of study for Unit 2:

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

UNIT 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge.

There are four areas of study for Unit 4:

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



VCE - VM Work Related Skills

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

UNIT 1

Careers and Learning for the Future

Students will:

- Investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will
- Reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will
- Develop and apply strategies to communicate their findings.

UNIT 2

Workplace skills and capabilities

Students will:

- Consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills.
- Collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation

UNIT 3

Industrial relations, workplace environment and practice

Students will:

- Learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.
- Investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution.
- Discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

UNIT 4

Portfolio preparation and presentation

Students will:

- Explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts.
- Discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio.
- Understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

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

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

VCE - VM Personal Development

VCE Vocational Major Personal Development Skills (PDS) focuses on health, wellbeing, community engagement and social sciences. This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

UNIT 1

Health Individuals

Students will:

- Investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.
- Investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.
- This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

UNIT 2

Workplace skills and capabilities

Students will:

- Consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills.
- Collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation

UNIT 3

Leadership and teamwork

Students will:

- Examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.
- Explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity.
- Evaluate individual contribution as well as the overall effectiveness of the team.

UNIT 4

Community project

Students will:

- Reflect on how community awareness of a selected issue can be improved.
- Engage in a process of planning, implementing and evaluating a response to a selected community issue.
- Conduct research, analyse findings and make decisions on how to present work.
- Consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project.



VCE - VET

VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that complement your other studies. For example, if you want to be an engineer and you are studying VCE Physics and VCE Mathematical Methods, you can develop practical skills, technical knowledge and industry insight by doing VCE VET Engineering.

VET qualifications give you industry exposure and experience in the workplace that reinforces your skills development. This connection also makes for a smooth transition between training and work.



**VET in the
VCE, VCE VM
and VPC**



VET in the VCE, VCE VM and VPC

VCE VET programs

VCE VET programs are made up of VET qualifications approved by the VCAA to contribute towards your Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

There are currently 27 VCE VET programs that create pathways to a diverse range of industries, including health, engineering, science, IT, construction and the creative industries.

Credit towards the VCE, VCE VM and VPC

All VCE VET programs contribute towards the VCE and VCE VM in the same way as a VCE study. Most VCE VET programs can provide credit at Units 1 to 4. A small number of shorter qualifications can provide credit at Units 1 and 2 only.

VET also contributes towards the VPC with every 90 hours providing 1 credit.

Study scores and ATARs

Some VCE VET programs are scored and some are non-scored. All VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of your ATAR.

Other VET qualifications

If you choose to do a VET qualification that is not from a VCE VET program, you may be eligible for credit towards your VCE, VCE VM or VPC. This is called block credit recognition.

School-based apprenticeship or traineeship

You can commence an apprenticeship or traineeship while you are at school and receive credit towards your VCE, VCE VM or VPC. Apprenticeships and traineeships give you the opportunity to combine your VET qualification with part-time employment.

Structured workplace learning

If you are doing a VCE VET program, structured workplace learning gives you the opportunity to get on-the-job training where you can master the skills and knowledge of your qualification.

www.vcaa.vic.edu.au/getvet



VET - Beauty

SHB30121 CERTIFICATE III IN BEAUTY SERVICES



This qualification is for students wishing to enter the personal services industry providing beauty treatments and services. The role of a beautician is to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services.

Students learn about working as part of a team and independently, using initiative and discretion where required, building a client base, and advising clients about attaining the best possible outcome from each service.

VET Beauty here at Epping Secondary College has been a resounding success.

Filled with hands-on experiences and valuable learning opportunities for our students. We welcome a range of models/clients into our beauty room, providing our students with the perfect setting to practice and refine their newly acquired skills.

Throughout the course our beauty students demonstrate lash and brow treatments, manicures, and pedicures. These practical sessions are not only about honing technical skills but also about mastering the art of customer service.

Students have the opportunity to interact with clients, ensuring they feel comfortable and pampered during their treatments.

In addition to their practical skills, our students apply their knowledge of Occupational Health and Safety (OHS) protocols, as well as the policies and procedures that are crucial in a professional beauty environment.

Our beauty students maintain a safe and hygienic workspace, reflecting the high standards we teach within our program.

These real-world experiences are invaluable in preparing our students for successful careers not only in the beauty industry but any industry.



#lashlife



VPC - Literacy

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

UNIT 1

Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts.

- Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings

Understanding and creating digital texts

- As a part of this exploration of the digital world, students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world

UNIT 2

Exploring and understanding issues and voices

Students will:

- Practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions

Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

UNIT 3

Literacy for civic participation

Students will

- Engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Literacy for pathways and further learning

- Develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

UNIT 4

Negotiated project

Content for the unit can be drawn from any area of learner interest or aspirations.

Students will

- be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills.
- consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.
- The project must have an actionable goal. The project can be completed either individually or as a member of a group .

VPC - Numeracy

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNIT 1

Personal numeracy

The understanding, use and interpretation of personal numeracy can be drawn from the following, but are not limited to these examples:

- Transport and travel: planning routes, travel times and destinations including use of highly familiar maps, apps and software
- Planning or scheduling: a day out or attending a social/community event or activity
- Personal and home/family day-to-day tasks: such as cooking, gardening, sport, travel.

UNIT 2

Financial numeracy

The understanding, use and interpretation of financial numeracy can be drawn from the following examples:

- Income: pay, pay rates, payslips, deductions, loadings
- Shopping and living costs: payments, costs, checking change, utility bills, food costs \$/kg,
- Personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- Savings: personal saving plans and amounts, and how to reduce costs.

UNIT 3 & 4

Civic numeracy

Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

The understanding, use and interpretation of civic numeracy can be drawn from the following, but are not limited to these examples

- Data and information in the popular media: sports results, weather, music, and film
- Infographics: reading and understanding basic data and information presented in infographics from government, authorities, independent agencies, cultural and community organisations
- Simple, everyday risk and likelihood of events: understanding basic risk and generalised likelihood and chance of events relating to society such as weather, health, polls.



Make opportunities

Take the next step.

Contrary to popular belief, great opportunities don't just rely on sheer luck. New jobs, great business ideas, and the right people—you have to develop habits to attract them at the right place, at the right time.

VPC - Work Related Skills

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills

UNIT 1

Interests, skills and capabilities in the workplace

- Develop an understanding of how employability skills and capabilities can be applied in a variety of settings.
- Explore how personal interests can be aligned with pathway opportunities.

Employment opportunities and workplace condition

- Explore the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available.

UNIT 2

Identifying and planning for a work-related activity

Students will:

- Complete and reviewing a small-scale work-related activity.

Reporting on a small-scale work-related activity

- Interview an employee about training and
- Learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity.

UNIT 3

Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace.

Students will

- Examine how employees can contribute to the physical and mental health of self and colleagues.
- Discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.
- Make recommendations to improve safety in the workplace.

UNIT 4

Explore and plan for potential pathways

Students will:

- Identify a potential pathway.
- Access and assess online platforms to explore pathway options.
- Design a pathway plan.

Employment seeking activities and the application process

- Apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.
- Participate in a mock interview

VPC - Personal Development

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community. This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society.

UNIT 1

Understanding Self

Students will:

- Participate in an activity that investigates how personal development can help them achieve their goals.
- Investigate influences on motivation, and relationships between purposefulness and health and wellbeing.
- Identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

UNIT 2

Developing Self

Students will:

- Examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals.
- Consider a variety of influences on personal health and wellbeing.
- Investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and

UNIT 3

Exploring and Connecting with Community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong.

Students will:

- Explore community-related concepts in a democratic society, including rights and responsibilities, with a focus on how young people can participate and engage.

UNIT 4

Community Participation

This module explores how communities provide support to members.

Students will:

- Consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations.
- Identify and explore options and opportunities for connecting with their local community



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