

WARRANDYTE HIGH SCHOOL



VCE HANDBOOK



2027





Our Vision

Warrandyte High School empowers all members of the school community to challenge every learner in a safe and supportive environment.

Our Values

As a school community we expect the highest standards in everything that each community member does. Underpinning the behaviour of students, staff and parents are three important values: RISE.

- Respect
- Integrity
- Strength
- Excellence

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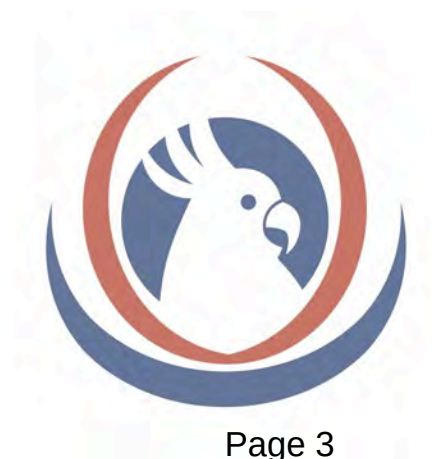
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Welcome to Year 11

As you enter Year 11, you're embarking on the first leg of your two-year Victorian Certificate of Education (VCE) journey—a crucial phase where pivotal decisions will shape your final years of schooling and your future endeavours.

In Year 10, we work together to broaden your understanding of the opportunities awaiting you in Years 11 and 12. Discussions about careers, pathways, and post-schooling plans are ongoing, ensuring we tailor decisions to your individual aspirations. Our goal is to provide clarity and purpose as you navigate this final stretch of your secondary education journey.

Throughout this journey, you'll encounter a diverse array of educational choices, each designed to accommodate your unique needs, interests, and ambitions. Year 11 will challenge you with rigorous coursework and immersive experiences, fostering exploration, critical thinking, and laying the groundwork for your VCE.

Supported by dedicated and enthusiastic educators, you'll receive top-tier instruction aimed at unlocking your fullest potential. Whether pursuing the VCE or the VCE Vocational Major (VM) pathway, both pathways are crafted to empower you toward excellence in your chosen field.

While academic growth remains central to these senior years, we're equally committed to fostering your holistic development. Recognising the importance of nurturing your physical, social, and emotional well-being alongside academic pursuits.

We eagerly anticipate collaborating with your families to chart the most suitable pathway for each of you. Year 11 represents a time of growth, resilience, and transformation, and we're excited to embark on this journey alongside you.

Please feel free to contact the school if you wish to discuss pathways further.

Laura McCarthy
VCE Co-ordinator

Senior School Expectations

The four school values will continue to be used by students as they move into the Middle School. We expect our students to show **strength**, and be resilient and determined as they strive for **excellence**, by being prepared for classes, setting goals and completing work in and outside of classes. Students will be expected to act with **integrity** in the way they interact and behave with others in our community. They will show **respect** to themselves and others, by wearing the correct uniform and using manners at all times within and beyond the learning environment.

Handbook Purpose

This handbook is designed to guide Year 10 and Year 11 students and their parents to make appropriate and informed choices about options and program selection for their final two years at Warrandyte High School.

To obtain the VCE, students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). Students need to choose a meaningful course of study, which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a Year 11 & 12 program and corresponding subjects.

1. **Career intentions** - Studies should be appropriate for the career a student intends to follow which will reflect students' individual pathways.
2. **Future options** - In choosing a pathway, students should endeavour to keep career and further study options as open as possible.
3. **Prerequisite subjects** - For tertiary courses, many universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses in which they are interested. Prerequisite VCE subjects are compulsory to gain entry into those courses.
4. **Interests and abilities** - It is important that a student chooses studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find it difficult to manage all subject requirements.
5. **Achieving a balance** - It is important to maintain a balance between career interest and the value of education. Students should attempt to balance their emotional, intellectual, physical and artistic needs.

What is VCE?

VCE is the Victorian Certificate of Education and is awarded to students who successfully complete 16 units of VCE or VET subjects. The results of the VCE (ATAR score) form the basis for selection into the vast majority of tertiary courses. An ATAR score is gained from subject study scores achieved in Unit 3 & 4 studies and exams. The VCE is usually a two year course of study and the content and examinations are set by the Victorian Curriculum and Assessment Authority (VCAA).

All subjects are organised into semester units. Units 1 & 2 are usually undertaken in Year 11 and Units 3 & 4 are usually undertaken in Year 12. At Warrandyte High School students will typically take 12 units in Year 11 and a further 10 units in Year 12. VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 & 4 together.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with VCAA requirements.

Year 11 Subject Choices

Literacy and numeracy skills are key components of the senior secondary curriculum in Victoria: English group subjects remain a compulsory requirement of the VCE and close to 95% of VCE students undertake at least one unit of Mathematics.

In addition to English, students are required to undertake five further subjects in Year 11. Students will continue four of those subjects (as well as English) in Year 12 as Units 3 & 4. Warrandyte High School is committed to offering a breadth of VCE subjects and will be guided and directed by our VCE students' subject selections. However, it is important to be aware that subjects can only run based upon each subject meeting a minimum of students who select it. Therefore throughout our selection process subjects that receive little interest will be removed from our offerings.

It is vital that students and parents read all subject descriptions carefully as to be able to choose preferences with 'back-up' subjects in mind.

What is VCE - Vocational Major?

The VCE Vocational Major (VCE-VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

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

Who is Eligible?

TO BE ELIGIBLE TO UNDERTAKE THE VCE-VM STUDENTS MUST HAVE:

- Completed a Career Action Plan.
- Completed Work Experience and have received positive feedback from their employer.
- Enrolled/applied for at least one VET subject.
- Demonstrated mature and responsible behaviour in all situations.
- Ability to work independently and as part of a team.
- Ability to keep accurate, up to date and complete records.
- A strong work ethic and the ability to see tasks through to the end.

Who is Suitable?

It is important to note that the VCE-VM is a rigorous program. It requires a more hands on approach and provides an appropriate pathway to their career ambitions upon completing Year 12 at WHS.

It is imperative that this be discussed at the individual course counselling sessions, to ensure this pathway is the best option.

VCE-VM COULD BE CONSIDERED BY STUDENTS WHO:

- Are interested in an apprenticeship or traineeship.
- Do not require an ATAR score.
- Want to stay at school to complete their secondary education.
- May want to go out to work when they finish school.
- Wish to pursue Higher Education at TAFE or ACE (Adult Community Education) providers in the future.
- Want to develop more confidence in the workplace.
- Want to gain maturity before they take future steps.

Note: There will be more information about the VCE-VM structure, through an information night at the school. Please ensure you are checking the Compass Newsfeed and your emails for more details.



What is VET?

Vocational Education and Training (VET) programs are designed to meet the needs of industry and increase student pathway options by:

- Developing employability skills, and building industry specific knowledge and practical skills they can apply directly into the workforce.
- Providing students with a smooth transition and head-start into the workforce, or credits towards further study.

VET is an essential part of the VCE-VM program. VET also supports students transition into further education, training and employment. VET can also be included as one of the VCE subjects chosen by Year 11 & 12 students. The program of offering VET in VCE is known as VDSS (VET Delivered to Secondary Students)

Warrandyte High School is a member of the Mullum VET Cluster (**MVC**) which provides access to a large group and broad range of VET courses within the region at local secondary schools. Whilst we encourage students to undertake VET courses provided within the **MVC**, students interested in a course not provided by a cluster school may be able to enrol into a course offered elsewhere (ie TAFE - Melbourne Polytechnic).

As details of all VDSS are constantly changing, information booklets on available courses are on Compass for you to access. Click on - Compass Community (2 People Icon) and click on School Documentation, then Careers and 2027 VET Handbooks.

In addition to VDSS courses, Warrandyte High School offers 2 courses on site, details on these are in VCE Handbook.

- VET Sport & Recreation
- VET Creative Digital Media.

There are **NO GUARANTEES** of getting into a VDSS subject, as places are limited.

We also cannot guarantee places in any VDSS course as we must also ensure that external VDSS courses do not affect/clash with your 2027 Warrandyte High School timetable.

Students must have a USI (Unique Student Identifier) Number to enrol in a VDSS course. For information - www.usi.gov.au

VET Programs

A nationally recognised vocational certificate:

- Counts towards the VCE & VCE-VM certificate.
- Develop general work related competencies. Examples include skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety.
- Develop the skills and knowledge required to work in a particular industry.
- Give students a competitive edge in looking for both casual, part time and full time employment
- Some VET programs incur a materials charge for consumable items (such as food, timber, text books).

BOX HILL INSTITUTE

Many students at Warrandyte High School find Box Hill TAFE is an ideal location to do a VDSS course.

Box Hill Institute provides access to VDSS (Vocational Education and Training Delivered to Secondary Students) which is ideal for secondary students who are completing their VCE or VCE-VM and want to gain practical skills in a specific industry.

While you're completing your 2-year Certificate II or III VDSS programs, you'll attend classes at Box Hill Institute one afternoon a week usually on a Wednesday to gain industry-specific training. Classes are run across Box Hill, City and Lilydale Lakeside campuses.

After successfully completing your course:

- You will obtain a nationally recognised qualification or partial qualification depending on your chosen field of study, as well as your VCE or VCE-VM qualification
- You are guaranteed entry into an equivalent or higher certificate qualification at Box Hill Institute

Click on the link to download the Box Hill Institute VET Course booklet.

www.boxhill.edu.au/course-areas/vdss

School Based Apprenticeship & Traineeships

SBAT - School Based Apprenticeship and Traineeships:

It is possible to complete an apprenticeship or traineeship while you are still at school. With an SBAT, you complete your Apprenticeship or Traineeship part time, study at TAFE and complete your VCE or VM as well.

You would normally work with your host employer for between 7-8 hours per week (i.e., one day), and possibly sometime in the school holidays.

You also spend a day per week (or a full week block every 4-8 weeks, depending on the industry) at TAFE studying the industry qualification (usually a Certificate 3) required for the trade you are in.

As a SBAT student, you get:

- A job
- Accredited training
- Ongoing advice and support
- A training wage.
- Your VCE or VM
- A nationally recognised qualification

An SBAT can be completed through our VCE Course or our VCE-Vocational Major Course.

For information about SBATs see;

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/School-basedApprenticeshiporTraineeship.aspx>

At Warrandyte High, we work in partnership with the Department of Education's HeadStart program to administer and support the majority of students undertaking a School-Based Apprenticeship or Traineeship. This can be as part of either VCE or VCE-VM. The HeadStart team will step you through your SBAT until completion, and design a personal pathway plan, supported by school, TAFE, and your Employer.

What are some benefits of this program?

- Students have access to all the support that is available at school (teachers, Student support etc) and they remain at school until the completion of their year 12 so they still have all the social connections with their friends whilst further developing their literacy and numeracy skills in preparation for full time employment.
- Students receive their VCE or VCE VM certificate as well as developing key employability skills.
- Students have support from Head Start staff including a Learning Leader, Senior Coordinator and Director to help with all three pillars of their program (school, work and TAFE) and this support is ongoing until their qualification is completed, even when the student has finished school.
- All students will have comprehensive, personalised mapping done for them that will provide a clear understanding of how VCE outcomes will be achieved. This will be compliant with VCAA guidelines and rules.

How many subjects do students do?

- If undertaking this with VCE you will complete a modified VCE comprising three subjects at both year 11 & 12.
- If undertaking this as part of VCE-VM, students will complete four subjects (VM-Literacy, Numeracy, Personal Development Skills and Work Related Skills)

How do I get into the Head Start Program?

After discussing this option with parents/guardians, you should contact the Careers Advisor who will give you an application form. Once completed, this is forwarded to Head Start who will organise an interview with the student and a parent/guardian. When Head Start have established your suitability for your chosen pathway, the Head Start Coordinator will prepare you for employment by assisting you with your resume and interview skills and sourcing Structured Workplace Learning.

HEADSTART - Continued

Head Start work with their existing networks to provide you with employment opportunities, but encourage you to tap into your own community networks.

The Head Start Coordinator can also approach your preferred employers, on your behalf, to secure a work placement. After a week or so of Structured Workplace Learning, the student confirms this is the pathway they wish to follow, and if the employer decides to offer an apprentice or traineeship, Head Start will organise and liaise with your school for you to start working, training and undertaking a manageable VCE or VM course.

For more information about Head Start see:

<https://www.vic.gov.au/head-start-apprenticeships-and-traineeships>



Accounting

UNIT 1:

THE ROLE OF ACCOUNTING IN BUSINESS:

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

UNIT 2:

ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS:

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and the ethical considerations faced by business owners, including financial, social and environmental considerations, when making business decisions.

Accounting

A background image for the Accounting section featuring a bar chart with five bars in yellow, green, red, grey, and purple, connected by a green line with pink dots. To the right is a blurred image of a calculator.

UNIT 3:

FINANCIAL ACCOUNTING FOR A TRADING BUSINESS:

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

UNIT 4:

RECORDING, REPORTING, BUDGETING AND DECISION-MAKING:

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions

Art Creative Practice

UNIT 1:

INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE:

In Unit 1, Students will learn through Experiential Learning to explore ideas using the 'Creative Practice'. The Creative Practice includes annotations, sketches, work trials right through to the finished artworks. They will get to explore a range of materials, techniques and processes to best respond to ideas and themes. Through hands on learning students will explore across a range of art forms to develop confidence and skills using different materials, techniques and processes. As students work through the Creative Practice, they will develop skills in critical and creative thinking, innovation, problem solving and risk taking. They will also continue to develop their own unique style and visual language to communicate meaning and ideas in art works. Through the study of other art works, artists practices and practical art making, they will learn about the critical relationship between research, art practice and the analysis and interpretation of art works. Students will also learn to document and evaluate their practice to expand on their refinement capabilities.

UNIT 2:

INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE:

In Unit 2, students will continue to research and investigate to inform their Creative Practice. They will specifically research the collaborative practices of artists and use the Creative Practice to make and present their own collaborative artworks. Students will explore social and cultural ideas or issues and further develop their visual language, so they are able to communicate their intentions. This will be done using traditional and contemporary materials, techniques and processes to communicate ideas and meaning. They will continue to expand on their skills in critical and creative thinking, innovation, problem solving and risk taking as they continue to develop their Creative Practice. Students will also further develop skills to critically reflect on and evaluate their collaborative work and will examine artworks from different periods of time and cultures and the way that different artists interpret and communicate social and personal ideas in artworks. They will continue to learn to document and evaluate their practice and participate in group critiques to expand on their refinement and resolution capabilities.

Art Creative Practice

UNIT 3:

INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE:

In Unit 3, students will use Inquiry and Project-based learning as starting points to develop an exciting 'body of work' that explores an idea, theme or subject matter of their choice. They will explore their personal ideas and experiment with their selected materials, techniques and processes using the Creative Practice.

The Creative Practice includes all annotations, sketches, work trials right through to the finished artworks.

Students will select their own study artists and research their practice to use as a starting point to develop finished art works. They will also research historical and contemporary artists by visiting and experiencing galleries as part of their inquiry. From this, they will investigate any issues that may arise from the artworks they view or those evolving from the practice of the artists they have studied.

Students will document and evaluate their practice and participate in group critiques to expand on their refinement and resolutions capabilities before moving into Unit 4.

UNIT 4:

INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE:

In Unit 4, students will continue to develop their personal art practice through Project-based and Inquiry learning as the research and exploration continues to support the development of their 'body of work'. Throughout the research they will also study the practices of selected historical and contemporary artists to inform their own art practice.

Students will expand on their skills to analyse, compare and interpret the meanings and messages of artworks produced by the artists they have chosen to study. They will also continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice.

They will reflect on the feedback from their critique so they can further refine and resolve their 'body of work' that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

Finally, they will present their 'body of work' to an audience accompanied by documentation of their use of the Creative Practice.

Biology

UNIT 1:

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells.

They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

UNIT 2:

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

They apply their understanding of chromosomes to explain the process of meiosis.

Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Biology

UNIT 3:

In this unit students investigate the workings of the cell from several perspectives.

They explore the relationship between nucleic acids and proteins as key molecules in cellular processes.

Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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 4:

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

Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies.

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.



Business Management

UNIT 1:

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

UNIT 3:

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

UNIT 2:

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

UNIT 4:

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



Chemistry

UNIT 1:

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

UNIT 2:

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.

They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.



Chemistry

UNIT 3:

In this unit students analyse and compare different fuels as energy sources for society, with reference to the 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 cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent.

They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

UNIT 4:

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

They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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.

English & EAL

UNIT 1:

Students engage with texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills. Students develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

UNIT 3:

Students apply reading and viewing strategies to critically engage with a text. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing.

UNIT 2:

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.

Students consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

UNIT 4:

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

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year. Students analyse the ways elements of argument work together to influence and/or convince an intended audience. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.



Food Studies

UNIT 1:

FOOD ORIGINS:

Students explore how humans have historically sourced food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into food-producing regions of the world.

Students look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

UNIT 2:

FOOD MAKERS:

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production.

Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities



Food Studies

UNIT 3:

FOOD IN DAILY LIFE:

This unit investigates the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4:

FOOD ISSUES, CHALLENGES AND FUTURES:

In this unit students examine debates about global and Australian food systems. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.



Health & Human Development

UNIT 1:

UNDERSTANDING HEALTH AND WELLBEING:

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

UNIT 2:

MANAGING HEALTH AND DEVELOPMENT:

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.



Health & Human Development

UNIT 3:

AUSTRALIA'S HEALTH IN A GLOBALIZED WORLD:

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT 4:

HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT:

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

History

UNIT 1:

Modern History - Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism while World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

UNIT 2:

Modern History - Changing World Order:

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

The second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism, and environmental movements.

History

UNITS 3 & 4:

UNIT 3 - Russian Revolution and UNIT 4 - Chinese Revolution.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Students also focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution.

They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Legal Studies

UNIT 1:

The Presumption of Innocence.

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT 2:

Wrongs and Rights.

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded.

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Legal Studies



UNIT 3:

Rights and Justice.

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes.

Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

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

UNIT 4:

The People, the Law and Reform.

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws.

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Mathematics - General

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

UNIT 1 & 2:

Students engage with a comprehensive curriculum covering key areas such as:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics (matrices, graphs and networks)
- Space and measurement

Students are expected to proficiently apply techniques encompassing numerical, graphical, geometric and symbolic methods. These units foster critical thinking and problem-solving skills by incorporating real-world scenarios and encouraging students to explore mathematical concepts through various lenses.

Furthermore, emphasis is placed on developing a balance between manual computation techniques and leveraging technology to tackle complex mathematical challenges effectively.

UNIT 3 & 4:

Areas of study in Units 3 & 4 include:

- Data analysis, probability and statistics.
- Discrete mathematics (recursion & financial modelling, matrices, networks & decision mathematics)

Drawing upon foundational content from Units 1 & 2, students are equipped with the necessary skills to succeed in these units. Throughout, students are expected to apply techniques encompassing rational and real arithmetic, sets, matrices, diagrams, algorithms, algebraic manipulation, recurrence relations, and graphical representations.

Proficiency in mental and manual computation techniques is emphasised alongside the use of technology where applicable.

By integrating a diverse range of mathematical approaches, these units prepare students to tackle complex real-world problems and excel in both academic and practical applications of mathematics.

Mathematics - Methods



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

UNIT 1 & 2:

Mathematical Methods Units 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

The units are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. Students should develop confidence using appropriate mental and written methods for estimation and calculation.

UNIT 3 & 4:

Mathematical Methods Units 3 & 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus (more expansive differentiation and antidifferentiation), probability and statistics, and their applications in a variety of practical and theoretical contexts.

In undertaking these units, students reinforce and expand on the range of techniques, routines and processes developed in Units 1 & 2 so that they can tackle more complex problems and applications in all areas of study. These include methods and skills with and without the use of technology.

Assessment includes school-based assessments that focus on applications, modelling and problem-solving skills, as well as end of year exams.

Mathematics - Specialist

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

UNIT 1 & 2:

The areas of study for Specialist Mathematics Units 1 & 2 are:

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

In undertaking these Units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

Students are expected to be confident with relevant mental and by-hand approaches to estimation and computation.

UNIT 3 & 4:

Units 3 & 4 of Specialist Maths span the same broad areas of study as Units 1&2 while emphasising mathematical structure, reasoning and proof and applications across a range of modelling contexts.

Building on knowledge and skills from Mathematical Methods and Specialist Maths, students further expand on the range of techniques, routines and processes they are expected to master, with and without the use of technology.

Areas of distinction relative to Mathematical Methods include proofs, logic gates, hypothesis testing, complex arithmetic, matrices, 2D & 3D vectors and kinematics (application of constant acceleration equations).

Assessment includes school-based assessments that focus on applications, modelling and problem-solving skills, as well as end of year exams.



Physical Education

UNIT 1:

THE HUMAN BODY IN MOTION:

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

UNIT 2:

PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY:

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health

UNIT 2 Continued:

and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.



Physical Education

UNIT 3:

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORT AND EXERCISE:

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4:

TRAINING TO IMPROVE PERFORMANCE:

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvement in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Physics



UNIT 1:

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:

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Exploring interactions, effects and applications of gravitational, electric and magnetic fields and using Newton's laws to investigate motion in one and two dimensions are introduced.

UNIT 2:

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. 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:

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. Students think beyond concepts experienced in everyday life to study the physical world from a new perspective.



Product Design & Technology

UNIT 1:

DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through learning about factors that influence design and using the Double Diamond design approach as a framework.

Students practical work explores and tests materials, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts

UNIT 2:

POSITIVE IMPACTS FOR END USERS

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity.

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Product Design & Technology

UNIT 3:

ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

UNIT 4:

PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.



Psychology

UNIT 1:

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

UNIT 2:

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.



Psychology

UNIT 3:

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

UNIT 4:

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span.

They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a bio-psychosocial approach, as a scientific model, to understand specific phobias.

Visual Communication Design

UNIT 1:

FINDING, REFRAMING, AND SOLVING DESIGN PROBLEMS:

In Unit 1, you'll learn how designers identify and solve problems that focus on people's needs. You'll discover how design can improve life for individuals and communities and how ideas of good design have changed over time. By using research methods that focus on people's experiences, you'll work with classmates to find design problems and understand different viewpoints. Then, you'll create a project outline that sets the goals for your design.

You'll get familiar with the steps of the Visual Communication Design (VCD) process and different ways of thinking. Through hands-on projects, you'll design messages and objects, using visual elements to communicate your ideas. You'll share your work, get feedback, and make improvements. You'll also explore brand strategy and product development with a focus on sustainable practices. Throughout the unit, you'll consider how factors like economics, technology, culture, and the environment influence design decisions and how design can create positive change.

UNIT 2:

DESIGN CONTEXTS AND CONNECTIONS:

In Unit 2, you'll build on what you learned in Unit 1 about visual communication and design. You'll use your understanding of good design and human-centered research as you work through the entire Visual Communication Design (VCD) process again. This unit focuses on designing environments and interactive experiences, inspired by fields like architecture and interior design. You'll also learn about user experience (UX) design. You'll work with different tools and materials to create spaces and interfaces that meet people's needs and fit their specific contexts.

You'll explore how design relates to its surroundings and how interactive designs can create emotional experiences in both physical and digital spaces. You'll look at historical and cultural design traditions for inspiration, thinking about how past designs can influence future ones. Design critiques will help you improve your ability to explain your design choices and give and receive feedback. You'll also learn about using Indigenous knowledge in design, focusing on Aboriginal and Torres Strait Islander traditions, and consider issues like ownership and intellectual property in design work.

Visual Communication Design

UNIT 3:

VISUAL COMMUNICATION IN DESIGN PRACTICE:

In Unit 3, you'll learn how designers work and create designs. You'll study modern designers from different fields to understand how they design messages, objects, environments, and interactive experiences. You'll look at the different settings designers work in, their relationships and responsibilities, and how they use visual language to solve design problems. You'll also learn about the responsibilities and challenges in the design profession while developing your own design skills.

You'll analyze how designers tackle design problems and what makes a good design by looking at real examples. You'll understand the purpose, function, and impact of different design elements. You'll go through the Discover, Define, and Develop phases of the Visual Communication Design (VCD) process to solve a chosen design problem. You'll research to understand the problem and create a brief for a client with two communication needs. Then, you'll generate, test, and improve design ideas, sharing them for feedback. These ideas will be further refined in Unit 4.

UNIT 4:

DELIVERING DESIGN SOLUTIONS:

In Unit 4, you'll finalize and present your design ideas from Unit 3 to meet two different communication needs. You'll evaluate and refine your ideas, sharing them for feedback and making improvements. This involves reworking ideas, revisiting your research, and checking the design criteria from your brief. You'll use both manual and digital methods, trying out different materials and design principles, and testing your concepts with models or prototypes.

Once your designs are ready, you'll create a pitch to explain and justify your choices, then make any final tweaks based on feedback. You'll decide how to best present your design solutions, focusing on how they look and how well they communicate your ideas. You'll choose the right materials and methods for your presentations, making sure each solution is unique and meets the brief's requirements.

Certificate III Sport, Aquatics and Recreation

Unit 1 and 2:

This is a VCE subject and therefore runs for the whole year. The general purpose of the Certificate III in Sport, Aquatic and Recreation is to provide the skills, knowledge and attitudes for training in the Sport and Recreation industry. Units 1 & 2 are being offered to Year 10 students, and will be taught at Warrandyte High School, under the auspices of Savile RTO. Students will be required to enroll with Savile RTO and upon successful completion of the 2 year course (Units 1 – 4) will receive a nationally recognised certificate from that institution. The Unit 1 & 2 and 3 & 4 sequence also contribute to the achievement of the VCE. Unit 3 & 4 results contribute to the student's tertiary entrance score, and will award students with a Certificate III in Sport, Aquatic and Recreation.

Unit 1 and 2:

Students will be selected to participate in this course due to their suitability to the subject. They must demonstrate enthusiasm towards leadership, working in teams, physical activity and the outdoors. Certificate III in Sport, Aquatic and Recreation is a qualification that students will receive upon completion of the two year course. The first year of the course involves 11 core units which are focused around maintaining sport, fitness, and recreation industry knowledge, workplace health and safety, first aid and responding to emergency situations, participating in sports conditioning programs, maintaining equipment, improving officiating skills and knowledge, organizing work priorities, providing a quality service and responding to interpersonal conflict. There are multiple day incursions and excursion and a camp run throughout the year (2 night/3 day hike) to provide practical application of the theoretical work. Classes are also a mix of both practical and theoretical work. Participation in both the theoretical and practical components is compulsory to meet the requirements of the course. Assessment tasks consist of written tests, assignments, practical tasks and observation from their assessor. It is hoped that students will undertake their work experience in the sport and recreation industry.

Please Note: VET subjects are financially subsidized by the Federal Government; however, students can expect to incur costs of approximately \$800.00 for camps and excursions.

Certificate III Sport, Aquatics and Recreation

Unit 3 and 4:

If you have completed Units 1 and 2 in Year 10 and wish to continue with the certificate course this will count as a VCE subject and therefore runs for the whole year. The general purpose of the Certificate III in Sport, Aquatic and Recreation is to provide the skills, knowledge and attitudes for training in the Sport and Recreation industry.

Units 3 & 4 will be taught at Warrandyte High School, under the auspices of Savile RTO.

Upon completion of units 3 and 4, students will be awarded a unit 3 and 4 sequence towards their VCE, have the study score from the Certificate available for inclusion in their primary four VCE studies for ATAR purposes and have completed the Certificate III in Sport, Aquatic and Recreation qualification. Students complete four units including participation in Workplace Health and Safety, hazard identification, risk assessment and risk control, Facilitate groups, Conduct sport coaching sessions with foundation level participants and Deliver recreation programs.

The practical component of this subject will be used to support the theoretical component. There are two compulsory camps that occur throughout the year. The Year 7 Camp (start of term one) and Sailing Camp (late in term three). In addition to this there will be multiple incursion and excursion activities and assessments.

Student assessment comprises of written tests, assignments, observation and practical work in class and on camps and when coaching. The course work will contribute 66% to the students final study score, standardised against the end of year exam. The end of year exam will contribute 34% to the student's final study score. This study score can be included in a student's ATAR.

Please Note: VET subjects are financially subsidised by the Federal Government; however, students can expect to incur costs of approximately \$800.00 for camps and excursions.

VET CERTIFICATE - Creative Digital Media

Unit 1 and 2:

The aims of the Certificate III in Creative Digital Media are to provide students with the skills, knowledge and attitudes for training in interactive digital media. VET CDM complements studies Information Technology, Visual Communication and Design, Studio Arts and product Design. Students completing Cert III at school can obtain credit in studying an Advanced Diploma of Interactive Media

This qualification provides a wide range skill development including:

- Graphic design using software applications such as Photoshop, Illustrator and Animate
- Writing and instructional design
- Sound recording and editing
- Webpage design and editing using applications such as Dreamweaver
- Digital animation

Leads to a wide variety of careers such as Games Developer, Graphic Designer, Media Producer, Webpage Designer, Multimedia Developer, Apps developer, Virtual Reality, Photographer and more.

Upon successful completion of Units 1, 2, 3 and 4 over 2 years, students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprise units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student's tertiary entrance score.

Unit 1 and 2:

Comprise the following modules:

- Develop and extend critical and creative thinking skills
- Work effectively in the creative arts industries
- Contribute to the health and safety of self and others
- Prepare digital images for the web
- Maintain interactive content
- Develop drawing skills to communicate ideas

Assessment includes a variety of practical and theoretical tasks used to assess student competency in unit outcomes.

All study designs course descriptions for units 1 & 2 are available online at www.vcaa.vic.edu.au

VET CERTIFICATE - Creative Digital Media

Unit 3 and 4:

If you have completed Units 1 and 2 in Year 10 and wish to continue with the certificate course the will count as a VCE subject and therefore runs for the whole year.

The aims of the Certificate III in Creative Digital Media are to provide students with the skills, knowledge and attitudes for employment and training in interactive multimedia.

This qualification provides a wide range skill development including:

- Graphic design using software applications such as Photoshop, Illustrator and Animate
- Writing and instructional design
- Sound recording and editing
- Webpage design and editing using applications such as Dreamweaver
- Digital animation

Upon successful completion of Units 1, 2, 3 and 4 students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprises units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student's tertiary entrance score

Units 3 & 4 comprise the following modules:

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

Assessment is made up of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

VCE - Vocational Major

Vocational Major - Literacy

Units 1 - 4:

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.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

VCE - Vocational Major

Vocational Major - Numeracy

Units 1 - 4:

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.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VCE - Vocational Major

Vocational Major - Personal Development Skills



Units 1 - 4:

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

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.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

VCE - Vocational Major

Vocational Major - Work Related Skills

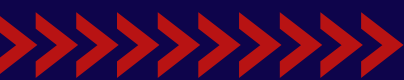
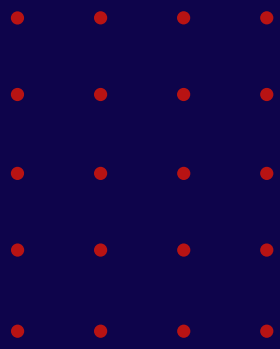


Units 1 - 4:

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.

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).



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