



St Francis
CATHOLIC COLLEGE

Subject Selection Handbook
2027



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Introduction

As students approach their senior years, choosing subjects for the next stage of learning can feel both exciting and challenging. These decisions help shape not only academic pathways, but also the gifts each student will develop and the ways they may contribute to the world beyond school. This handbook is designed to support students in making thoughtful and informed choices, considering their interests, strengths, and future aspirations.

At St Francis Catholic College, subject selection is viewed as more than preparation for examinations or tertiary pathways. From a Catholic perspective, education is a process of discovering the unique talents God has entrusted to each person. The dignity of work reminds us that all meaningful work has value, and that every vocation, academic, vocational, creative, technical, or service-oriented, is an opportunity to serve others and contribute to the common good. Subject choices are an important step in discerning how each student may use their gifts to live with purpose, integrity, and compassion.

Students are encouraged to take full advantage of the support available. Speak with teachers about subjects that spark interest, meet with the Pathways Team to explore future options and prerequisites, attend the Subject Expo, and engage with Domain Leaders who can provide valuable insight into course content and expectations.

The College offers a range of pathways to support student success, including the Victorian Certificate of Education (VCE), the Victorian Certificate of Education – Vocational Major (VCE VM), and a broad range of VET options. All pathways are equally valued and designed to help students flourish, recognising that success looks different for every learner. Through careful consideration and open conversation, students will be well placed to select a program that supports their growth and prepares them for a fulfilling future grounded in the dignity of work and service to others.

Our College mission is to nurture the personal, spiritual, and academic growth of each individual in a community shaped by faith, care, support, and encouragement.

We aim to foster personal worth and develop each individual's gifts through the pursuit of prayer, knowledge, communication, and service to others.

While respecting individual differences, we challenge one another to use our talents in the best possible way.

We encourage personal excellence, self-discipline, and responsibility, demonstrated through respect and care for the wellbeing of all.

Through this shared purpose, St Francis Catholic College—students, families, and staff—strives to be a visible sign of God's presence within the local community.

Curriculum Overview Years 7-9

Year 7

A successful transition to secondary school is integral to a young student's future.

The curriculum in Year 7 at St Francis Catholic College is diverse and caters to student needs and interests, including those who need extra support and those who require extension.

Each House Mentor Group and core class is carefully constructed to promote positive relationships between new friends and old while ensuring that achieving excellence is always a priority.

We aim to engage all students in an innovative curriculum that nurtures their love of learning, develops their sense of self-worth and encourages aspiration and ambition.

They develop knowledge and skills that broaden their understanding and are supported through the use of digital technologies.

Core subjects include English, Mathematics, Religious Education, Humanities, Science, Health and Physical Education, Art, Design and Technology - Wood, Digital Technologies, Italian, Auslan and Music.

Year 8

Our Year 8 program continues to offer range and scope across all domains focusing on students further developing their confidence and enthusiasm as learners. The core subjects continue to build student skills and knowledge in an engaging and challenging academic environment.

Core subjects include English, Mathematics, Religious Education, Humanities, Science, Health and Physical Education, Italian, Visual Communication Design, Drama, Design and Technology - Textiles and Design and Technology - Food.

Learning continues with an emphasis on literacy and numeracy skills through targeted teaching approaches.

Year 9

Our vision for Year 9 students is that during the year they learn, grow, discover, do great things, create and achieve their dreams.

While students continue to extend their knowledge in core subjects, they also choose from a range of electives to explore their interests and develop their talents.

Core subjects include:

Religious Education, Mathematics, English, Humanities, Science, Health and Physical Education. My Journey and Languages (Italian)*.

*Italian is compulsory for one semester and is optional as a yearlong subject. If selecting Italian as yearlong elective, you may only select two not three electives.

One elective from each group must be selected:

Design

- Design and Technology - Food
- Design and Technology - Wood
- Design and Technology - Textiles
- Digital Technology
- STEM Mars Rover

Create

- Art
- Media
- Visual Communication Design
- Dance
- Drama
- Music

Explore

- Global Health
- Human Development - "The Early Years"
- Outdoor and Environmental Interconnections
- Leadership through coaching
- Athlete Development Program

Food Studies

Food Studies continues to develop students' awareness of food through an integration of theoretical knowledge and practical skills. Students investigate and make judgements on how the principles of nutrition are used to support personal wellbeing and the link between food and mental health, students learn food safety, preparation, presentation, sensory perceptions of the food they'll make. Emphasis is placed on the design process where students build a sound knowledge of the skills required when working with food. Throughout the semester students are given design briefs which require them to plan, prepare and evaluate a variety of dishes to determine they are suitable for the intended purpose. Students explore Indigenous Australian culture by examining traditional bush foods and contemporary recipes incorporating them. They delve into the evolution of Australian cuisine, tracing its development through post-war migration, refugee resettlement, and various cultural influences.

Design Technology Textiles

The ability to use a sewing machine is a big advantage for many aspects of our lives. Having the ability to mend clothes, sew hems and construct unique clothing pieces is a skill many find themselves needing at some point. This course equips students with the knowledge to evaluate fabric performance and confidently select suitable materials for their custom clothing projects. Not only are students using the sewing machines, but design briefs also introduce them to other exciting avenues including decorative techniques such as embroidery and designing clothing using fashion illustration.

Design Technology Wood

Materials Technology Wood, aims to extend students' knowledge of working with timber and tools. Students work through the design process to investigate, generate, produce and evaluate timber products using various techniques. In these productions students will be able to determine the design, dimensions, methods of joining timber, the safe and correct use of hand and power tools, and to evaluate the finish of these products. Students will critically analyse and evaluate factors, including cost, ethical and sustainability considerations, that impact on designed solutions.

Digital Technology

Students will be introduced to programming to complete simple and gradually more complex tasks. This enables them to consider programming logic and sequencing to achieve a predetermined result. They will put these skills to use practically through the use of robotics. Students will investigate web-authoring software and use classes to produce functioning and visually pleasing web pages.

STEM Mars Rover

Get ready for a STEM elective that's all about creativity, problem solving and real engineering. In this course, you'll work like an actual space engineer as you design, build and test your own functional Mars Rover—just like the ones NASA sends to the Red Planet.

And the best part?

As part of the course, we'll travel to the Victorian Space Science Education Centre (VSSEC) where you'll take part in the Robotic Mission to Mars program. You'll suit up, work in mission teams and run a simulated Mars mission using real robotics and space science technology. It's as close as you can get to Mars without leaving Earth.

Build a rover that can survive and perform on "Mars", using Newton's Laws to predict and control movement, applying math principles such as Pythagoras, trigonometry, ratio and scale to solve real design challenges. Test your rover, collect data, and improve your design based on evidence, using tools, tech and engineering processes safely and confidently, working together to solve problems like real engineers do.

This isn't just a sit and listen class. It's hands on, creative and full of challenges that make you think differently. You'll investigate, experiment, build, code, test, redesign and push your rover to its limits. It's perfect for students who want a fun, challenging and future focused STEM experience—and it opens pathways into engineering, robotics, coding, physics and other STEM careers.

Art

Art gives students opportunities to be creative in the making of artworks. It also allows students to explore art history and to consider the reason why people want to be artists. Visual art is like discovering another world and immersing yourself in that world through the use of a variety of materials, mediums and techniques. In this course students may develop works which are two dimensional ('paintings'), or they may create three dimensional works ('sculpture'). This is a hands-on course, which promotes creativity, innovation and the development of technical skills in a fun working environment which may assist students in building their knowledge and skills in preparation for courses at VCE.

Media

Students will explore and experiment with a diverse and evolving collection of media forms and texts used to communicate and represent ideas. The students will develop and refine their ideas within the production process; while understanding techniques, processes and technologies involved in media. Students will also learn to analyse and interpret meanings and values in media.

Music

This subject caters for students with a keen interest in developing their understanding of music. It aims to enhance students' existing ability to play an instrument. Students will also work with other members of the group to produce a successful performance piece. This course seeks to prepare students should they choose VCE Music Performance.

Visual Communication Design

Students examine the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the semester students explore manual and digital methods to develop and refine presentations.

Dance

The dance elective is for students with a keen interest in improving their knowledge about the history and choreography in traditional styles of dance including: Classical Ballet, Jazz and Contemporary. Students will create their own dance pieces and will be taught choreography which will be performed to an audience to improve their dance skills and performance qualities. This course seeks to prepare students should they choose VCE Dance. Previous dance training will be beneficial for this subject.

Drama

Year 9 Drama presents the opportunity for students who enjoyed Drama in the junior levels to begin to master their performance skills. Students take responsibility for creating performance works as individuals and also within a cast. Students are responsible for developing their plays using the seven play-making techniques including brainstorming, researching, improvising, scripting, editing, rehearsing and refining. Students manipulate expressive skills to represent multiple characters with a focus on the transformation of character. The knowledge of design areas is extended to enhance the dramatic meaning communicated by transformations of place and time.

Global Health

Students learn how to analyse a variety of health data. They compare and contrast health status measurements between Australia and countries across the world and investigate in detail the reasons why these similarities and differences exist. Students also investigate the different areas of health and wellbeing including the interrelationships between the five dimensions of health and wellbeing.

Human Development - 'The early years'

Students will explore the stages of human development from conception through to early childhood. Students will be given an in-depth understanding of factors which can affect and limit the growth and development of a baby whilst also considering a wide range of healthcare issues and services available in the wider community. The Baby Think It Over Program allows students to gain a practical insight into the challenges of caring for a newborn baby.

Leadership through Coaching

Students will explore various sports coaching and leadership techniques whilst also considering the role of sport in providing opportunity for human health and wellbeing in a community. Students will undertake research into the sustainable development of major sporting organisations and brands. Students will also plan and deliver sporting activities for a community group with the aim of improving the health and wellbeing of that particular target audience.

Outdoor & Environmental Interconnections

Students will explore two key areas of Outdoor Education: Outdoor Living and Travel Skills and Understanding Outdoor Environments.

In Outdoor Living and Travel Skills, students develop practical skills that help them safely and confidently participate in outdoor activities. This includes learning how to cook and prepare meals using camp stoves, care for and maintain outdoor equipment, plan and prepare for journeys, manage risks in outdoor settings, and develop basic wilderness first aid skills. These skills are highly transferable and help students build independence, resilience, problem-solving abilities, and confidence in real-world situations.

In Understanding Outdoor Environments, students investigate how humans interact with, connect to, and impact the natural world. Students explore different perspectives on the environment, including Indigenous and contemporary relationships with nature, and examine how human activities can affect ecosystems and natural places. They will investigate ways individuals and communities can care for and protect the environment through sustainable practices and responsible outdoor recreation.

Throughout the semester, students apply their learning through a range of practical experiences, including a 2-night, 3-day camp, mountain biking, and rock climbing excursions. These experiences provide opportunities for students to develop teamwork, leadership, resilience, and a deeper appreciation for the outdoors while applying the skills and knowledge learned in class.

Year 9 Athlete Development Program

Entry to the Athlete Development Program (ADP) is through an application process. Each application is assessed on sporting, behavioural and academic merit. Successful students must represent the school, academy, and themselves by participating to the best of their ability in all aspects of student life.

Successful applications will be divided into two cohorts, with each cohort assigned to a semester. Students in the ADP will participate in the program for semester one or two only. At the end of the year, a single cohort of 24 students will be selected to continue with the Elite Sports Academy (ESA) program in Years 10 to 12. Students must apply at the end of Year 9 to enter the ESA in Year 10. All students are assessed by academic, behavioural and sporting criteria, as well as their contribution to the Academy throughout their respective Year 9 semester.

Athlete Development Program/Elite Sports Academy Structure

Both the ADP & ESA consists of both theory and practical components with regular assessments throughout the fully structured curriculum from Year 9 through to Year 12, with the ADP encompassing extra-curricular training sessions during Years 7 & 8. Upon completion of Year 12, students will attain a Certificate III in Sport and Recreation and have completed 4 VCE units between Years 10 & 12.

The practical component is designed to assist each student in their sports participation internally and externally of the school, by providing exposure to high level strength and conditioning training within the program structure. These sessions will educate students on strength training and cardiovascular training to help minimise injury risk and help them perform to the best of their ability in their chosen sport. This strength and conditioning program will begin with body weight movements, mobility, flexibility and light resistance exercises in Year 9, and will develop into a fully tailored training program for Years 10 to 12.

Units of Study:

- Goal Setting and Healthy Habits
- Nutrition for Life
- Fitness for Life

Subsequent years in the program - Elite Sports Program (ESA)

The ESA uniform is a requirement to participate in the program from Year 10 onwards. There is no specific uniform for the ADP in Year 9, however College PE uniform must be worn to all ADP classes.

There are additional costs each year and whenever uniform items require replacing. Students will not be required to pay the same full amount after initial year in the program unless new/replacement uniform items are required. Towels are replaced annually for hygiene reasons.

Year 10 \$487.30 (or \$558.80 with optional ¼ Zip Jumper)

Includes Puma ESA uniform (2x training tops, 2x training shorts, 1x training singlet, 1x tracksuit pants & 1x jacket, ¼ zip jumper is optional) Also includes gym towel, Teambuildr training program subscription & strapping/taping kit

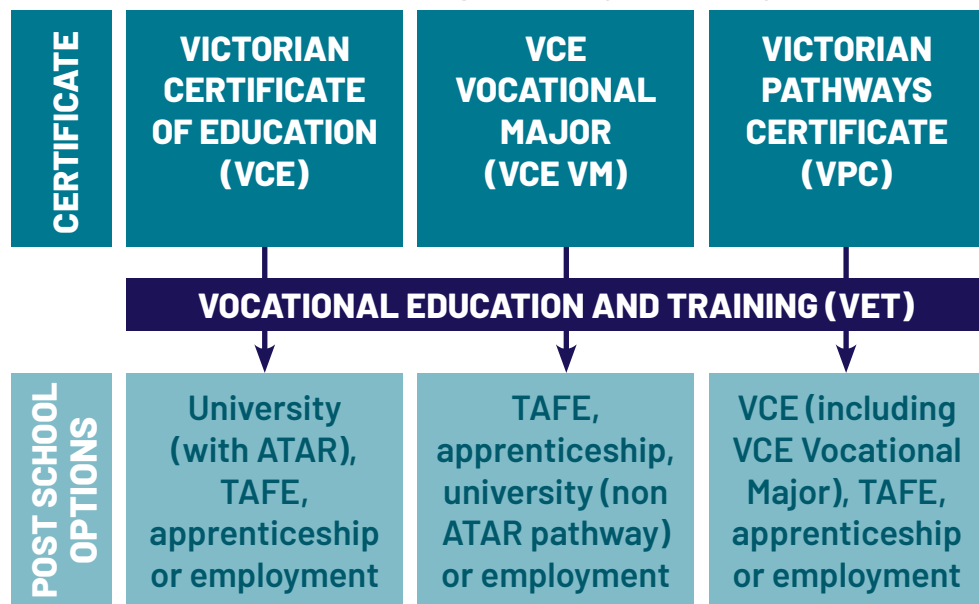
Year 11 \$44 (Gym towel & Teambuildr training program subscription)

Year 12 \$44 (Gym towel & Teambuildr training program subscription)

Please refer to the College website for more information about the Elite Sports Academy and Athlete Development Program, or to contact the Academy staff.

Year 10-12 Pathways

Which certificate best aligns to my pathway



The Victorian Certificate of Education (VCE)

The VCE is typically a two-year program of study undertaken as the last step of secondary education. It is a recognised qualification for entry to further studies at university or TAFE. VCE gives students an excellent foundation that leads into a broad range of career possibilities.

The VCE pathway

The VCE is comprised of over 40 studies. Most studies are made up of 4 units each. A unit represents about 100 hours of work and lasts for one semester or half year.

Units 1 and 2 are usually offered at Year 11. Units 3 and 4 are usually offered at Year 12 and are sequential. A typical student's program will consist of 24 semester-based units of study over the two years. VCE gives students an excellent foundation to undertake further education and training options that lead into a broad range of career possibilities.

All VCE students are required to undertake a VCAA approved program of studies to achieve their VCE. A student must satisfactorily complete 16 units including:

- Three consecutive English, Literature or English Language Units
- At least three unit 3/4 sequences in subjects other than English.
- At SFCC, students are also expected to study Religious Education during Year 11 and Year 12.

YEAR 10	YEAR 11	YEAR 12	BEYOND
Straight Year 10 program	6 x Unit 1/2 subjects	5 x Unit 3/4 subjects + private study	Apprenticeship TAFE Foundation Studies Workforce
Year 10 program (Accelerated) Unit 1/2 subject	5 x Unit 1/2 subjects 1 x Unit 3/4 subject	5 x Unit 3/4 subjects + private study	

Overview of the ATAR in VCE

- All Subject Study Scores contribute to the Australian Tertiary Admission Rank (ATAR).
- 30-50% of a student's ATAR comes from their internal Unit 3/4 SAC and SAT results and the rest is from the final exam.
- A Scored VCE relies heavily on both SAC results and exam results.
- University degree level courses generally require an ATAR for direct entry after Year 12.

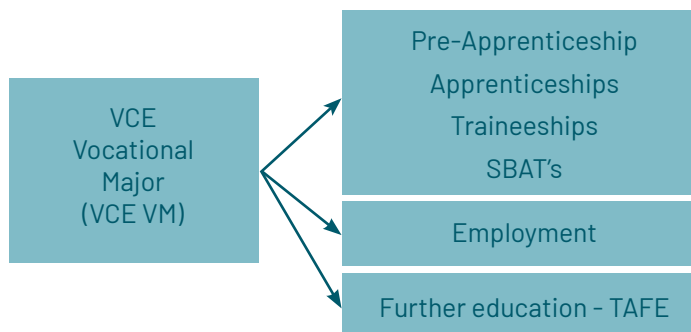
ATAR with 4 subjects			
ENGLISH Study Score	SUBJECT 2 Study Score	SUBJECT 3 Study Score	SUBJECT 4 Study Score

ATAR with 5 subjects				
ENGLISH Study Score	SUBJECT 2 Study Score	SUBJECT 3 Study Score	SUBJECT 4 Study Score	SUBJECT 5 10% of Study Score

ATAR with 6 subjects					
ENGLISH Study Score	SUBJECT 2 Study Score	SUBJECT 3 Study Score	SUBJECT 4 Study Score	SUBJECT 5 10% of Study Score	SUBJECT 6 10% of Study Score

The Victorian Certificate of Education Vocational Major (VCE VM)

The VCE VM is an applied learning program that gives students choice and flexibility, allowing them to tailor their program to their vocational aspirations. Vocational and Applied Learning pathways are high quality choices for students and strengthen perceptions and understanding of senior school certificates in the community. Students complete studies in the fields of Literacy, Numeracy, Work Related Skills, Personal Development Skills and Vocational Education and Training (VET). The VCE VM Pathway also requires completion of a minimum of 16 units.



Vocational Education and Training (VET)

VET studies can be combined with either VCE or VCE VM pathways of study. Students completing a VCE VM pathway are required to complete VET units of study as part of their course.

VET subjects provide a nationally recognised qualification which can be used to gain employment or lead to further study at TAFE. VET subjects can also provide credits towards calculation of the ATAR.

Where a scored VET subject is offered as part of a VCE program by the College at only one campus, students not attending that campus are invited to apply for a transfer to allow them to include the subject in their program.

The following VET subjects are available for students completing a VCE program. All VCE VET subjects require approval as part of the VCE program. There is a different group of VET subjects available to students in a VCE VM program. Priority is given to students in Year 11 over Year 10 students wishing to accelerate. VCE students who miss classes to participate in a blocked VET are responsible for catching up on any missed work.

VET – Melton Campus

VCE VM Students only (offered as full day program)

- VET offered through the clusters

VCE & VCE VM Students (Offered onsite in blocks)

- Engineering*

VCE Students (Offered within senior lines)

- Dance
- Music Performance
- Music Sound Production
- Sport, Aquatics and Recreation
- Game Development Foundations (unscored)
- Health Services Assistance
- Community Services

VET – Cobblebank Campus

VCE VM Students only (offered as full day program)

- VET offered through the clusters

VCE & VCE VM Students (Offered onsite in blocks)

- Hospitality and Cookery*

VCE Students (Offered within senior lines)

- Music Performance
- Music Sound Production
- Sport, Aquatics and Recreation
- Game Development Foundations (unscored)
- Health Services Assistance
- Community Services

* VCE students may be able to access Hospitality and Cookery and Engineering at the alternate campus. For VCE students they would need to attend classes at their own campus on the day that the VET is blocked at the alternate campus. The College is exploring options for transporting these groups cross campus

VET Subjects through local Clusters

Alongside VET subjects we offer directly at the College, VCE VM and VPC students also have access to subjects offered through our affiliated clusters:

- [Western Edge Cluster](#)
- [Brimbank Cluster](#)
- [Highlands LLEN \(Ballarat\)](#)

This allows us to offer a greater number of VET opportunities to our students.

Regardless of the location of training, all VET programs require a rigorous and dedicated approach from the student.

The VET Coordinator will help students find the VET course of their choice.

Victorian Pathways Certificate (VPC)

The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to VCE and VCE VM certificates.

Entry to the VPC requires discussion and guidance from staff.

Guidelines for choosing your 2027 pathway

1. Choose a course to suit you

Consider subjects in areas in which you have an interest and in which you have shown ability. Be sure you are clear about the amount and type of work required. Some subjects require a lot of research and essay writing while others require practical, hands-on skills.

2. Choose a course consistent with your future aims

Entry into many tertiary courses at universities, colleges, and TAFE require certain subjects to be studied at Year 11 and/or Year 12. Information regarding prerequisites or recommended subjects can be obtained from the VTAC website (www.vtac.edu.au), College Pathways Team or directly from the institution concerned.

3. Seek guidance on the suitability of your selection

Check with members of staff including your Mentor Teacher, subject teachers, Domain Leaders, House Leaders and Pathways staff as well as your parents and prospective employers.

4. Subject availability

Where student numbers do not allow for a viable class or a dedicated teacher is not available, the subject or elective may not run and students will be supported to select a different course of study.

Year 10 Work Experience – optional

During Year 10 students can do a week of work experience towards the end of Term 2. All students will be invited to a Future Focused Meeting with our Pathways team during Semester 1 to discuss:

- their career and employment interest skills and talents
- the subjects they are good at and are interested in pursuing
- ideas they have about work experience.

Work experience allows students to explore possible career options and to start thinking about VCE and subject selection. Students who choose not to attend work experience must attend scheduled classes at school as normal.

It also gives students an understanding of the work environment and what employees expect of their workers.

External Subjects (VSV & VSL) – Student Costing and Onboarding

Students wishing to undertake external subjects through Virtual School Victoria (VSV) or the Victorian School of Languages (VSL) are required to complete a VCE External Subject Approval Application Form prior to enrolling.

Students engaging in these programs are accessing subjects beyond the standard school timetable, including:

- Specialist VCE subjects not offered onsite
- Language courses delivered externally

Costing and Enrolment Process

Application must be approved by the Director of Learning and Teaching, Senior Years Leader and Languages Domain Leader (for VSL enrolments).

Parent/guardian approval and informed consent is required

These subjects may incur additional course or administrative costs for the student

Acceleration Policy

At St Francis Catholic College, students are encouraged to strive for excellence. For some, this will be achieved through the process of accelerating in a VCE subject from Year 10.

A student may not receive their chosen acceleration subject due to factors related to timetabling, class size and teacher availability.

Opportunities will be offered to students based on their academic performance. Academic performance is assessed using an average calculated across all subjects. Failure to maintain the required standard may result in the withdrawal of the opportunity.

Please refer to the *St Francis Catholic College Acceleration Policy*, located on our website at: <https://www.sfcc.vic.edu.au/our-story/policies>

Acceleration of a VCE VET subject, Unit 1/2 Outdoor and Environmental Studies, Elite Sports Academy (ESA) Elite Cricket Academy (ECA)

Scored VCE VETs are two-year vocational education subjects that contribute to the ATAR. VET subjects must be studied over two years to receive the relevant certificate and credit towards the VCE. The scored VCE VET subjects available for acceleration in Year 10 are listed on the following page.

Outdoor and Environmental Studies is a VCE subject but, due to the demands on students with day excursions and extended overnight camps, this subject is offered as VCE Unit 1/2 to Year 10 students and completed as VCE Unit 3/4 in Year 11. This minimises the impact on other VCE subjects, due to absence in a student's final year of schooling (Year 12).

The ESA is offered to students in Years 10-12 at Melton Campus. The ECA is offered to students in Year 10-12 at Cobblebank Campus. Students must apply for entry to the ESA AND ECA and meet the specific criteria. Along with studying VET Sport, Aquatics and Recreation, there is a focus on strength and conditioning (Melton Campus) and cricket (Cobblebank Campus).

	Overall percentage of Year 9 Assessment Tasks	Offering
Standard Year 10 Program	Successful completion of all Year 9 Assessment Tasks.	A standard Year 10 program
Year 10 Program with a VET Subject, VCE Unit 1/2 Outdoor and Environmental Studies OR ESA (Melton) and ECA (Cobblebank)	An average of 70% or more for all Year 9 Assessment Tasks.	A standard Year 10 program with a VCE VET subject (from the prescribed list), Unit 1/2 VCE Outdoor and Environmental Studies OR ESA/ECA* <i>*Please note that ESA and ECA have additional requirements. Refer to the handbook for details.</i>
Year 10 Program with a VCE Unit 1/2 Subject	An average of 85% or more for all Year 9 Assessment Tasks	A standard Year 10 program while undertaking a VCE Unit 1/2 subject from the prescribed list.

VCE subjects available for acceleration

Students will need to complete an application form prior to selecting an accelerated subject in the subject selection portal. Students who have completed Unit 1/2 as an accelerated subject at Year 10 need to put in an application to continue acceleration into the Unit 3/4 course in Year 11 if they wish to continue.

The following will be offered for acceleration at Year 10 at both the Melton and Cobblebank campuses:

- VCE Biology Units 1/2
- VCE Business Management Units 1/2
- VCE Food Studies Units 1/2
- VCE Geography Units 1/2
- VCE Health and Human Development Units 1/2
- VCE Legal Studies Units 1/2
- VCE Media Units 1/2
- VCE Modern History Units 1/2
- VCE Outdoor & Environmental Studies Unit 1/2
- VCE Physical Education Units 1/2
- VCE Psychology Units 1/2

VET Acceleration at Year 10 Melton campus:

- VET Music Year 1
- VET Sport, Aquatics and Recreation Year 1
- VET Dance Year 1

VET Acceleration at Year 10 Cobblebank campus:

- VET Music Year 1
- VET Sport, Aquatics and Recreation Year 1

The following will be offered for acceleration at Year 11 at Melton Campus:

- VCE Accounting Units 3/4
- VCE Biology Units 3/4
- VCE Business Management Units 3/4
- VCE Extended Investigation Unit 3/4
- VCE Health and Human Development Units 3/4
- VCE Legal Studies Units 3/4
- VCE Psychology Units 3/4
- VCE Religion and Society Units 3/4

VET Acceleration at Year 11 Melton campus:

- VET Music Year 2
- VET Sport, Aquatics and Rec Year 2
- VET Dance Year 2

The following will be offered for acceleration at Year 11 at Cobblebank Campus:

- VCE Extended Investigation Unit 3/4
- VCE Mathematics General Units 3/4
- VCE Psychology Units 3/4
- VCE Religion and Society Units 3/4

Each acceleration case will be assessed on its merits, with due consideration given to a student's ability to cope with the demands of study at this level in the available subjects. Students must follow the procedures as outlined in the *Acceleration Policy*.

Learning Areas



Director of Learning and Teaching
Melton

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Director of Learning and Teaching
Cobblebank

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DOMAIN	MELTON DOMAIN LEADER	COBBLEBANK DOMAIN LEADER
Middle Years Curriculum Leader	Ranish Chand - rchand@sfcc.vic.edu.au	Melissa Staley - mstaley@sfcc.vic.edu.au
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Elite Sports Academy	Stephanie Bertalmio - sbertalmio@sfcc.vic.edu.au	Michael Bretag - mbretag@sfcc.vic.edu.au

Religious Education

Year 10

17 **Faith in Action: Youth Ministry**
(Melton & Cobblebank)

17 **Religion and Society Unit 1**
(Melton & Cobblebank)

Year 11

17 **Texts and Traditions Unit 1**
(Melton & Cobblebank)

Year 12

18 **Religion and Society Unit 2** (Melton)

18 **Religion and Society Unit 3/4** (Melton)

Religious Education is a compulsory subject at all year levels.

In **Year 11**, all students study Texts and Traditions Unit 1 (throughout the entire year) unless they choose and are approved to accelerate to study Religion and Society Units 3/4.

In **Year 12**, all students study Religion and Society Unit 2 unless they choose to study Religion & Society Units 3/4.

YEAR 10

Faith in Action: Youth Ministry

Unit overview

The Youth Ministry Year 10 course is designed to inspire and equip students to engage deeply with our school motto of 'Faith In Action', focusing on ministry and leadership. Students will deepen their ministry to younger students and become involved in the creation of faith forming experiences for the College community through structured guidance. The course includes core elements from Year 10 Religious Education to prepare students for advanced studies in Religion & Society with a strong Franciscan focus.

Areas of Study

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and the Sacraments
- Morality and Justice

Assessment:

- Journal writing: Analytical and reflective writing on key course themes.
- Prayer & Liturgy: Planning and leading prayer and liturgical events in the College.
- Short Responses: Written reflections and responses to specific questions or scenarios.

Religion and Society

Unit 1: The role of religion in society

Unit overview

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time.

Areas of Study

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

YEAR 11

Texts and Traditions

Unit 1: Texts and Traditions

Unit overview

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Areas of Study

- The importance of sacred texts to the tradition
- The exegesis of text
- Sacred texts and later traditions

Religion and Society

Unit 3: The search for meaning

Unit overview

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death?

Areas of Study

- Responding to the search for meaning
- Expressing meaning
- Significant life experience, religious belief and faith

Unit 4: Religion, challenge and change

Unit overview

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life.

Areas of Study

- Challenge and response
- Interaction of religion and society

Year 12

Religion and Society

Unit 2: Religion and ethics

Unit overview

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making?

Areas of Study

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

Religion and Society

Unit 3: The search for meaning

Unit overview

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death?

Areas of Study

- Responding to the search for meaning
- Expressing meaning
- Significant life experience, religious belief and faith

Unit 4: Religion, challenge and change

Unit overview

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life.

Areas of Study

- Challenge and response
- Interaction of religion and society

English

Year 10

- 20 **English/English as an Additional Language (EAL)** (Melton & Cobblebank)
- 20 **English Enhancement: Words and their Power** (Melton & Cobblebank)

Year 11

- 21 **English/English as an Additional Language Unit 1/2** (Melton & Cobblebank)
- 22 **English Language Unit 1/2** (Melton & Cobblebank)
- 23 **Literature Unit 1/2** (Melton & Cobblebank)

Year 12

- 21 **English/English as an Additional Language Unit 3/4** (Melton)
- 22 **English Language Unit 3/4** (Melton)
- 23 **Literature Unit 3/4** (Melton)

The study of English is compulsory.

YEAR 10: All students **must** do the mainstream Year 10 English course.

English Enhancement is a semester-long elective that must be taken in **addition**. You will be studying 2 English subjects in one semester.

VCE: Students must satisfactorily complete a minimum of three units of an English subject, including a Unit 3/4 sequence. English studies include English/English as an Additional Language, English Language and Literature.

The three units from the group of English studies that are required for satisfactory completion of the VCE may be selected from:

- English Units 1 to 4
- English as an Additional Language (EAL)
- English Language Units 1 and 4
- Literature Units 1 to 4

Students may complete more than four units from the group of English studies.

Year 10 English/EAL (Compulsory)

Students must meet specific criteria to be eligible for EAL.

Unit overview

Year 10 English/EAL has been designed to best prepare students for a variety of pathways including VCE English and the other VCE English study alternatives.

In Semester 1, all students will undertake two units of study, with a school-based examination at the end of the semester. The units are mirrored on that of the VCE and will focus on the Victorian Curriculum standards of reading and viewing, writing, speaking and listening.

In Semester 2, students will either continue their study of the mainstream English/EAL course, further consolidating the skills required for VCE English/EAL or, upon meeting specific criteria set by the school, may be invited to undertake an extension English program. This program will provide insight into the types of skills and knowledge covered in VCE Literature or VCE English Language.

Areas of study

1. Reading and Exploring Texts

In this area of study, students engage in reading and viewing texts and explore the ways in which meaning is produced. Students analyse the features of texts and consider how authors explore ideas, concerns, and tensions. They develop personal responses to texts and produce a formal analytical response.

2. Crafting Texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing, and develop an increasing understanding of purpose, context, and audience. They explore imaginative, persuasive and informative texts and use these texts to guide the production of their own texts.

3. Exploring Argument

In this area of study, students explore the ways language and argument work to position audiences. Students will identify and analyse the construction of arguments and use of persuasive language in a variety of media texts. They will then use these techniques, both orally and in writing, to present a point of view on an issue.

Assessment

Students will complete common assessment tasks and sit a school based examination in both Semester 1 and Semester 2.

Year 10 English Enhancement: *Words and their Power* (Elective)

Unit overview

This subject provides an opportunity for students to enrich their study of English through an introduction to literary and linguistic skills and concepts.

In their introduction to Literature, students will examine some of the powerful texts that have been subject to controversy but loved by readers. They will also examine the socio-historical factors surrounding their publication and consider how the texts reveal truths about society.

In their introduction to linguistics and language, students will examine the changing voice of Australian English. They look at the stereotypical representations of Australian language in popular culture and consider the way this has changed throughout history. This unit also examines the way particular words have been used to include or exclude groups within society and the ways our words can empower others.

This subject will be useful for students considering undertaking VCE Literature or VCE English Language in Units 1-4.

Areas of Study

- Literature Study: Changing the World through Words
- English Language Study: Australian Identity and Language.

Assessment

Common assessment tasks in this unit may include essays, close analysis tasks, creative responses and short answer-tests. Students will also complete an end of semester examination.

PLEASE NOTE: All students **must** do the mainstream Year 10 English course. **English enhancement** is a semester-long elective that can be taken in **addition**. You will be studying 2 English subjects in one semester.

Unit 1**Unit overview**

In this unit, students engage in reading and viewing texts with a focus on personal connections to story. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning. Through the use of individual and shared mentor texts, students apply, extend and challenge their understanding of effective imaginative, persuasive and informative writing. They employ and experiment with this understanding to craft their own writing for a range of purposes, audiences, and contexts.

Areas of Study

- Reading and exploring texts
- Crafting texts

Unit 2**Unit overview**

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to a text. They consider the way arguments are developed and delivered in many forms of media, closely examine the language and visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Areas of Study

- Reading and exploring texts
- Exploring argument

Unit 3/4**Unit overview**

English and English as an Additional Language (EAL) at the senior levels (Units 1 through to 4) continues to develop and seeks to consolidate the knowledge and skills students have acquired and explored through the F-10 classrooms. However, the knowledge and skills will be applied to increasingly sophisticated texts at the senior level. The study of texts at Years 7 to 10 may include examples of young adult fiction and non-fiction. However, in the senior levels, students will be expected to engage progressively with adult texts that reflect more complex concerns.

Unit 3**Areas of Study**

- Reading and responding to texts
- Creating texts

Unit 4**Areas of Study**

- Reading and responding to texts
- Analysing argument

Unit 1: Language and communication**Unit overview**

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study

- The nature and functions of language
- Language acquisition

Unit 2: Language change**Unit overview**

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

Areas of Study

- English across time
- Englishes in contact

Unit 3: Language variation and purpose**Unit overview**

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of Study

- Informality
- Formality

Unit 4: Language variation and identity**Unit overview**

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Areas of Study

- Language variation in Australian society
- Individual and group identities

Unit 1

Unit overview

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language

Areas of Study

- Reading practices
- Exploration of literary movements and genres

Unit 2

Unit overview

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Areas of Study

- Voices of country
- The text in its context

Unit 3

Unit overview

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Areas of Study

- Adaptations and transformations
- Developing interpretations

Unit 4

Unit overview

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Areas of Study

- Creative responses to texts
- Close analysis of texts

Mathematics

Year 10

- 25 Year 10 Core Mathematics**
(Full year, compulsory)(Melton & Cobblebank)
- 25 Year 10 Core Plus Mathematics**
(Full year, elective)(Melton & Cobblebank)

Year 11

- 26 Foundation Mathematics Unit 1/2**
(Melton & Cobblebank)
- 27 General Mathematics Unit 1/2**
(Melton & Cobblebank)
- 28 Mathematical Methods Unit 1/2**
(Melton & Cobblebank)
- 29 Specialist Mathematics Unit 1/2**
(Melton & Cobblebank)

Year 12

- 26 Foundation Mathematics Unit 3/4**(Melton)
- 27 General Mathematics Unit 3/4**
(Melton & Cobblebank)
- 28 Mathematical Methods Unit 3/4** (Melton)
- 29 Specialist Mathematics Unit 3/4**(Melton)

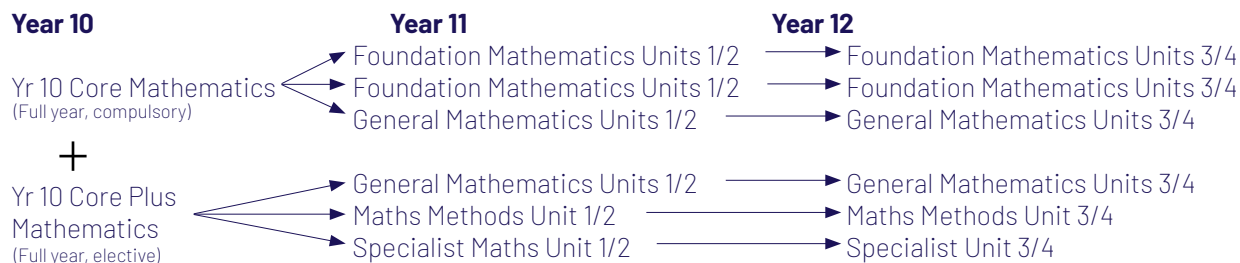
Year 10 students

If you wish to study Mathematical Methods or Specialist Mathematics in Year 11 it is recommended that you take the full year elective Year 10 Core Plus Mathematics.

Year 11 students

If you wish to study Specialist Mathematics in Year 12 you must complete Unit 1 / 2 Mathematical Methods and Unit 1 / 2 Specialist Mathematics

Suggested pathways



Yr 10 Core Mathematics (Full year, compulsory)**Unit overview**

In Yr 10 Core Mathematics, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.

Students expand, factorise, simplify and substitute into algebraic expressions, including linear and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of linear functions.

Areas of Study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Semester examinations

Future Pathways

This unit provides the foundation for further study in VCE Mathematics, including VCE Foundation Mathematics and VCE General Mathematics. Students who wish to pursue VCE Mathematical Methods are encouraged to complete the additional Jump Start materials and extension activities to strengthen the algebraic, graphical and problem-solving skills required for success in the subject.

Yr 10 Core Plus Mathematics (Full year, elective)

A recommendation from your mathematics teacher is required prior to selecting Mathematics CORE Plus

Unit overview

Yr 10 Core Plus Mathematics provides optional, additional content for students to be extended in their mathematical studies as well as completing the mathematics studied in Yr 10 Core Mathematics.

Students extend work in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. They extend the study of trigonometry to include an introduction to circular functions and equations, and extend the study of indices and exponential functions to logarithms.

Students extend work in measurement and geometry to proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, and solving three dimensional problems involving surface area and volume of cones and spheres and composite shapes.

Students extend work in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, and consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

Areas of Study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling task
- Semester examinations

Future Pathways

This unit provides the foundation for further study in VCE Mathematics, including VCE Foundation Mathematics and VCE General Mathematics. Students who wish to pursue VCE Mathematical Methods are encouraged to complete the additional Jump Start materials and extension activities to strengthen the algebraic, graphical and problem-solving skills required for success in the subject..

Unit 1: Foundation Mathematics**Unit overview**

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.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Unit 2: Foundation Mathematics**Unit overview**

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Unit 3/4: Foundation Mathematics**Unit overview**

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. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Throughout Units 3 and 4, students undertake mathematical modelling tasks that require them to formulate problems, apply appropriate mathematical techniques, interpret results, evaluate solutions and communicate findings. These tasks reflect the practical and applied nature of Foundation Mathematics and support students in using mathematics to make informed decisions in authentic real-world situations.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Unit 1: General Mathematics**Unit overview**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Areas of Study

1. Data analysis, probability and statistics
2. Algebra, number and structure
3. Functions, relations and graphs
4. Discrete mathematics

Unit 2: General Mathematics**Unit overview**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Areas of Study

1. Data analysis, probability and statistics
2. Discrete mathematics
3. Functions, relations and graphs
4. Space and measurement

Unit 3/4: General Mathematics**Unit overview**

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Throughout Units 3 and 4, students undertake mathematical modelling tasks that require them to formulate questions, analyse data, apply mathematical techniques, evaluate solutions and communicate findings in real-world contexts. Students use technology extensively to investigate problems and support decision-making in personal, community, workplace and global settings.

Areas of Study

1. Data analysis, probability and statistics
2. Recursion and financial modelling
3. Matrices
4. Networks and decision mathematics

Unit 1: Mathematical Methods**Unit overview**

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Unit 2: Mathematical Methods**Unit overview**

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Unit 3/4: Mathematical Methods**Unit overview**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

Throughout Units 3 and 4, students engage in mathematical modelling and problem-solving tasks that require them to formulate problems, apply mathematical techniques, interpret solutions and evaluate results. Students use technology to investigate functions, analyse data, model real-world situations and communicate mathematical reasoning using appropriate notation and conventions.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Students must enrol in Mathematical Methods Units 1 / 2 when undertaking Specialist Mathematics Units 1 / 2, and continue Mathematical Methods Units 3 / 4 if progressing to Specialist Mathematics Units 3 / 4.

Students should carefully consider their overall VCE program, as it is generally not recommended to study more than two VCE Mathematics subjects.

A recommendation from your mathematics teacher is required prior to selecting Specialist Mathematics.

Unit 1: Specialist Mathematics

Unit overview

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Throughout Specialist Mathematics, students engage in advanced mathematical modelling, reasoning and proof. They investigate complex theoretical and real-world problems, develop and justify mathematical arguments, and apply sophisticated mathematical techniques to analyse, model and communicate solutions.

Areas of Study

1. Algebra, number and structure
2. Discrete mathematics

Unit 2: Specialist Mathematics

Unit overview

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

Throughout Specialist Mathematics, students engage in advanced mathematical modelling, problem-solving and proof. They investigate complex mathematical ideas and apply them to both theoretical and real-world situations, developing the analytical and reasoning skills required for further study in mathematics, engineering, science and related fields.

Areas of Study

1. Data analysis, probability and statistics
2. Space and measurement
3. Algebra, number and structure
4. Functions, relations and graphs

Unit 3/4: Specialist Mathematics

Unit overview

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Throughout Units 3 and 4, students engage in advanced mathematical modelling, reasoning and proof. Students apply concepts from algebra, calculus, statistics, vectors and complex numbers to investigate theoretical and real-world problems, justify solutions and communicate mathematical arguments using appropriate mathematical conventions.

Areas of Study

1. Algebra, Number and Structure
2. Calculus
3. Data Analysis, Probability and Statistics
4. Discrete Mathematics
5. Functions, Relations and Graphs
6. Space and Measurement

Humanities

Year 10

- 31 **Geography** (Melton & Cobblebank)
- 31 **Crime & Democracy**
(Melton & Cobblebank)
- 31 **History** (Melton & Cobblebank)
- 31 **Business Commerce** (Melton & Cobblebank)

Year 11

- 32 **Accounting Unit 1/2** (Melton & Cobblebank)
- 33 **Business Management Unit 1/2**
(Melton & Cobblebank)
- 34 **Economics Unit 1/2** (Melton & Cobblebank)
- 35 **Extended Investigation Unit 3/4**
(Melton & Cobblebank)
- 36 **Geography Unit 1/2** (Melton & Cobblebank)
- 37 **Legal Studies Unit 1/2** (Melton & Cobblebank)
- 38 **Modern History Unit 1/2** (Melton & Cobblebank)
- 40 **Philosophy Unit 1/2** (Melton & Cobblebank)

Year 12

- 32 **Accounting Unit 3/4** (Melton)
- 38 **Ancient History 3/4** (Melton)
- 33 **Business Management Unit 3/4** (Melton)
- 34 **Economics Unit 3/4** (Melton)
- 36 **Geography Unit 3/4** (Melton)
- 37 **Legal Studies Unit 3/4** (Melton)
- 39 **History - Revolutions Unit 3/4** (Melton)
- 40 **Philosophy Unit 3/4** (Melton)

Geography

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

Unit overview

This subject focuses on the geographical aspects of Humanities, with a focus on local, national, and international perspectives. Students will develop mapping skills through the study of various countries, examining their cultures, environments, and geographical features. By comparing human wellbeing across select countries, students will investigate the factors contributing to environmental changes over time.

Areas of study

- Geography Skills
- Human Wellbeing
- Environmental change and management

Crime and Democracy

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

Unit overview

This subject focuses on the political and legal systems of Australia. Students examine Australia's principles of justice and how they are applied through the legal system. Additionally, students analyse the democratic nature of Australia's political system with comparison to a corresponding Asia-Pacific nation. Students focus on human and democratic rights and analyse Australia as a global citizenship with consideration to peacekeeping missions.

Area of study

- Australian Legal System
- Government and Democracy and Global Citizenship

History

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

Unit overview

This unit will examine events that have shaped Australia and/or the world in recent world history. Students will investigate WWII, Rights and Freedom and Popular Culture using a variety of primary and secondary sources.

Areas of study

- World War II
- Rights and Freedoms
- Popular Culture

Business Commerce

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

Unit overview

Students develop their consumer and financial literacy knowledge by understanding the types of debt and how to budget. They learn to identify financial risks and understand how consumers can protect themselves. Additionally, students examine the role of innovation and its influence on business success and investigate the changing environment in work and business.

Areas of study

- Consumer and Financial Literacy
- Business, Entrepreneurship and Work

Unit 1: The role of accounting in business

Unit overview

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.

Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

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

Unit overview

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.

Areas of Study

1. Accounting for and managing inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business

Unit overview

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.

Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

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

Unit overview

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.

Areas of Study

1. Extension of recording and reporting
2. Budgeting and decision-making

Unit 1: Planning a business**Unit overview**

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.

Areas of Study

1. The business idea
2. Internal business environment and planning
3. External business environment and planning

Unit 2: Establishing a business**Unit overview**

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.

Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3: Managing a business**Unit overview**

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.

Areas of Study

1. Business foundations
2. Human resource management
3. Operations management

Unit 4: Transforming a business**Unit overview**

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.

Areas of Study

1. Reviewing performance – the need for change
2. Implementing change

Unit 1: Economic decision-making

Unit overview

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Areas of Study

1. Thinking like an economist
2. Decision-making in markets
3. Behavioural economics

Unit 2: Economic issues and living standards

Unit overview

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Areas of Study

1. Economic activity
2. Applied economic analysis of local, national and international economic issues

Unit 3: Australia's living standards

Unit overview

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Areas of Study

1. An introduction to microeconomics: the market system, resource allocation and government intervention
2. Domestic macroeconomic goals
3. Australia and the international economy

Unit 4: Managing the economy

Unit overview

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Areas of Study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

This subject is only available to Year 11 students as an accelerated subject.

Unit 3: Designing and conducting research

Unit overview

In this unit, students develop and practise critical thinking skills, increasing their understanding of different modes of thinking, the elements of argument and the qualities of valid reasoning. Students learn to evaluate the arguments of others and apply the same critical approach to their own developing ideas. They consider sources of possible distortion and bias in the design and conduct of research.

As they consider possible questions for investigation, students explore the scope, nature and purpose of research, the value of various research methods and the principles of ethical conduct. They conduct a review of relevant research literature and identify a specific question. They identify appropriate sources of data and methods of data collection. Details of the proposed research question and methods for collecting data are formally lodged with the VCAA during Term 1 on a date published annually.

Areas of Study

1. Thinking about arguments
2. Developing a research question
3. Planning and commencing the investigation

Unit 4: Completing and reporting research

Unit overview

In this unit, students further develop their thinking skills by interpreting, analysing and evaluating arguments. They apply these skills to the research reported by others and to the conduct of their own investigation and the presentation of its outcomes.

Areas of Study

1. Thinking about research
2. Completing a written report
3. Presenting and defending findings

Unit 1: Hazards and disasters

Unit overview

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Areas of Study

1. Characteristics of hazards
2. Response to hazards and disasters

Unit 2: Tourism: issues and challenges

Unit overview

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

Areas of Study

1. Characteristics of tourism
2. Impact of tourism: issues and challenges

Unit 3: Changing the land

Unit overview

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Areas of Study

1. Land cover change
2. Land use change

Unit 4: Human population: trends and issues

Unit overview

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

Areas of Study

1. Population dynamics
2. Population issues and challenges

Unit 1: The presumption of innocence

Unit overview

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 criminal cases.

Areas of Study

1. Legal foundations
2. Proving guilt
3. Sanctions

Unit 2: Wrongs and rights

Unit overview

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. 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.

Areas of Study

1. Civil liability
2. Remedies
3. Human rights

Unit 3: Rights and justice

Unit overview

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.

Areas of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4: The people, the law and reform

Unit overview

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.

Areas of Study

1. The people and the law-makers
2. The people and reform

Unit 1: Change and conflict**Unit overview**

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.

Areas of Study

1. Ideology and conflict
2. Social and cultural change

Unit 2: The changing world order**Unit overview**

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.

Areas of Study

1. Causes, course and consequences of the Cold War
2. Challenge and change

Unit 3: Ancient History – Greece**Unit overview**

Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. They examine the causes and consequences of the conflict between Greece and Persia. Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League, each pursuing their interests. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Students analyse the involvement of Pericles, Nicias, Alcibiades and Lysander during the Peloponnesian War and what this reveals about the roles, motives and influence of these key individuals

Areas of Study:

1. Living in an ancient society
2. People in power, societies in crisis

Unit 4: Ancient History – Rome**Unit Overview**

Students investigate the features and the early development of Rome. They investigate the social, political and economic features of Rome. They examine the causes and consequences of the conflict between Rome and Carthage. Students investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths. Students analyse the involvement of Cornelius Sulla, Pompey Julius Caesar and Octavian/Augustus during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals.

Areas of Study:

1. Living in an ancient society
2. People in power, societies in crisis

Unit 3: Russia

History: Revolutions – The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

Unit overview

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.

Areas of Study

1. Causes of revolution
2. Consequences of revolution

Unit 4: China

History: Revolutions – The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949)

Unit overview

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.

Areas of Study

1. Causes of revolution
2. Consequences of revolution

Unit 1: Philosophy, existence and knowledge

Unit overview

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit.

Areas of Study

1. The nature and methods of philosophy
2. Metaphysics
3. Epistemology

Unit 2: Questions of value

Unit overview

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

Areas of Study

1. Ethics and moral philosophy
2. Further problems in value theory
3. Philosophy: its nature, purpose and value

Unit 3: The good life

Unit overview

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world.

Areas of Study

1. The good life and the individual
2. The good life and others

Unit 4: The people, the law and reform

Unit overview

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs?

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

Areas of Study

1. Foundations of belief
2. Contemporary applications

Science

Year 10

- 42 **General Science A** (Melton & Cobblebank)
- 42 **General Science B** (Melton & Cobblebank)
- 42 **Human Behaviour and the Mind**
(Melton & Cobblebank)
- 42 **Pre Biology** (Cobblebank)

Year 11

- 43 **Biology Unit 1/2** (Melton & Cobblebank)
- 44 **Chemistry Unit 1/2** (Melton & Cobblebank)
- 45 **Physics Unit 1/2** (Melton & Cobblebank)
- 46 **Psychology Unit 1/2** (Melton & Cobblebank)

Year 12

- 43 **Biology Unit 3/4** (Melton)
- 44 **Chemistry Unit 3/4** (Melton)
- 45 **Physics Unit 3/4** (Melton)
- 46 **Psychology Unit 3/4** (Melton)

All Year 10 students will study **General Science A** for one semester. It includes a mix of Biology, Chemistry, Physics and Astronomy.

In addition, students can also select a semester long elective science subject. This is strongly recommended for students planning to do a VCE Science subject in the future.

Science electives:

General Science B is strongly recommended for students who wish to study VCE science in Years 11 & 12

Pre-Biology is strongly recommended for those students who wish to study VCE Biology. It is designed to provide students with specific knowledge and skills required to successfully undertake VCE Biology.

Human behaviour and the mind is strongly recommended for students who wish to study VCE Psychology. It is designed to provide students with specific knowledge and skills required to successfully undertake VCE Psychology.

If a student wishes to study Chemistry or Physics in VCE, It is strongly recommended they complete General Science 2.

General Science A (Compulsory)

Unit overview

This subject is compulsory for all year 10 students and is designed to provide students with learning opportunities from all four strands of science knowledge, Biology, Chemistry, Physics and Earth and Space Sciences. Students will gain a basic introduction to each knowledge of the VCE subjects Biology, Chemistry, Physics and Environmental Science. Students will be starting their development of the necessary science skills required to have success in VCE science throughout each of the areas of study.

Areas of Study:

- Genetics
- Exploring balanced chemical reactions
- Exploring AC and DC electricity generation
- Space Exploration

General Science B (Elective)

Unit overview

General Science 2 is designed for students intending to study VCE Chemistry and or Physics in Years 11 and 12. The subject focuses on developing the foundational knowledge, scientific language, and practical skills required for success in both disciplines, providing a smooth transition into senior science studies.

Students will participate in a range of practical investigations to build their skills in scientific inquiry, data collection and analysis, report writing, and scientific communication. Emphasis is also placed on developing safe laboratory practices and applying scientific principles in a practical context.

Areas of Study

- The relationship of the Periodic Table and chemical formula
- Classifying and predicting Chemical Reactions
- Exploring Newton's Laws of Motion.

Human Behavior and the Mind

Unit overview

This subject explores the nature and development of the mind and behaviour. It is designed to give students a general overview of Psychology where they will have the opportunity to design and conduct firsthand investigations into human behaviour. They examine the scientific nature of psychology and discover the importance of ethics in psychological research. Students will analyse how biological systems function and respond to external changes with reference to interdependence between the brain and nervous system.

Areas of Study

- What is psychology?
- Brain and Nervous system
- Health psychology

Pre-Biology

Unit overview

Pre-Biology is designed for those students who wish to study VCE Biology in years 11 and 12. The subject is based upon developing the science skills and language required to undertake Biology in senior years, providing a smoother transition into VCE. Students will be exposed to a number of practical experiences to develop scientific report writing, biological drawing, data recording and communication and analysing data for trends. Students will undertake these activities through the study of Cells, Genetics and Evolution.

Areas of Study:

- Exploring Cells and Genetics using scientific reasoning.
- The data and science of Evolution.

Unit 1: How do organisms regulate their functions?**Unit overview**

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.

Areas of Study

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?**Unit overview**

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.

Areas of Study

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3: How do cells maintain life?**Unit overview**

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.

Areas of Study

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

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

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.

Areas of Study

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Areas of Study

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. How can chemical principles be applied to create a more sustainable future?

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Areas of Study

1. How do chemicals interact with water?
2. How are chemicals measured and analysed?
3. How do quantitative scientific investigations develop our understanding of chemical reactions?

Unit 3: How can design and innovation help to optimise chemical processes?**Unit overview**

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Areas of Study

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?

Unit 4: How are carbon-based compounds designed for purpose?**Unit overview**

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. 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.

Areas of Study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Unit 1: How is energy useful to society?**Unit overview**

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.

Areas of Study

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

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

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.

Areas of Study

1. How is motion understood?
2. How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Unit 3: How do fields explain motion and electricity?**Unit overview**

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.

Areas of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?**Unit overview**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

Areas of Study

1. How has understanding about the physical world changed?
2. How is scientific inquiry used to investigate fields, motion or light?

Unit 1: How are behaviour and mental processes shaped?**Unit overview**

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.

Areas of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

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

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.

Areas of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?**Unit overview**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

Health and Physical Education

Year 10

- 48 Health and Physical Education**
(Full year, compulsory)(Melton & Cobblebank)
- 48 Health and Human Development**
(Melton & Cobblebank)
- 48 Sports Science** (Melton & Cobblebank)
- 50 Outdoor & Environmental Studies Unit 1/2**
(Melton & Cobblebank)
- 71 Elite Sports Academy** (Melton)
Elite Cricket Academy (Cobblebank)

Year 11

- 49 Health & Human Development Unit 1/2**
(Melton & Cobblebank)
- 51 Physical Education Unit 1/2**
(Melton & Cobblebank)
- 71 Elite Sports Academy** (Melton)
Elite Cricket Academy (Cobblebank)

Year 12

- 49 Health & Human Development Unit 3/4**
(Melton)
- 51 Physical Education Unit 3/4** (Melton)
- 71 Elite Sports Academy** (Melton)

Year 10 students

In order to ensure acceleration into Outdoor & Environmental Studies and that a student is able to meet the requirements to achieve an S, the following prerequisite criteria applies for entry to this subject:

- An average of 70% or more for all Year 9 Assessment Tasks
- good work habits (identified in the Semester 1 and/or Semester 2 report)
- approved acceleration form

Levy:

Elite Sports Academy (Melton)

Year 9 into 10 (Year 1) - \$487.30* (includes uniform)

Year 10 into 11 (Year 2) - \$44

Year 11 into 12 (Year 3) - \$44

Elite Cricket Academy (Cobblebank)

Year 9 into 10 (Year 1) - \$452.30* (includes uniform)

Year 10 into 11 (Year 2) - \$44

*Costing as of 2026. May increase for 2027.

Health and Physical Education (Full year, compulsory)

Unit overview

The course consists of both Health and Physical Education units. In Semester 1, students will investigate mental health addictions and road safety with an overall goal of building healthier communities. They will conduct and perform fitness tests to assess their own fitness levels and participate in a range of training methods to improve personal fitness as well as deliver a training method session to the class.

In Semester 2, students will investigate the causes of musculoskeletal acute and chronic injuries in sport and the implementation of injury prevention methods, first aid and rehabilitation. They will study illnesses of the cardio-respiratory system and how to apply CPR, asthma and anaphylaxis training. Students will also participate in practical activities exploring the major components of the musculoskeletal and cardio-respiratory systems and their contributions and interactions during physical activity, sport and exercise.

Areas of study

Semester 1: Healthy Communities and Lifelong Fitness

1. Fitness and training
2. Road safety
3. Mental health addictions
4. Healthy communities

Semester 2: The Human Body

1. Body systems
2. First Aid

Assessment

- Campaign Creation
- Film analysis
- Written response
- Examination
- Data analysis
- Test
- Laboratory report

Health and Human Development

Unit overview

This unit explores the health and wellbeing of youth and the factors that influence health outcomes. Students develop knowledge on what actions promote health and wellbeing and how this impacts health status measurements such as life expectancy and mortality. They explore and learn about healthy eating using the Australian Guide to Healthy Eating resource and demonstrate actions associated with healthy eating. They research and evaluate the influence of personal, family, social, environmental

and cultural factors on decisions and actions young people take in relation to their health and wellbeing. This includes the analysis and interpretation of data relating to biological, sociocultural and environmental factors. Vaping is researched and short term and long-term impacts on health and wellbeing are addressed and design a health promotion strategy to prevent youth from vaping.

Areas of study

1. Concepts of health
2. Dietary impacts on health
3. Factors impacting Australian youth health
4. Targets for health promotion: Vaping

Assessment

- Research tasks
- Test
- Examination
- Data analysis
- Written response

This subject would be suited to students interested in studying Health and Human Development at VCE.

Sports Science

Unit overview

The course provides students with the opportunity to explore skills, how we learn these and different types of sports. Students then investigate biomechanical concepts and its application in sports. Biomechanics helps athletes learn and improve skills and technique as well as guide coaches in detecting and correcting performance errors. Through involvement in a variety of practical activities, students will develop and utilise literacy and numeracy skills to apply concepts in written responses. They will then learn about training programs, including fitness components, training methods and principles. With this knowledge, students will design, implement and reflect on a program that would assist in improving a chosen skill they have previously analysed.

Areas of study

1. What is a skill?
2. How do we improve our performance through biomechanics and training?

Assessment

- Portfolio of Pracs Rubrics
- Training program Task
- Written test
- Examination

This subject would be suited to students interested in studying Physical Education at VCE.

Unit 1: Understanding health and wellbeing

Unit overview

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.

Areas of Study

1. Concepts of health
2. Youth health and wellbeing
3. Health and nutrition

Unit 2: Managing health and development

Unit overview

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.

Areas of Study

1. Developmental transitions
2. Youth health literacy

Unit 3: Australia's health in a globalised world

Unit overview

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.

Areas of Study

1. Understanding health and wellbeing
2. Promoting health in Australia

Unit 4: Health and human development in a global context

Unit overview

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.

Areas of Study

1. Global health and human development
2. Health and the Sustainable Development Goals

Only available to Year 10 students

Unit 1: Connections with outdoor environments

Unit overview

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Areas of Study

1. Our place in outdoor environments
2. Exploring outdoor environments
3. Safe and sustainable participation in outdoor experiences

Unit 2: Discovering outdoor environments

Unit overview

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Areas of Study

1. Understanding outdoor environments
2. Observing impacts on outdoor environments
3. Independent participation in outdoor environments

Unit 1: The human body in motion

Unit overview

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.

Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sport, exercise and society

Unit overview

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 and wellbeing, as well as in other population groups and contexts.

Areas of Study

1. How do physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity, sport and exercise

Unit overview

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.

Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

Unit 4: Training to improve performance

Unit overview

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).

Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences

Elite Sport Academy (Melton) Elite Cricket Academy (Cobblebank)

Cert III Sport, Aquatics and Recreation SIS30122

YEAR 1: This course is for students in Year 10.

Availability: Students must apply for this whole year class, with the intention of completing the program through to the end of Year 12. Students are only allowed to enter in Semester 2 if approved by the ESA team. An interview may be required prior to being offered a place in the ESA

Unit overview

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer & leisure services officer.

Units of Competence

HLTWHS001	Participate in workplace health and safety
HLTAID001	Provide First Aid
HLTAID009	Provide CPR
SISXEMR003	Respond to emergency situations
SISSSC0015	Prepare participants for sport competition
SISSSPT001	Implement sports injury prevention and management strategies
SISOFLD001	Assist in conducting recreation sessions

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for up to two units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 1
- 90 nominal hours for Unit 2

YEAR 2: This course is for students in Year 11. This course can only be selected by students who have completed the Year 1 course.

Units of Competence

SISPAR009	Participate in conditioning for sport
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreational industry knowledge
SISXCCS004	Provide quality service
SISXIND009	Respond to interpersonal conflict
BSBPER301	Organise personal work priorities
SISSSOFO02	Continuously improve officiating skills and knowledge

YEAR 3: This course is for students in Year 12. This course can only be selected by students who have completed Year 1 and 2 of the course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

Units of Competence

SISSSC001	Conduct sport coaching sessions with foundation level participants
SISXPLD004	Facilitate groups
SISXPLD002	Deliver recreation programs
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs officers, outdoor or leisure activity officers, sports coach, professional athlete (Elite Sports Academy stream) and sports/team management or leadership.

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 3
- 90 nominal hours for Unit 4



Arts

Year 10

- 54 **Art 3D** (Melton & Cobblebank)
- 54 **Art 2D** (Melton & Cobblebank)
- 54 **Dance** (Melton & Cobblebank)
- 55 **Drama – Playmaking** (Melton & Cobblebank)
- 55 **Drama – Scripted Drama** (Melton & Cobblebank)
- 55 **Media** (Melton & Cobblebank)
- 55 **Visual Communication Design**
(Melton & Cobblebank)
- 56 **Music: Performing & Songwriting**
(Melton & Cobblebank)
- 56 **Music: Performing & Improvising**
(Melton & Cobblebank)

Year 11

- 57 **Art Making and Exhibiting Unit 1/2**
(Melton & Cobblebank)
- 58 **Drama Unit 1/2** (Melton & Cobblebank)
- 59 **Media Unit 1/2** (Melton & Cobblebank)
- 60 **Visual Communication Design Unit 1/2**
(Melton & Cobblebank)

Year 12

- 57 **Art Making and Exhibiting Unit 3/4** (Melton)
- 58 **Drama Unit 3/4** (Melton)
- 59 **Media Unit 3/4** (Melton)
- 60 **Visual Communication Design Unit 3/4** (Melton)

Art 3D

Unit overview

In semesters 1 and 2 students explore and respond to artists, their influences, subject matter and communication of ideas. The Elements and Principles of Art are explored as the building blocks of artistic endeavour. With this knowledge they then analyse artworks and how they influence their own art practice. Students create and make three dimensional sculptures in response to their research of a variety of artists. They experiment with a broad range of materials, techniques and mediums.

Areas of study

- Study of the elements and principles of art
- Art movements
- A variety of different artists
- Analysis of art works
- A study of several materials and techniques used to create artworks
- Practical artworks, including ceramics and sculpture varieties

Art 2D

Unit overview

During Semesters 1 and 2, students investigate and respond to a range of artists, examining their influences, subject matter, and methods of communicating ideas. The Elements and Principles of Art are introduced as the foundation of artistic practice. Using this understanding, students analyse artworks and consider how these works inform and inspire their own creative processes. Students produce a variety of two-dimensional artworks, such as painting, drawing and collage, based on their research into diverse artists. Students experiment with an extensive range of materials, techniques, and media.

Areas of study

- Study of the elements and principles of art
- Art movements
- A variety of different artists
- Analysis of art works
- A study of several materials and techniques used to create artworks
- Practical artworks, including drawing and painting techniques such as paints, charcoal, graphite and collage

Dance

Unit overview

In year 10 Dance students engage in widening their dance skills with movement based classes to prepare them for group performances and solos which are performed to an audience.

Students build on their awareness of how the body can be used to communicate dance ideas and how it is used in specific dance styles. They extend their understanding and use of the elements of dance to communicate ideas and intentions.

Students analyse different cultural dance styles in written form which further enhances their skill of dance expression in movement.

Students will look specifically at choreography, movement creation, expressive intention and dance safety

Assessment

- Choreographed dance performance
- Dance solo examination
- Written dance analysis
- Group dance performance

Drama - Playmaking

Unit overview

In year 10 Drama, students develop more sophisticated approaches to creating and making drama performances which is exhibited to an audience. Students gain further knowledge in responding to Drama independently, in small groups, and with their teacher. They continue to explore Drama as an art form through improvisation, rehearsal and performance. Students continue to engage with diverse performance styles and ways of presenting drama. They explore and experiment with drama from a range of cultures, eras and locations as sources of ideas for their practice. As they make and respond to Drama, students explore meaning and interpretation, forms and elements and how Drama can influence, challenge and be a mechanism for social change. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in Drama. Students view, perform and identify characteristics of performance and theatrical styles.

Areas of study

- Naturalism
- Performance Styles: Epic Theatre
- Solo Performance
- Analysis and Evaluation of Performance

Drama - Scripted Drama

Unit overview

In year 10 Drama, students interpret and respond to scripted drama written within historical contexts. Students develop their expressive and performance skills through the development of scripted characters, the interpretation of a historical playwrights' ideas, creative staging choices, and the application of design elements.

Students continue to engage with diverse performance styles and ways of presenting drama. As they make and respond to Drama, students explore comedies, tragedies and historical texts. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in Drama. Students view, perform and identify characteristics of performance and theatrical styles.

Areas of study

- Greek Theatre
- Shakespeare: Ensemble and Solo Performance
- Analysis and evaluation of performance

Media Studies

Unit overview

In Year 10 Media, students refine and extend their understanding of the codes and conventions used within the construction of media work through the structure, intent, character, settings, viewpoints, and genre conventions in their work. As they use media technologies, students extend the use of media elements such as time, space, sound, movement, and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

Students experience media work from a range of cultures, times, and locations. As they explore media in a range of forms, students learn that over time, there has been a development of different traditional and contemporary styles in media. Students consider the local, global, social, and cultural contexts that shape the purposes and processes in producing media artworks and evaluate the social and ethical implications of media work.

Areas of study

- Zines
- Film production
- Film analysis
- Photography

Visual Communication Design

Unit overview

Visual Communication and Design consists of learning visual literacy and practical problem solving using graphic techniques. It aims to translate verbal or written information into a clear, universal and visual language. Visual Communication and Design satisfies the needs of specific clients and solves design problems in a visual way using the design process.

The course will develop an understanding of ways in which graphics can be used to communicate ideas and information. Students will be expected to analyse, interpret, understand and appreciate the visual communication of others. They will learn how to solve communication and design problems creatively and imaginatively using graphic tools, drawing systems and the design process.

Areas of study

- Technical drawing
- Typography
- Good design
- Design process
- Analysis of visual communications

Music: Performing & Songwriting

Prerequisites

Students need to be able to play an instrument and it is strongly recommended that students are engaged in private tuition in this instrument either at the College or externally. Students must be prepared to perform during class and at College performances.

Unit overview

This subject caters for students with a strong interest in developing performance skills, creative composition, and musical understanding. Students will explore how music is created, analysed, rehearsed, and performed while building confidence as independent musicians. The course supports pathways into senior Music studies, including VCE Music Performance and contemporary music practices.

In this course, students will develop their musicianship through a combination of practical performance, songwriting, composition, and analysis activities. Students will explore the Elements of Music (Theory) and apply this understanding through listening, performance, and creative tasks. Through Music Analysis, students will investigate how musical elements are used across a range of genres and contexts and learn to interpret and evaluate musical choices.

Students will engage in Digital Composition, using music technology and software to create and develop original musical ideas and compositions.

Performance is a key component of the course, with students participating in both Solo Performance and Group Performance opportunities. Students will refine technical, expressive, and ensemble skills through structured Practice and Rehearsal, preparing repertoire for class and performance settings.

Areas of study

- Elements of Music (Theory)
- Music Analysis
- Digital Composition / Songwriting
- Solo Performance
- Group Performance + Rehearsal Performance

Music: Performing & Improvising

Prerequisites

Students need to be able to play an instrument, and it is strongly recommended that students are engaged in private tuition in this instrument either at the College or externally. Students must be prepared to perform during class and at College performances.

Unit overview

This subject caters for students with an interest in developing performance confidence, improvisation skills, and foundational musicianship. Students will strengthen their understanding of music language while exploring creative and responsive performance practices. The course supports pathways into senior Music studies and collaborative music-making.

In this course, students will build practical and theoretical music skills through performance, improvisation, listening, and rehearsal.

Students will develop their understanding of the Fundamentals of Music (Theory) including notation, rhythm, scales, intervals, and core musical concepts.

Students will strengthen listening and musicianship through Aural activities, including recognition of rhythmic and melodic patterns, intervals, and stylistic features.

Students will participate in both Solo Performance and Group Improvisation Performance, developing confidence in creating, adapting, and performing music both independently and collaboratively.

Regular Practice and Rehearsal sessions will support technical growth, ensemble communication, and performance readiness.

Areas of study

- Fundamentals of Music (Theory)
- Aural Assessment
- Solo Performance
- Group Improvisation Performance
- Rehearsal / Performance Exam

Unit 1: Explore, expand and investigate**Unit overview**

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.

Areas of Study

1. Explore – materials, techniques and art forms
2. Expand – make, present and reflect
3. Investigate – research and present

Unit 2: Understand, develop and resolve**Unit overview**

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.

Areas of Study

1. Understand – ideas, artworks and exhibition
2. Develop – theme, aesthetic qualities and style
3. Resolve – ideas, subject matter and style

Unit 3: Collect, extend and connect**Unit overview**

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.

Areas of Study

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

Unit 4: Consolidate, present and conserve**Unit overview**

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.

Areas of Study

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

Unit 1: Introducing performance styles and contemporary drama practices

Unit overview

In this unit, students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. Students utilise their understandings of performance styles to develop performances that affect audiences in intentional and meaningful ways. They effectively collaborate with their peers as they make creative choices in shaping their ensemble performances.

Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing and evaluating a professional drama performance

Unit 2: Contemporary drama practices and Australian identity

Unit overview

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Students are presented with prescribed structures exploring key Australian icons and symbols. The references to Australian culture stimulate thinking and inspiration for solo performance as students undertake the rigorous play-making process involved in devising theatre.

Areas of Study

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing and evaluating a devised performance
4. Analysing and evaluating an Australian drama performance

Unit 3: Devised ensemble performance

Unit overview

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Areas of Study

1. Devising and presenting ensemble performance
2. Analysing and evaluating a devised performance
3. Analysing and evaluating a professional drama performance

Unit 4: Devised solo performance

Unit overview

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play making techniques to develop and present a short solo demonstration.

Areas of Study

1. Demonstrating techniques of solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

Unit 1: Media forms, representations and Australian stories

Unit overview

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

Unit 2: Narrative across media forms

Unit overview

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

Unit 3: Media narratives, contexts and pre-production

Unit overview

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Areas of Study

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

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

Unit overview

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

Areas of Study

1. Media production
2. Agency and control in the media

Unit 1: Finding, reframing and resolving design problems**Unit overview**

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.

Areas of Study

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on design

Unit 2: Design contexts and connections**Unit overview**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. 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.

Areas of Study

1. Design, place and time
2. Cultural ownership and design
3. Designing interactive experiences

Unit 3: Visual communication in design practice**Unit overview**

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.

Areas of Study

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

Unit 4: Delivering design solutions**Unit overview**

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.

Areas of Study

1. Design process: refining and resolving design concepts
2. Presenting design solutions

Technologies

Year 10

- 62 Design and Technology - Metal**
(Melton & Cobblebank)
- 62 Design and Technology - Textiles**
(Melton & Cobblebank)
- 62 Design and Technology - Wood A**
(Melton & Cobblebank)
- 62 Design and Technology - Wood B**
(Melton & Cobblebank)
- 63 Food Design and Catering**
(Melton & Cobblebank)
- 63 Food Studies: Nutrition** (Melton & Cobblebank)
- 63 Food Science** (Melton & Cobblebank)

Year 11

- 64 Food Studies Unit 1/2** (Melton & Cobblebank)
- 65 Product Design & Technology Wood Unit 1/2**
(Melton & Cobblebank)

Year 12

- 64 Food Studies Unit 3/4** (Melton)
- 65 Product Design & Technology Wood Unit 3/4** (Melton)
- 66 Applied Computing: Software Development Unit 3/4** (Melton)

Design and Technology - Metal

Unit overview

Design and Technology Metal is designed to give students the introductory skills, throughout the program students will engage in design thinking, following the stages of exploring needs and or opportunities, generating, and refining design ideas, and producing and evaluating prototypes. They will learn foundational metal fabrication techniques such as cutting, shaping, joining, and finishing, while applying safe work practices, risk-management strategies, and industry-standard production processes.

Areas of Study

- Safe Work Practices
- Design Thinking Process
- Metal Fabrication Skills
- Safe Work Practices
- Prototype Development
- Industry Standards & Context

Design and Technology - Textiles

Unit overview

Design Technology Textiles continues to develop previously acquired skills in fabric construction techniques and design. Emphasis is placed on the design process and students will develop a creative folio to display their ideas. Students will then be producing these ideas into garments using the sewing machine. This is designed to further enhance their existing skills and promote individual ideas and talents.

Areas of Study

- Folio
- Fast fashion
- Thrift flip
- Commercial patterns
- Pattern modification/construction

Design and Technology -Wood A.

Unit overview

Wood A aims to extend the knowledge of working with wood and the skills gained in Years 7 and 9. In this unit, students will use a variety of drawing types to design two practical pieces for a specific purpose. Students are encouraged to be as creative as possible and use a variety of techniques in their work. Once completed, the pieces are critically evaluated by the student. During the course, students will be expected to complete theory work based on a wide range of topics including safety in the workshop and finishing techniques.

The difference between Wood A and Wood B will be solely in the products constructed. The foundations of the subject will be the same. Products constructed will be flexible and able to be adjusted depending on the student interests.

Areas of study

- Design elements
- Design folio process
- Health and safety in the workplace
- Finishing techniques

Design and Technology -Wood B

Unit overview

Wood B aims to build on the knowledge and practical skills students developed in Years 7 and 9. Throughout this unit, students will create and design two functional woodwork projects for a specific purpose using a range of technical drawing methods. Students are encouraged to demonstrate creativity and apply a variety of woodworking techniques in their designs and construction.

After completing their projects, students will critically assess and evaluate their work. During the course, students will also complete theory-based tasks covering a range of topics, including workshop safety procedures and timber finishing methods.

The difference between Wood A and Wood B will be solely in the products constructed. The foundations of the subject will be the same. Products constructed will be flexible and able to be adjusted depending on the student interests.

Areas of study

- Design elements
- Design folio process
- Health and safety in the workplace
- Finishing techniques

Food Design and Catering

Unit overview

Hospitality is a subject that aims to equip Year 10 students with the skills required to undertake a career within the hospitality industry. Students will be involved in special occasion catering within the College and the community. Development of complex practical skills in food preparation and presentation.

These skills are then applied to a number of college events such as the School Showcase the College Gala, Celebration Day and the VCE Exhibition. For each event students will be required to complete a portfolio which works through the design process. They will plan, produce, serve and evaluate each event. Students may be required to make themselves available after school hours for some of the events. This is a requirement of the course and a key aspect of assessment. Throughout the unit there is a strong emphasis on a team approach and commitment to each task. There is also emphasis on the food hygiene and preparation standards required when working in the food industry.

Areas of study

- Hygiene and safety
- Development of complex practical skills
- Food preparation and presentation
- Design process folio

Food Studies: Nutrition

Unit overview

Nutrition Food Studies deepens students' understanding of food through a combination of theory and practical application, with a strong focus on nutrition and health. Students explore the functional, nutritional, and sensory properties of food, as well as key preservation techniques. They apply nutrition principles to analyse food choices and dietary needs, developing meals that support healthy eating across life stages. The course also examines Australian and global food systems, encouraging students to consider sustainability, ethical food production, food security, and food waste. Using the design process, students create solutions that promote nutritious and sustainable food practices for the future.

Areas of study

- The design process
- Working with a design brief
- Creating designed solutions
- Science of food
- Functional properties of food
- Origins of food
- Food sustainability
- Environmental issues and farming practices
- Food security
- Food choice and dietary requirements
- Nutrition

Food Science

Unit overview

Food Science investigates the nutritional composition of food and the development of the Australian food system. Students examine Australia's unique dietary patterns, shaped by Indigenous knowledge and multicultural influences. The subject also explores food science principles, focusing on functional properties and techniques such as emulsification, gelatinisation etc..

Students analyse both Australian and global food systems, considering sustainability, ethical food production, food security, and food waste. Practical investigations and scientific inquiry are used to explore current challenges and develop informed, sustainable solutions. Through this, students gain a deeper understanding of how food choices impact health, society, and the environment.

Areas of study

- The design process
- Working with a design brief
- Creating designed solutions
- Science of food
- Functional properties of food
- Origins of food
- Food sustainability
- Environmental issues and farming practices
- Food security
- Food choice and dietary requirements
- Nutrition

Unit 1: Food origins**Unit overview**

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their 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 one particular food-producing region of the world.

Areas of Study

1. Food around the world
2. Food in Australia

Unit 2: Food makers**Unit overview**

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.

Areas of Study

1. Australia's food systems
2. Food in the home

Unit 3: Food in daily life**Unit overview**

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Areas of Study

1. The science of food
2. Food choices, health and wellbeing

Unit 4: Food issues, challenges and futures**Unit overview**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

Areas of Study

1. Navigating food information
2. Environment and ethics

Unit 1: Sustainable product redevelopment

Unit overview

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Areas of Study

1. Sustainable redevelopment of a product
2. Producing and evaluating a redeveloped product

Unit 2: Collaborative design

Unit overview

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study

1. Designing within a team
2. Producing and evaluating within a team

Unit 3: Applying the product design process

Unit overview

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Areas of Study

1. Designing for end-user/s
2. Product development in industry
3. Designing for others

Unit 4: Product development and evaluation

Unit overview

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Areas of Study

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Unit 3: Software Development

Unit overview

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study

1. Software development: Programming
2. Software development: Analysis and design

Unit 4: Software Development

Unit overview

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Areas of Study

1. Software development: development and evaluation
2. Cybersecurity: software security

Languages

Year 10

68 Italian

Year 11

68 Italian Unit 1/2 (Melton & Cobblebank)

External subjects

Students wishing to undertake external subjects through the Victorian School of Languages (VSL) are required to complete a VCE External Subject Approval Application Form prior to enrolling.

Students engaging in these programs are accessing subjects beyond the standard school timetable, including:

- specialist VCE subjects not offered onsite
- language courses delivered externally.

Costing and Enrolment Process

- Application must be approved by the Director of Learning and Teaching, Senior Years Leader and Languages Domain Leader (for VSL enrolments).
- Parent/guardian approval and informed consent is required.
- These subjects may incur additional course or administrative costs for the student.

Italian – Year 10

Availability: This course runs for a full year. Students must choose this in both Semester 1 and 2.

Unit overview

In Year 10 Italian, students use Italian to explore identity, experience and connection in both personal and broader social contexts. Through speaking, listening, reading and writing, they communicate descriptions, narratives, ideas and opinions, and interact with others to exchange information and perspectives. They interpret and create a range of texts, using language to describe people and experiences, tell stories, and express viewpoints with increasing confidence and independence. Students explore how language reflects cultural values, relationships and ways of life. They also reflect on the relationship between language, culture and identity, and consider how communication shapes their understanding of themselves and others.

Areas of study

- Communicating meaning in Italian
- Understanding language and culture

Assessment

Tests, assessments of reading, writing, listening and speaking skills, examination

Unit 1:

Unit overview

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11 (of the study design). Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2:

Unit overview

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11 (of the study design). Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

VET Vocational Education & Training – For VCE students

- 69 VET Certificate III in Information Technology, Game Development Foundations** – (1st Year – Year 10 – Melton & Cobblebank) (2nd Year – Year 11 – Melton)
- 70 VET Certificate III Sport, Aquatics & Recreation** – (1st Year – Year 11 – Melton & Cobblebank)
- 72 VET Cert III Music Industry** (1st Year Melton & Cobblebank) (2nd Year Melton)
- 73 VET Cert II Engineering Studies** – (1st Year Melton & Cobblebank) (2nd Year Melton)
- 74 VET Cert II in Community Service & Cert III in Community Service** (partial completion) – (1st Year Melton & Cobblebank) (2nd Year Melton)
- 75 VET Cert III Health Services Assistance** – (1st Year Melton & Cobblebank) (2nd Year Melton)
- 76 VET Cert III Dance** (1st and 2nd Year Melton)
- 77 Dual Certificate II in Cookery SIT20421 and Certificate II in Hospitality** – (1st Year Melton & Cobblebank)

VCE VET: Students must have completed Year 1 of a Cert II or Cert III to be able to choose the Year 2

Certificate III in Information Technology, Game Development Foundations

2 years ICT30120

Available to Year 10, first year only and Yr 11 VCE students, second year only.

The Game Development Foundations course will allow you to create 3D games using the powerful Unity 3D game engine. Students will be introduced to industry standard tools and techniques for game development.

The course covers:

- Use C# to develop games in Unity 3D
- Learn about game mechanics and how to implement them
- Create games faster as you learn rapid prototyping
- Explore Unity3D's components and scripting to generate levels, special effects, user interface and game logic
- Import artwork assets for games
- Manage projects using version control and collaboration tools
- Successful completion awarded with Certificate III in Information technology

During the course you will develop two games and a web page to display them; the first game introduces you to development in Unity3D. The final production allows you, in small teams or individually, to create the concept, manage the scope, integrate art assets and test a game.



YEAR 1: This course is for students in Year 11 who have not completed the first year of the course in the previous year.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

Unit overview

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service.

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Units of Competence

HLTAID003 Provide First Aid
 HLTAID009 Provide CPR
 SISXEMR003 Respond to emergency situations
 SISSSC0015 Prepare participants for sport competition
 SISSSPT001 Implement sports injury prevention and management strategies
 HLTWHS001 Participate in workplace health and safety
 SISSPAR009 Participate in conditioning for sport
 SISXFAC006 Maintain activity equipment
 SISXIND011 Maintain sport, fitness and recreational industry knowledge
 SISXCCS004 Provide quality service
 SISXIND009 Respond to interpersonal conflict
 BSBPER301 Organise personal work priorities
 SISSSOFO02 Continuously improve officiating skills and knowledge

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for up to two units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 1
- 90 nominal hours for Unit 2

YEAR 2: This course can only be selected by students who have completed the Year 1 course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

Unit overview

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service.

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Units of Competence

SISSSC001 Conduct sport coaching sessions with foundation level participants
 SISXPLD004 Facilitate groups
 SISXPLD002 Deliver recreation programs
 BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 3
- 90 nominal hours for Unit 4



Specialisations: Performance and or Sound Production.

RTO: This qualification is delivered through an auspice arrangement with COSAMP (41549). Student enrolment is with the RTO, not the school.

Program Duration: This program runs for 2 Years. An optional 3rd year is available to students wishing to complete both the Performance and Sound Production specialisations.

Mode of Delivery: This program is run face to face at St Francis Catholic College Melton. Outcome: Upon satisfactory completion of all units of this course, a student may attain a national qualification. Enrolment in and/or completion of this qualification does not guarantee any employment outcomes.

Entry Requirements / Prerequisites: There are no specific prerequisites for this qualification. However, a basic level of literacy and numeracy is recommended. Students should be enrolled in private Instrumental Music Lessons and be able to demonstrate an appropriate level of musical ability sufficient to meet the requirements of the course.

Fees and Additional Costs: There are no additional fees associated with this course.

Work Placement Requirements: There are no external placement requirements for this course.

Support Services: Students have access to a range of support services including academic support from VET trainers, career counselling through the school's careers advisor, and wellbeing support via the school counsellor. Further details are available in the Student VET Handbook and on the school's internal Learning Management System (LMS).

Unit overview

This qualification prepares individuals with a broad range of competencies in varied contexts of the music industry. Graduates may provide support to a team using professional discretion, judgment and theoretical knowledge. Pathways may include employment into roles such as assistant band manager, junior musician/singer, sound mixer/technician, and sound recordist.

The VCE VET Units 3 and 4 sequence offers scored assessment in either the Music Performance or Sound Production areas of specialization. Students may undertake both scored VCE VET Units 3 and 4 sequences.

Program: Units of Competence

Unit 1/2 Program: Units of Competency (Sound Production and Performance)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry
- CUAMPF213 Perform simple repertoire in ensembles
- CUASOU212 Perform basic sound editing
- CUASOU213 Assist with sound recordings

Unit 3/4 Program: Units of Competency (Sound Production)

- CUASOU306 Operate sound reinforcement systems
- CUASOU317 Record and mix a basic music demos
- CUASOU308 Install and disassemble audio equipment
- CUASOU321 Mix music in a studio environment
- CUASOU412 Manage audio input sources

Unit 3/4 Program: Units of Competency (Performance)

- CUAMPF312 Prepare for musical performances
- CUAMPF315 Develop and perform musical improvisation
- CUAMPF311 Develop technical skills for musical performances
- CUAMPF412 Develop and apply stagecraft skills
- CUAMPF414 Perform music as part of a group or CUAMPF416 Perform music as a soloist

Assessment

Students will need to demonstrate competency in the nominated areas of the course. Demonstration of competencies will take a number of forms such as written, oral and practical.

Contribution to VCE

VCE: Scored assessment is available for VCE VET Music.

Students wishing to receive a study score for VCE VET Music must undertake scored assessment in the Music Performance and/or Sound Production specialisations of CUA30920 Certificate III in Music.

Music Performance scored assessment consists of three coursework tasks worth 50% of the overall study score and an end of year performance examination worth 50% of the overall study score.

Sound Production scored assessment consists of three coursework tasks worth 66% of the overall study score and an end of year written examination worth 34% of the overall study score.

Future Pathways

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia.

Unit overview

To provide participants with knowledge and skill development to enhance their employment prospects within the engineering industry. Enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career path.

Cluster Provider: St Francis Catholic College, Melton West. Auspice through Educational Living

Day and Time

Year 1 Tuesday 1.30pm – 4.30pm (VCE), Wednesday 9am – 12pm

Year 2 Wednesday 9am – 12pm, Thursday 1.30pm – 4.30pm (VCE)

Orientation: For students enrolled in Units 1/2 a compulsory Information Session will be held. Dates and times to be confirmed.

Contribution to VCE

VCE: Students who complete Units 1 to 4 of the VCE VET Engineering program are eligible for four units credit towards their VCE: two units at Units 1 and 2 and a Units 3 and 4 sequence

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Units 1/2 – Year 1

VU23481	Apply occupational health and safety principles in an engineering environment
VU23475	Safely use hand tools and hand held power tools for general engineering applications
VU23477	Interpret and prepare basic two and three dimensional engineering drawings
VU23478	Perform basic machining processes
VU23479	Apply basic fabrication techniques
VU23476	Report on the sectors and employment in the manufacturing, engineering and related industries

Unit 3/4 – Year 2

MEMPE006A	Undertake a basic engineering project
VU23480	Perform intermediate engineering computations
VU23483	Perform metal machining operations

OR

VU23482	Produce basic engineering components and products using fabrication and machining operations
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Future Pathways

Students who complete this qualification may articulate into higher nationally recognized qualification levels associated with Metal and Engineering careers. Students may enter engineering apprenticeships in the areas of mechanical, fabrication, automotive or electrical. Alternative VET pathways at Diploma and Advanced Diploma or the Bachelor of Engineering and the Associate degree are available in the Higher Education sector.



RTO 3784

Certificate II in COMMUNITY SERVICES & CHC22015

Certificate III in COMMUNITY SERVICES (partial completion) CHC32015

Unit overview

The Certificate II Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including child care, aged care, disability or youth sectors. It could also lead to employment areas such as education, the police force or health industry. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia. Throughout the learning process students will complete in excess of 120 hours of simulated workplace practice. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Community Service Industry.

Cluster Provider: St Francis Catholic College, Melton West

General: An interest in the community services or health field.

Day and Time

Year 1 Wednesday 1.30pm - 4.30pm (Available to VCE students through the timetable)

Year 2 Wednesday 9am - 12pm

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment: Students wishing to receive as ATAR contribution for VCE VET Community Services must undertake scored assessment. This consists of three course work tasks, worth 66% of the overall study score and an-end-of year examination, worth 34% of the overall study score.

Work placement: Throughout this 2 year program students are exposed to an array of learning environments in the community service sector that count towards their VCAA SWL hours without having to leave the classroom. This allows teachers and coordinators to focus more time on delivery and less time on work placements.

Course Outline

Year 1

BSBWOR202	Organise and complete daily work activities
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
FSKOCM07	Interact effectively with others at work
FSKLRG09	Use strategies to respond to routine workplace problems
HLTAID011	Provide First Aid
BSBWOR201	Manage personal stress in the workplace

Year 2

CHCCCS016	Respond to client needs
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies

Future Pathways

The Certificate can lead to work within the community services industry or you can go on to further study.



RT0 40548

Unit overview

The Certificate III Health Services Assistance is a program suitable for students interested in assisting Allied Health Practitioners such as physiotherapists, speech pathologists, occupational therapists, podiatrists or who may be interested in patient care either within a hospital, nursing home, rehabilitation or medical care facility. The core units of the certificate are broad and aim to prepare students for the many different workplace activities they will be asked to perform. In any health care setting positive, professional carer-patient relationships are essential and this is emphasised throughout the course. Throughout the learning process students will complete in excess of 120 hours of simulated workplace practice via the 'IVET Super Health Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

Cluster Provider: St Francis Catholic College, Melton West

General: An interest in the health field.

Day and Time:

Year 1 Tuesday 1.30 – 4.30pm or Wednesday 1.30–4.30pm (Available to VCE students through the timetable)

Year 2 Thursday 1.30pm – 4.30pm

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment: Students wishing to receive as ATAR contribution for VCE VET Health must undertake scored assessment. This consists of three course work tasks, worth 66% of the overall study score and an-end-of year examination, worth 34% of the overall study score.

Work placement: Throughout this 2 year program students are exposed to an array of learning environments in the health care sector that count towards their VCAA SWL hours without having to leave the classroom. This allows teachers and coordinators to focus more time on delivery and less time on work placements.

Course Outline

Year 1

BSBWOR301	Organise Personal Work Priorities and Development
HLTWHS001	Participate in workplace health and safety
CHCCOM005	Communicate and Work in Health or Community Services
CHCDIV001	Work with Diverse People
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
HLTAID011	Provide First Aid
BSBTEC201	Use business software applications
CHCCCS002	Assist with movement
CHCPRP005	Engage with health professionals and the Health system
HLTINF006	Apply basic principles and practices of infection control

Year 2

CHCCCS009	Facilitate responsible behaviour
HLTHPS001	Take clinical measurements*
HLTAAP001	Recognise healthy body systems*
BSBMED301	Interpret and apply medical terminology appropriately*

Future Pathways

Health, Nursing, Community Services, Certificate IV in Health Service Assistance/ Health Care.



RTO 40548

Availability: Melton campus VCE students only.

Unit overview

CUA20113 Certificate III in Dance is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

The VCE VET Dance program aims to provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the live performance industry; and enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Uniform: Students are required to wear WEC VET Uniform to class. The WEC Polo and Jumper are included in the Year 1 course fee.

Orientation: For students enrolled in units 1/2 a compulsory Orientation will be held in Term 4.

Program: Units of Competence

Unit 1/2 Program: Units of Competency

- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop basic level physical condition for dance performance
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques
- Electives – Select 2 from Jazz, Contemporary, Street, Lyrical, Tap, Ballet or Cultural

Unit 3/4 Program: Units of Competency

- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques
- Electives – Select 2 from Jazz, Contemporary, Street, Lyrical, Tap, Ballet or Cultural

Contribution to VCE

Students wishing to receive an ATAR contribution for VCE VET Dance must undertake scored assessment. This consists of three coursework tasks, worth 50% of the overall study score, and a performance examination worth 50% of the overall study score.

Scored assessment is based on the Scored Units 3 and 4 sequence of VCE VET Dance.

The Scored Units 3 and 4 sequence of the VCE VET Dance program must be delivered and assessed in a single enrolment year.

Future Pathways

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia.

This two-year dual certificate in Cookery and Hospitality provides participants with knowledge and skill development to enhance their employment prospects within the hospitality industry. Enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career path.

Cluster Provider: St Francis Catholic College, Melton West. Auspice through Quality Service Skills.

Availability: Students must apply for this whole year class, with the intention of completing the program through to the end of Year 12.

VCE students wanting to undertake this VET course will require approval. VCE VM students will apply through the Western Edge Cluster.

Day and Time

Year 1: Tuesday 1.30pm – 4.30pm (VCE), Wednesday 9am – 12pm

Year 2: Available 2028

Orientation: For students enrolled in Units 1/2 a compulsory Information Session will be held. Dates and times to be confirmed.

Contribution to VCE

VCE: Students who complete Units 1 to 4 of the VCE VET Hospitality program are eligible for credit towards their VCE: two units at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR: Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Units 1/2 – Year 1

SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
SITHCCC023	Use food preparation equipment
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHCCC027	Prepare dishes using basic methods of cookery
SITXFSA005	Use hygienic practices for food safety
SITXCOM007	Show social and cultural sensitivity
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry

Units 3/4 – Year 2

SITHCCC026	Package prepared foodstuffs
SITXINV006	Receive, store and maintain stock
SITHKOP009	Clean kitchen premises and equipment
SITHCCC027	Prepare dishes using basic methods of cookery (continued skill development and consolidation)
SITXWHS005	Participate in safe work practices (reinforced in practical environments)
SITHIND007	Use hospitality skills effectively

Future Pathways

Students who complete this qualification may progress into higher nationally recognised qualifications in the hospitality sector, including Cookery and Hospitality Management pathways. Students may enter apprenticeships in commercial cookery, catering, bakery, or hospitality services. Alternative VET pathways at Diploma level and Higher Education options in Hospitality Management, Business, and Tourism are also available.

VCE – Vocational Major Pathway

VCE-Vocational Major Pathway

The VCE Vocational Major (VM) is the vocational and applied learning pathway that is now part of the VCE. It is the method of learning where theory comes to life for students in a real world context that relates to their own future. The VCE VM is the replacement for Intermediate and Senior VCAL. It is a two year program over Year 11 and 12.

Rationale

The 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 choice and flexibility to pursue their interests and develop the skills and capabilities required to succeed in further education, work and life.

The VCE VM prepares students for apprenticeships, traineeships, further education and training, university via non ATAR pathways and employment.

The VCE VM aims to provide students with the best opportunity achieve their goals by:

- Equipping them with the knowledge, skills and capabilities to be lifelong learners and
- Empowering students to make informed decisions about their career pathway through real life learning and workplace experiences.

Requirements of the VCE VM

To achieve VCE VM, students must satisfactorily complete a minimum of 16 VCE units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development units AND
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3/4 sequences as part of their program. Unit 3/4 VM studies may count for these units. Students may also include other VCE studies and VET, and can receive structured workplace learning recognition.

Students must undertake between 16 and 20 units during the two years of their VCE VM study.

Structured Workplace Learning

Structured Workplace Learning is an opportunity given to VCE VM students and is compulsory at St Francis Catholic College. It allows students to gain practical experience in a workplace associated with their VET course.

It is the students responsibility to seek out their work placement. Students are strongly encouraged to check with their VET training provider to ensure that the placement they are considering satisfies the requirements of their VET course.

Choosing a VET for your VCE-VM

You will select a VET through one of our clusters. You can go directly to their sites to research what is available. You will complete your VET on either a Tuesday, Wednesday or Thursday. The clusters we work with are:

- [Western Edge Cluster](#)
- [Brimbank Cluster](#)
- [Highlands LLEN \(Ballarat\)](#)

Some VCE-VM students might also be offered VET Cert II Skills for Work and Vocational where a cluster VET can't be accessed. This VET subject is completed onsite through the College.

Is the VCE- VM for you?

If you are seriously considering this pathway, you must be able to confidently tick off each of the points below.

- The VCE VM is NOT a course for students considering a university course or needing an ATAR score.
- It is a course intended for those who wish to gain an apprenticeship or traineeship.
- If a student wishes to go on to a TAFE course at the end of Year 12, they should be thorough in their research to check they will be eligible with the VCE VM.
- A VET/TAFE course of Certificate II level or higher is required for the VCE VM.
- Work Placement MUST be linked to the VET/TAFE course you are enrolled in
- Attendance at school, VET/TAFE and work placement is required for the VCE VM.
- Students must acknowledge the fact that theory work, assessment tasks and home study will be involved in the VCE VM.
- Students will be required to complete Part A of the General Achievement Test (GAT).

The VCE- VM is a VCE certificate, therefore all the expectations of the VCE certificate applies to the VCE VM.

VCE-Vocational Major

Literacy

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

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Numeracy

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

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software

applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

Personal Development Skills

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

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.

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.

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).

VPC – Victorian Pathways Certificate

The Victorian Pathways Certificate

This study program has highly restricted entry.

Students will be identified and recommended for entry by Learning Diversity.

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option designed for students who, for various reasons, aren't able or ready to complete the VCE or VCE VM. The VPC provides an accessible pathway to further education, training, and employment opportunities.

The VPC is normally completed in Year 11 and 12 but offers flexibility in timing – it can be started earlier or finished over a period longer than two years. Students work with the school to determine the best timeframe for starting and completing the VPC program.

The coursework is delivered at a more accessible level than the VCE and VCE VM, with teachers assessing student progress through classroom activities. This study program has highly restricted entry. Students will be identified and recommended for entry into the program by Learning Diversity, with decisions made in partnership between the student, parent, and school.

Where the VPC can take you

The VPC prepares students for multiple pathways:

- Progression to VCE VM program
- Entry-level VET courses, including those offered at TAFE
- Direct entry into the workforce
- Apprenticeships or traineeships
- Further education and training opportunities

Program structure

To complete the VPC, students need to finish 12 or more units, including specific core requirements:

- two VPC Literacy units (or units from the VCE English group including VCE VM Literacy)
- two VPC Numeracy units (or units from the VCE Mathematics group including VCE VM Numeracy)
- two VPC Work-Related Skills units
- two VPC Personal Development Skills units

Flexible options

The remaining four units can come from other VPC units, from a VET Certificate I or above subject. You can also combine the VPC with VCE or VCE VM units, or VET qualifications at Certificate I level or above. Workplace learning opportunities are also available as part of the program.

Choosing a VET for VPC – need to update with correct information for VPC students.

You will select a VET through one of our clusters. You can go directly to their sites to research what is available. You will complete your VET on either a Tuesday, Wednesday or Thursday. The clusters we work with are:

- [Western Edge Cluster](#)
- [Brimbank Cluster](#)
- [Highlands LLEN \(Ballarat\)](#)

Some VCE-VM students might also be offered VET Cert II Skills for Work and Vocational where a cluster VET can't be accessed. This VET subject is completed onsite through the College.

How is VPC assessed?

VPC assessment focuses on practical, classroom-based activities rather than external examinations. Teachers assess student progress through a variety of learning activities and tasks designed to demonstrate competency in each unit. This approach allows for personalised learning and assessment that matches each student's individual needs and circumstances.

Successful completion

Upon completion of VPC studies, students will receive:

- A Statement of Results from the Victorian Curriculum and Assessment Authority (VCAA)
- A Statement of Attainment from their TAFE provider
- A VET qualification (if applicable)
- A Victorian Pathways Certificate

For students who don't complete the full qualification, a Student Achievement Profile summary will be provided to recognise their learning achievements and progress.

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.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings.

Numeracy

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

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. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

Personal Development Skills

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.

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

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.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

This is a two year program with rolling units allocated into Block A and Block B

Provider- SFCC Melton West, Wednesday 9.00am- 1.20pm.

This qualification is delivered using a rolling 2 year program. The 14 units of competency are grouped into Block A and Block B. Students may enter the program at the beginning of either block and will continue through the cycle until all units have been completed. This means students starting in Year 11 may commence with Block A of Block B and complete the remaining block in Year 12. The sequence of entry does not effect the completion of the qualification.

Availability: Students must choose this for a whole year. Students will not be able to enter this in second semester.

Unit overview

This program is designed to provide students a range of literacy, numeracy, and general employment skills. The learning is designed to connect with industry and the workplace to best assist students in understanding the context for learning. IVET seeks to help students understand 'why' the skills are important and 'how' the skills and learning will help the student in their future.

ATAR: No ATAR.

Block A - Units

BSBPEF101	Plan and prepare for work readiness
FSKLRG010	Use routine strategies for career planning
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKOCM007	Interact effectively with others at work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work

Block B - Units

FSKLRG009	Use strategies to respond to routine workplace problems
BSBWHS211	Contribute to the health and safety of self and others
FSKLRG007	Use strategies to identify job opportunities
FSKLRG011	Use routine strategies for work-related learning
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment

Scored Assessment

This is not a scored course

Work placement

Throughout this year long program students are exposed to an array of learning environments. This allows trainers to focus more time on delivery and less time on work placements.

Future Pathways

Certificate II in Business, Certificate II Community Services.



RT0 40548

Glossary

Abbreviations and terms explained.

Assessment Task

A task set by the teacher to test a student's achievement of the learning outcome.

ATAR

Australian Tertiary Admissions Ranking. Formerly the ENTER.

Authentication

The process of making sure that the work submitted has been done by the student concerned.

Derived Examination Score

An examination score that is calculated by the VCAA, for a student who has been granted special provision for VCAA written examinations.

ESL

English as a Second Language.

General Achievement Test (GAT)

A test that is done by all students doing at least one Unit 3/4 sequence. It forms a part of the statistical moderation process.

ICT

Information and Communications Technology.

Outcomes

What students are required to know, or be able to do, in order to satisfactorily complete a unit.

Satisfactory Completion

A school decision that a student has demonstrated achievement of all the outcomes in a VCE unit. The student will get S (Satisfactory) for the unit. If the outcomes have not been achieved, the student will get N (Not satisfactory) for the unit.

School Assessed Coursework (SAC)

A school-based grade which has to be reported to the VCAA. It forms a part of the student's overall grade for a VCE unit. Assessment tasks used for this purpose are referred to as School Assessed Coursework Tasks.

School Assessed Task (SAT)

A school-based assessment for a Unit 3/4 sequence that is set by VCAA but assessed by the teacher. The marks are reviewed by VCAA.

School-Based Apprenticeship Traineeship (SBAT)

School Based Apprenticeships and Traineeships (SBATs) is an option within the Vocational Education and Training in Schools (VETiS). A SBAT offers students the option of combining part time employment, school and training and leads to a nationally recognised qualification.

Semester

One half of the year. Most units are completed in one semester.

Sequence

Unit 3/4 are to be taken together. This is called a sequence.

Special Provision

Special arrangements that are made for students who are experiencing hardship. The arrangements are different for School Assessed Coursework and for VCAA written examinations. Special Provision is only approved by the VCAA.

Statement of Results

The documents issued by the VCAA which show the results achieved by the students in the VCE.

Statistical Moderation

The process used to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria.

Studies

The subjects available in the VCE.

Study Design

A book which describes the content of a study in VCE and how the work of students is to be assessed.

TAFE

Technical and Further Education.

Units

A section of a subject that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1/2 are usually studied in Year 11 and Unit 3/4 in Year 12.

Glossary

VCAA

Victorian Curriculum and Assessment Authority. The organisation which administers the running of VCE and VCE VM programs.

VCE

Victorian Certificate of Education.

VCE Certificate

The Certificate awarded to students who meet the requirements for successful completion of the VCE.

VCE Provider

A school or other institution authorised to offer VCE units.

VCE VM

Victorian Certificate of Education – Vocational Major

VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

VPC

Victorian Pathways Certificate

Victorian Tertiary Admissions Centre (VTAC)

A body that works for the Universities and TAFEs. It calculates and distributes the ATAR for each Year 12 student.