# 2024



# YEARS 9 - 12 CURRICULUM AND PROGRAMS HANDBOOK



# Subject Selection process at Years 9 – 11

# New students to the college will be supported through the subject selection process during their enrolment interview. This includes all year 9 students.

**Year 10 - 12 students** will have the opportunity to begin their subject selection process during Advocacy sessions at school during term 3. This will involve students using the attached planner and selecting subjects from the list of VCE Units available at Box Hill Senior Secondary College.

Once students have made their preferences, the college will decide based on interest, which studies will run in any given year. Effort and commitment will always be made to offer students who are in year 11 an opportunity to continue with their subjects into year 12.

Students will select subjects based on their desired pathway and career. Ensuring that by the end of year 12 they have met the required Pre-requisites for their chosen course of study and future.

Once course selection has been complete and parents will be required to attend a **Course Confirmation Interview** at the school. These interviews allow students to finalise their choices, ensure that their pathway is correct based on needs and interests and to discuss future directions

Please note that students should select reserve subjects in case there is an irresolvable class or insufficient interest to offer the subject. In discussion with the College, students may have the option of undertaking a subject through enrolment at Virtual Schools Victoria.

A VCE program at Box Hill Senior Secondary College will generally consist of 20 to 24 units taken over two to three years. Year 11 students should select a minimum of 6 VCE units each semester which may include an accelerated subject (if approved). Year 12 students will normally undertake 5-unit 3/4 sequences in their final year of schooling.

Students can gain credit for any VCE studies that are satisfactorily completed at an approved VCE provider. This is usually a VCE Language Other Than English (LOTE) at community schools.

Students who choose to include their external study within their program must study at an approved VCE provider. Approved providers may be the Victorian School of Languages (VSL) and community LOTE schools. Please include the details of this subject on your Course Selection form, along with the course you have selected for Box Hill Senior Secondary College.

#### **CHANGING SUBJECTS AND SEQUENCES:**

Depending on timetable options and available spaces in classes, changing from a Unit 1 study in Semester 1 to a different Unit 2 study in Semester 2 might be possible for students who realise that a particular subject does not suit their interests, strengths and aspirations. However, changes will only take place through application and attending a 'change in subject' interview with Student Services.

# To Qualify for the Victorian Certificate of Education, students must complete all units as a sequence in Units 3 and 4.

#### **GENERAL ADVICE ON CHOOSING A VCE COURSE**

Choosing the right course can be challenging for many students. BHSSC provides information and course counselling advice to students throughout the subject selection and Course Confirmation process, However, the decision of what to study is ultimately your choice. When choosing a VCE course you should consider the following:

Interests:What subjects do I like?Strengths:What subjects am I good at?Pathways:What subjects do I need for future courses? | Am I aspiring to College in the US?Breadth:Choose a course of subjects that keep career options open.Sequence:It's important to study each unit in order (Units 1 to 4)

# YEAR 9 DISCOVERY PROGRAM

The intended outcome of the Years 9 Discovery *Program* is to allow students breadth and depth to explore and discover their talents in a range of areas while **harnessing** their passions in a particular field or pathway. The skills, knowledge and understandings gained during the discovery years allows students to develop the capability required to successfully tackle and navigate their future into and beyond their **S**enior school **C**ertificate (VCE).

The program is divided into Core yearlong units and Elective Based Semester Units with the option to pivot in and out of Elective subjects of interest each semester.



# YEAR 10 PATHWAY PROGRAM

The Year 10 Pathway program extends students experiences from year 9, building on the breadth of experience and supporting everyone in developing a pathway into the post compulsory years and beyond.



## EARLY START VCE AND VET

Students at Box Hill Senior Secondary will be invited to apply for acceleration into our Early Start VCE program. This allows year 10 students the ability to select a study from the list of Unit 1 and 2 subjects offered that compliments their year 10 Discovery pathway.

The advantage of the Early Start VCE / VET program is that it allows students to gain a 'flying start' on their Senior School Certificate. Students interested in Early Start VCE / VET should speak with the student services team. Academic performance in year 9 plays an important part in determining a student's readiness for an Early Start program. BHSSC uses the following measures to determine individual student suitability:

- o Current year 9 students have a consistent and average GPA of 3.0 and above,
- **New and future year 10 students** have reporting or a reference from their current school as evidence of aptitude and learning ability to meet the demands of an early start program.

# Year 9 and 10 Elective Offerings in 2024

LEARNING AREA	ELECTIVES	4 Period Electives
	Auslan in Action	•
English	Englishes Literature	•
	Geography	•
	Environmental Science	•
Humanities	History: The Creating of the Modern World	•
	Money, Money, Money (Economics)	•
	Mad for Business	•
	Legal Studies: The Law and Society	•
	People, Power, and Politics	
	Health and Wellness	•
	Outdoor Education – Survivor	•
Health and Dhysical	Motor Learning and Skill Development	•
Education	Human Movement	•
	Sport Science	•
	Sports Psychology	•
	Studio Art Making	•
	Fashion Illustration	
The Arts & Technology	Contemporary Painting and Drawing	
The Arts & recimology	Street Art Graffiti	
	Photography	
	Film Making – From Script to Screen	•
	Media Studies	•
	Performing Arts (Dance, Drama, Production)	•
	Print Media	•
	Music Making and Appreciation	•
	Song Making and Sound Production	•
	Visual Communication and Design	
	Feed Me – Foodie 4 Life	•
	Bakery Basics	•
	Food Culture (Multicultural Melbourne	•
	Metals	•
	Woodwork and Technical Drawing	•
	Body Systems and Disease	•
The Sciences and Digital Technology	Biology	•
	Chemistry	•
	Physics	●
	Explore 3D Design and Robotics	•
	Forensic Science	•
	STEM to Create Solutions	•

# YEAR 9 & 10 CORE SUBJECTS AT A GLANCE

#### YEAR 9 ENGLISH

In Year 9 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

#### YEAR 9 MATHS:

In Year 9, students will develop familiarity with a broader range mathematical concepts including non-linear and linear functions and relations, and related algebra and graphs. They will be engaging with a variety of hands on and real-life application tasks to get contextual understanding of the concepts learnt during the year. The year 9 mathematics program will lead the students to one of the three options in year 10 which will be based on student's area of interest, strengths and future pathways.

#### **YEAR 9 HUMANITIES**

In Geography, students will investigate how people, through their choices and actions, are connected to places globally in a wide variety of ways, and how these connections help to make and change places and environments. In Civics and Citizenship, students will focus on the rights and responsibilities of citizens, how Australians can participate in their democracy and examine the principles and function of Australia's legal and political systems. In History, students will examine the origins of the Industrial Revolution, life in 19th century Australia, immigration and the lead up to federation in 1901. Students will also learn about the causes of World War One and Australia's involvement.

#### **YEAR 9 SCIENCE:**

In year 9 students will be introduced to the world of science and scientific inquiry. The course will cover the three core Sciences – Biology, Earth and Environmental Science as well as Chemistry. In Biological Sciences, Students will investigate the concept of control and coordination and explore the complexities and main differences between the nervous and endocrine system and how they play an important role in multicellular organisms. In Earth Sciences, students will learn about Earth's distinct internal layers (crust, mantle, outer core, and inner core), and the theory of continental drift that was proposed to explain the movement of continents, including the supercontinent Pangaea, plate tectonics and rock cycle. In Chemical Sciences, students will explore that how all matter is made of atoms, atoms are composed of tiny sub-atomic particles called protons, neutrons and electrons, differences between elements, compound and molecules.

#### YEAR 9 HEATH & PHYSICAL EDUCATION

This subject focuses on empowering students to take positive action in promoting their health, wellbeing, safety, and physical activity participation. Students develop personal, social, and cognitive skills to foster personal identity, build relationships, and make informed choices. They acquire and apply movement skills in diverse contexts, engaging in regular movement-based learning experiences. Students explore the influences on and the significance of health behaviours in a range of contexts including personal, social, cultural, environmental, and global contexts.

#### YEAR 10 ENGLISH

In Year 10 English students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Students develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas and propose solutions to involved issues impacting society. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

#### YEAR 10 MATHS

In year 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. The students will be offered three options for Year 10 Mathematics based on their interest, areas of strength and future pathways:

#### Foundation Mathematics:

A year 10 offering with a strong emphasis on applied learning and use of mathematics in practical contexts. The skills and knowledge gained will be beneficial for the students keen to seek pathway of Vocational Major or Foundation Mathematics Unit 1&2 at VCE level.

#### Core Mathematics:

Core Mathematics will focus on gaining skills and knowledge outlined in the year 10 Victorian Curriculum content and achievement standards. Core Mathematics will lead into the VCE General Mathematics units 1&2.

#### Advanced Mathematics:

This subject is offered to provide additional content and key skills for students who are ready to be extended in their mathematical studies. This course will help prepare the students for Mathematics Methods Units 1&2 or General Mathematics 1&2. Students should seek teacher recommendation prior to selecting this subject.

# YEAR 9 & 10 ELECTIVES AT A GLANCE

# **ENGLISH AND LANGUAGES**

### **AUSLAN in ACTION**

Students further develop their communication skills into more abstract and nuanced dialogues. Students are introduced to and create a range of texts in Auslan and English. Students also explore the use and changes in technology, and their impacts on the Deaf Community. The unit also includes genuine opportunities to connect and communicate with members of the Deaf community using Auslan.

#### **ENGLISHES LITERATURE**

This course is a pathway to VCE Literature and will also support all students taking VCE English. Studying Literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment. It is a chance to discover how literature makes sense of the world through stories, poems, novels and plays. It is also a chance to sharpen student's ability to write, read, analyse, and persuade. This course serves as an introduction to essential literary genres (novels, poems, criticism) and students will learn about the authors of classical literature such as Shakespeare, Conan Doyle and others, as well as contemporary authors such as Neil Gaiman. Students who elect this English option should have a strong interest in reading and responding to texts.

# **THE HUMANITIES**

#### **GEOGRAPHY**

Do you want to know more about the world around us? Geographers will explore both the physical properties of Earth's surface and the human societies spread across it. We will examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. As we develop our knowledge, we will evaluate alternative views on geographical challenges and alternative strategies to address these challenges. Students will link this knowledge with Indigenous knowledge and management techniques.

The study of Geography will draw on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It will enable students to appreciate the complexity of our world and the diversity of its environments, economies and cultures.

#### **ENVIRONMENTAL SCIENCE**

Proactive steps forward! Environmental Science is the study of the interactions between physical, chemical and biological components of the Earth's natural environment. These components include energy, agriculture, water and air. Environmental Science closely examines the human impact on the environment. We will examine how our actions now impact future generations. Environmental Science is a multi-disciplinary approach that studies our natural world and human beings and its impact on it. We will examine:

- Climate change
- Pollution
- Mitigation
- Biodiversity

#### HISTORY: THE CREATING OF THE MODERN WORLD (1914-1945)

Students study the history of the modern world and Australia from 1914 to 1945, with an emphasis on Australia in its global context. The Twentieth Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. Students study World War I, the 'Roaring Twenties', the Great Depression, World War II, and the foundations of modern political ideologies.

Students investigate global, national, and local differences in human wellbeing between places. They examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing in the modern world.

#### **MONEY, MONEY, MONEY**

Students study economics at a national and global scale. We investigate how businesses influence consumers and the impact of innovation and competition in the marketplace, as well as analyse the way the work environment is changing in contemporary Australia. We consider the implications of these changes for current and future work environments and rights within the workplace.

#### MAD FOR BUSINESS

Students will learn about how to succeed in business. This elective focuses on you the individual, and the skills required of an entrepreneur. Learn about the importance of goal setting and motivational theories to inspire you to flourish. You will also be given the opportunity to develop and run your own business idea.

#### LEGAL STUDIES: THE LAW AND SOCIETY

Students look at the key principles of the legal system, laws, why we need them and how they are made. Students are exposed to real case studies. During the unit, they are also given the opportunity to investigate Australia as a democracy, its relationships with governments from other nations and our involvement with the UN. Students analyse the role of peacekeepers and how democracy is essential for maintaining justice for a cohesive society.

#### PEOPLE, POWER, and POLITICS

Investigate and discuss the causes and effects of power, the struggle for freedom and the right to be heard.

Explore the sweeping changes of the 20<sup>th</sup> Century and beyond as people and societies come to terms with profound change and challenges of the post war, post establishment era. Students examine historical sources that relate to:

- Popular culture
  - The Environmental movement
  - Migration experiences
  - Political Crisis

As well as getting to know the key people that helped usher in the ideas we live with today.

# **HEALTH AND PHYSICAL EDUCATION**

#### **HEALTH & WELLBEING**

Students will investigate the concepts of health and wellbeing, respectful relationships, and emotional regulation. Students explore and analyse factors that influence their identities, relationships, decisions, and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations and the power of reaching out in maintaining a supportive and caring community. Students identify and analyse factors that contribute to respectful relationships and explore the importance of consent. Students will also explore and analyse the importance of safe sexual relationships.

#### **OUTDOOR EDUCATION - SURVIVOR**

Students will be equipped with basic skills of survival in primitive (challenging) conditions, through interactive participation in practical lessons. They will be guided to learn the basics of human needs, vital nutrition (especially for camps), shelter from the elements and emergency procedures. Students can choose locations and conditions to develop their knowledge in an area of interest. They also learn about various challenging climates such as high-altitude adventure areas and the activities and experiences that people have endured.

Co Curricular – Opt in Activities include:

- Bush walking
- Kayaking
- Mountain bike riding

#### **MOTOR LEARNING AND SKILL DEVELOPMENT**

Motor Learning and Skill Development elective provides students with opportunities to actively participate in practical activities and sports to investigate how motor skills are developed and improved. Through engaging in various physical activities and sports, students develop their motor skills, analyse the factors influencing skill acquisition, explore effective coaching strategies, and understand the significance of deliberate practice and constructive feedback in skill enhancement.

#### **HUMAN MOVEMENT**

Students learn about the structure and mechanics of the human body and how it produces optimal movement. This understanding is then used to improve movement mechanics to decrease risk of injury and enhance athletic performance. Topics include: Functional anatomy of muscle, bones and joints; Basic principles of stability and mobility; Analysis of posture and fundamental movements including the squat, hip hinging, pressing and pulling movements. This elective is well suited for students interested in optimal movement performance from an athletic and health and wellbeing viewpoint. Content relates to exercise science and physical therapy pathways.

#### SPORT SCIENCE

Students learn about the multiple factors that contribute to high-level sporting performance and explore various strategies aimed at enhancing it. Topics include: Energy production, fatigue and recovery during different sporting situations; Ingredients of an elite athlete and the factors that influence performance; Fitness testing and training methods to improve sporting performance This subject is well suited for students who are interested in sporting performance from an athlete and a coach or trainer's perspective. Content relates to strength and conditioning coaching and personal training pathways.

#### SPORTS PSYCHOLOGY

Students will investigate the concepts of sports psychology and motivation principles. The course focuses on mindset techniques and the power of thought in improving athletic performance. Students will learn about motivation and confidence, mindfulness techniques, self-reflection, and the importance of sleep in order to perform at an optimal level. Students will investigate the topics of performance anxiety and the benefits of goal setting as well as the effectiveness of mental imagery in enhancing athletic performance. Students will analyse and explore ways to enhance their own goal setting skills as well how to apply these sports psychology principles to improve their own athletic performance.

# **THE ARTS**

#### **STUDIO ART MAKING \***

The course will focus on developing your individual potential as an art maker, focusing on painting, drawing, 3D **sculptures**, digital art and photography. Using inspiration from different cultures and looking at different visual styles past and present, students will be taken through a range of activities that will spark their imagination and creativity. This elective area with be excellent preparation for VCE Art and VCE Studio Arts. Every student will create their own unique artworks in their visual diaries and finished Artwork that can be taken home. Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of Studio Art, Fine Art and Media.

#### **FASHION ILLUSTRATION \***

The Fashion Illustration course is designed to build students fashion drawing and illustration skills, using various rendering mediums. Students will learn how to find inspiration and build their design ideas. Students will learn techniques for illustrating design details to improve their fashion illustration skills and how to professionally layout a portfolio, using techniques to enhance the design's impact, communicate a design theme or story and create a flow through:

- Creating Fashion Stories.
- Colour Schemes.
- Using fashion figure templates/coqui.
- Understanding the fashion figure proportions. Using various rendering techniques and materials.
- Mixed media techniques to create visually stunning presentations Using watercolour pencils, gouache and watercolour paints, pantone marker pens, graphite and Photoshop.
- Creating different illustration styles.

Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of Studio Art, Fine Art, Media and Visual Communication and Design.

#### **CONTEMPORARY PAINTING AND DRAWING \***

The course will focus on some fun and exciting ways to paint and draw using inspiration from popular culture, looking at different visual styles present in fantasy, movies and concept art, you will be taken through a range of activities that will spark your imagination. Every student will create their own unique artworks in their visual diaries and on a canvas both of which can be taken home.

Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of Studio Art, Fine Art, Media and Visual Communication and Design.

#### STREET ART GRAFFITI \*

Students will participate in an excursion to Melbourne's most famous street Art precincts and

a professional street art/ stencil demonstration. They will experience a variety of hands-on classes and workshops with a focus on having fun while learning new skills in stencil art. Every student will create their own re-useable stencils and artwork on a canvas, which can be taken home. Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of

Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of Studio Art, Fine Art, Media and Visual Communication and Design.

\* These subjects will be available under the umbrella of "Art Making" and the content covered will be negotiated with the class and based on individual interest.

#### **PHOTOGRAPHY**

In this program students develop photographic skills, processes and will learn the operation and function of a digital camera. Students will produce a folio of photographs which will include planning, documenting processes in the form of contact sheets and annotations and refining artworks. Students learn digital manipulation skills using Adobe Photoshop and study varies photographic styles, such as portraiture, street, documentary, and movement. Students will analyse and evaluate photography artists and their practice. Students will develop their skills and knowledge of art elements and principles in their own work practice.

#### FILMMAKING – FROM SCRIPT TO SCREEN

Students develop essential skills and knowledge into filmmaking. Students will learn how to write scripts, produce and distribute films. They will develop an understanding of how audiences engage with films and analysis work created by film directors. Students will work collaboratively, undertaking crew roles, responsibilities and supporting each other throughout the creative process. Students who select this elective at Year 10 may choose to follow this into VCE in Media, Studio Art, Visual Communication Design and Fine Art studies.

#### **MEDIA STUDIES**

Students will have the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. Have you ever wanted to learn how to create your own media content, wondered how media industry works and are interested in social media? Then Media is the class for you. In Media students discover, experiment and problem-solve, and the develop their perceptions about visual images, sound and text. They will practise and experiment with a range of media forms from TV, media, publication and photography.

Students will have the opportunity to learn how to dissect pieces of media to further develop their own skills, and be able to understand ways that creators use codes and conventions to affect our emotions. Media is for the students who want to blend their own interests with school outcomes, and to produce something they are proud of. Students who select this elective at Year 10 may choose to follow this into VCE in Media, Studio Art, Visual Communication Design and Fine Art studies.

#### PRINT MEDIA

Students develop print and publishing skills, processes and will learn how to create, engage and develop print media. Students will produce a folio of print pieces which will include planning, documenting processes in the form of mock-ups, typography and refining media works.

Students learn digital manipulation skills using Adobe Photoshop and study varies print formats including magazines, zines, posters and advertisement. Students will understand how audiences engage with print media through analysing and evaluating print layouts, designs and their practise. Students will develop their skills and knowledge of art elements and principles in their own work practise. Students who select

this elective at Year 10 may choose to follow this into VCE in Media, Studio Art, Visual Communication Design and Fine Art studies.

### PERFORMING ARTS

This course is a pathway to VCE Drama, Theatre Studies and Dance. This subject is designed to give students multiple experiences using elements of performance, and a thorough understanding of how theatre makers and film crews use stagecraft to tell stories. Students focus on a range of performance styles to create live and filmed performances. The course aims to build student confidence as performers and theatre practitioners, with multiple opportunities to present their creations in front of live audiences, and to produce a refined filmed recording of their performance.

Students will learn how to interpret scripts as well as develop basic skills in multiple stagecraft areas. Students can specialize in an area of their choice of the following:

- Set design (scenery, painting, dioramas)
- Props (handheld objects, paper Mache, puppets)
- Sound and Lighting (soundtracks, mood/ambience, shadow puppets)
- Costume (cosplay, superheroes, fantasy, period costumes)
- Hair & Makeup (face paint, special effects, wigs, period hairstyles)

### SONG MAKING AND SOUND PRODUCTION

Upon completion of this Unit, students in Song Making will be led through online music production, through interactive participation in practical lessons. Students will be guided to learn the elements of song writing and sound production. Students will develop an understanding of the available technologies to allow creativity and develop their expertise in this area. Students will be introduced to online systems and programs, such as Sibelius, and Garage Band.

#### **MUSIC MAKING AND APPRECIATION**

Throughout this course, students study the influences of a range of musical styles, traditions and genres. Students are exposed to the historical influences upon modern music, and elect areas of focus to study, based on their experience and interests.

The aims of the course are to increase student's understanding of basic music theory and aural skills, while engaging in the basic structures of music making and practical ability with an instrument; including basic music theory and aural skills; and the ability to describe pieces of music using appropriate terminology, for example 'rhythm' and 'tempo'.

Students build their skills in music making and performance, through the application and trial of a range of instruments. Students also build an appreciation and understanding of different genres /styles of music by studying a range of artists and composers and researching the diverse applications of music in media and pop culture, (including song writing, movie soundtracks, sound effects, and social media applications).

Through this study, students can enrol in formal instrumental music lessons.

## VISUAL COMMUNICATION & DESIGN

In this elective, students explore a variety of drawing techniques such as technical, freehand and computergenerated drawing, as well as other two-dimensional and three-dimensional rendering techniques. Students learn about the development of designing, promoting or enhancing products through a brief for mock clients. This is done through the process of researching, designing, interpreting and analysing historical and contemporary design. Students use computer design programs to further enhance their design skills. Students who select this elective at Year 10 may choose to follow this into VCE Visual Communication Design.

# **TECHNOLOGY - FOOD**

### FEED ME! – FOODIE 4 LIFE

Knowledge is power and knowing how to prepare and cook food is a life skill. Students will be upskilled and taught the fundamental cookery skills required as they transition into young adults. They will look at the various preparation methods, cooking methods and key foods and be empowered as a versatile MasterChef in their own right. This also includes – budgeting, cooking with staples and fun mystery box challenges. Beyond this they will become informed food consumers equipped to make sustainable, ethical and appropriate food choices.

### FOOD CULTURE – MULTICULTURAL MELBOURNE

Let's explore Multicultural Melbourne. We are fortunate to live in a city with a thriving food culture. Australian cuisine has evolved to be a complex hybrid of various cultures as migrants have come to Australia sharing their knowledge, ingredients and food preparation practices. Students explore what really is Australian cuisine – beginning with native Indigenous flavours before extending to the small pockets of food culture in Melbourne. Italian (Lygon St), Greek (Lonsdale St), Vietnamese (Victoria St) or Chinese (Little Bourke St) and everything in between. Let's go on a food expedition exploring food cultures and festivities and experiencing a whole lot of delicious foods and flavours.

#### **BAKERY BASICS**

Who doesn't love a classic pie, donut, or sneaky sweet treat from the bakery? If you have a sweet tooth, or love to bake/eat then this unit is for you! Students will explore the elements of baking and patisserie to produce a range of mouth-watering, delicious morsels. They will develop their skills from a range of masterclasses, and push the boundaries to create not only some of Australia's favourite bakery staples but to push the boundaries with some original recipe creations.

# **TECHNOLOGY – WOOD, METAL**

#### **METALS**

Metalwork/engineering is popular with students interested in pursuing a career or interest in automotive, electrical, plumbing, and general engineering.

In this unit, students become familiar with a wide variety of hand tools, machinery, metals and processes. They complete the making of a range of set products, such as a bevel square, plumb bob, toolbox saw and a soft face hammer.

At the end of the unit, students will be able to develop a design brief, and select appropriate tools, equipment and materials to manufacture a range of products in a safe and correct manner.

This elective area will be excellent preparation for VCE Product Design & Technology. Major topics covered: Workshop safety; Marking out; Design; Correct use of hand tools; Machine tools – Lathework & Milling; Precision measurement;

#### WOODWORK & TECHNICAL DRAWING

Woodwork and Technical Drawing is an elective for students who are interested in a career in Carpentry, Cabinet making or Product Design

In this unit students by becoming familiar with several three-dimensional drawing methods that they then use in creating design solutions. As well as a wide range of hand tools, machinery and joinery techniques Students use the 'product design process' to design and construct wooden products in response to a 'design brief'. They learn to use a range of hand and power tools, complex systems and finishing methods safely and competently during the construction or production stage of the program and evaluate both their finished products and processes.

This elective leads into VCE Product Design & Technology and VET Building & Construction.

Major topics covered: The product design process; Workshop safety; How to select and use woodworking tools correctly; Suitable methods of joining timber; Finishing techniques; Three-dimensional drawing methods (Perspective, Paraline drawing systems, Orthogonal drawing, Freehand sketching)

# **THE SCIENCES & DIGITAL TECHNOLOGY**

#### **BODY SYSTEMS & DISEASE**

Learn about organ systems in humans and how they are coordinated. Investigate viruses and bacteria. How do they affect people? What is immunity? What sort of disease conditions don't involve germs?

#### **PHYSICS**

This elective is highly recommended for students interested in studying VCE Physics.

In this elective, students experiment with electric circuits and explore concepts used to model the nature of electricity. Use the laws of physics to describe and predict the motion of objects. Take a detailed look at forces, including gravity.

#### **BIOLOGY**

This elective is highly recommended for students interested in studying VCE Biology.

This subject allows students to explore how DNA and genes are involved in heritable characteristics being passed from one generation to the next. The importance of proteins in living organisms is investigated as well as looking at the steps involved in protein formation from the original DNA blueprint. Students consider the genetic mechanism of changes in populations over time. Evolution is examined through first considering adaptations. The notion of natural selection is covered through practical work and sample case studies.

#### **CHEMISTRY**

This elective is highly recommended for students interested in studying VCE Chemistry.

From atoms to nanoparticles. Students will ask questions such as: Do chemical reactions and explain your results by applying your understanding of the periodic table and atomic structure. Explore the chemistry of fuels and polymers. Make models of organic compounds, learn how they are named – conduct experiments. What are the links between chemistry and sustainability?

#### **EXPLORE 3D DESIGN AND ROBOTICS:**

In this unit students will Explore 3 D design and printing with the use of software and engineering tools such as AutoCAD to design products in 3 dimensions. Students will get a taste in learning coding and creating products that have both creative and practical application to everyday life.

#### **FORENSIC SCIENCE:**

Be an investigator! Through application and experiments, student learn how forensic scientists investigate evidence at a crime scene. Get a taster into collecting evidence through fingerprinting, fiber analysis and samples and how to do the proper collection, preservation, and laboratory analysis of various samples.

#### **STEM TO CREATE SOLUTIONS:**

Develop critical thinking and design solutions to the real-life problems. Think out of the box and use innovation and technology to find solutions. This elective will allow you do develop design principles from ideation through to creation and prototyping.

# SENIOR SCHOOL CERTIFICATES AND THEIR REQUIREMENTS

Choosing the correct VCE certification pathway is individualised and dependent on the aspirations of the individual student. At Box Hill Senior Secondary we offer a variety of options for students dependent on their chosen program, pathway, and career interests. The diagram below highlights ways in which students can gain their Victorian Certificate of Education.



# THE VICTORIAN CERTIFICATE OF EDUCATION

VCE is usually completed over two years. At Box Hill Senior Secondary College students must ensure that they meet the following conditions in order to be eligible for the Victorian Certificate of Education

- In **Year 11** you will undertake six (6) Units in Semester 1 and six (6) Units in Semester 2 making a total of twelve (12) units across the year.
- In Year 11, you must undertake at least two (2) Units from the English group (English; EAL; Literature)
- In Year 12 you will undertake five (5) Unit 3 and 4 sequences making a total of ten (10) units.
- In Year 12 one of the sequences of units MUST be from the English group (English; EAL; Literature).

# The Victorian Certificate of Education requires a student to have satisfactorily met at least 16 units which must include:

- Three (3) units of an English subject from the English Group (English, English Language, Literature and EAL) including the satisfactory completion of the Unit 3 and 4 sequences.
- At least three (3) sequences of Units 3 & 4 studies in addition to the Unit 3 & 4 sequence from the English group, which may include any number of English sequences once the English requirement has been met.

# **VCE VOCATIONAL MAJOR (VM)**

All students must complete an expression of interest and attend an interview to ensure vocational units of study are aligned to their desired pathway. The decision to undertake the VCE VM or VPC should consider the student's:

- Strengths and interests
- Vocational goals and envisaged pathways
- Preferred learning style
- Readiness for participation in structured workplace learning
- Ability to secure and satisfactorily complete formal vocational education and
- Leadership capabilities

#### **Structure**

Students will attend formal classes at school three days per week, complete their VETiS course either on site or externally one day per week and undertake a day of structured workplace learning one day per week. Students that elect to enrol in an additional subject, VCE subject or an elite sport program will undertake structured workplace learning in a two-week block.

#### Integrated curriculum with an applied learning focus

Students will apply the appropriate Literacy, Numeracy, Personal Development Skills and Work-Related Skills to a variety of community-based projects. Students will have some agency to negotiate the topics they will focus on relevant to their vocational goals and envisaged pathways. Topics may include; health and wellbeing, sustainability, travel and tourism, the world of work and future finances for example.

#### Satisfactory achievement

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

- Three Literacy units or VCE English units, two of which must be a Unit 3 and 4 sequence,
- At least three additional Unit 3 and 4 sequences,
- Two Numeracy units or VCE Mathematics units ,
- Two Work Related Skills units,
- Two Personal Development Skills units and
- 180 hours of VET at Certificate II level or above.

Students may include other VCE units timetable permitting. Students should refer to the VCE and VCE VM subject descriptions for further detail about each unit.

Year 11 and 12 students that may not be able to participate in the VCE VM may undertake the VPC. To achieve a VPC students must complete at least 12 units including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units and
- 2 Personal Development Skills units

The standard program will be for students to study Literacy, Foundation Mathematics, Work Related Skills and Personal Development Skills. Should student wish to access areas of study outside these defaults, these must be pre-planned prior to beginning VM in Year 11.

# VCE STUDIES OFFERED AT BHSSC IN 2024

Learning Area	Subject	Unit 1	Unit 2	Unit 3	Unit 4
ENGLISH	English	•	•	•	•
	EAL	•	•	•	•
	Literature	•	•	-	-
	Foundation Maths	•	٠	-	-
MATHEMATICS	General Maths	•	•	•	•
	Mathematical Methods	•	•	•	•
	Specialist Mathematics	•	•	•	•
	Business Management	•	•	•	•
HUMANITIES	Modern History	•	•	-	-
	Accounting	•	•	•	•
	History Revolutions	_	-	•	•
	Auslan (Language Study)	•	•	-	-
	Geography	•	•	-	-
	Legal Studies	•	•	•	•
	Outdoor and Environmental Studies	•	٠	•	•
HEALTH AND PHYSICAL EDUCATION	Health and Human Development	•	•	•	•
	Physical Education	•	٠	•	•
	Food Studies	•	•	•	•
TECHNOLOGIES	Product Design and Technology	•	•	•	•
	Food Studies	•	•	•	•
SCIENCE	Chemistry	•	٠	•	•
	Biology	•	٠	•	•
	Physics	•	•	•	•
	Psychology	•	•	•	•
	Environmental Science	•	•	-	-
VISUAL AND PERFORMING ARTS	Media	•	•	•	•
	Art Creative Practice	•	•	•	•
	Art Making and Exhibiting	•	•	•	•
	Music Performance *	•	•	•	•

# VET (VOCATIONAL EDUCATION AND TRAINING)

Box Hill Senior Secondary has a proud tradition of being innovative in the Vocational Education and Training space. At present we offer the following VET subjects to students on site and delivered by our highly trained and accredited teaching staff.

VET Subject	CERT II	CERT III
Building and Construction	•	
Sport and Recreation		•

Based on interest we are also able to offer a range of other VET subjects. Please discuss your interests with Chris Christofidis.

We recognise that our students have aptitude and interest in a wide variety of VET offerings that may not yet be offered or delivered onsite here at the college. As a result, we encourage our students to access the VET of their choice through one of our community providers.

Students can also apply to take a different VET subject at a TAFE institution. Students considering doing a VET study should contact Ms Catherine Manning or Mr Chris Christofidis as soon as possible to ensure a timely enrolment / secure a place.

The closest TAFE is Box Hill Institute a 10-minute walk away. Students interested in VET offerings for Secondary Students should navigate to <u>https://www.boxhill.edu.au</u> and search for "VET Delivered to Secondary School Students"

Please refer to the Mullum Vet Cluster handbook for details of VET subjects on offer. <u>https://www.mullumvetcluster.com.au/</u>

## VCE VET CONTRIBUTION TO THE VCE

Upon successful completion of the VCE VET Year 11 and 12 program students will be eligible for up to four units of credit towards their VCE: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

## VCE VET and the ATAR

Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment for the purposes of gaining 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.

Where a student elects not to receive a study score for the scored units 3 and 4 sequence of their VCE VET study, no contribution to the ATAR will be available.

# VCE STUDIES AT A GLANCE

For detailed elaborations on each study, the types of assessment and content covered, please refer to the relevant learning area leader and the VCAA Study Design specific to that VCE study: <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx</a>

# ENGLISH & EAL

#### Unit 1

**Reading and exploring texts** – Students engage in reading and viewing texts with a focus on personal connections with the texts. They contemplate the ways that a text can present and reflect human experiences. Students will develop and strengthen inferential reading and viewing skills, and explore how vocabulary, text structures and language features create story and meaning. Students will plan and develop personal and analytical writing through reflection, editing and feedback.

**Crafting texts** - Students apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that can include short stories, speeches, monologues, essays, podcasts, poetry/songs, feature articles, memoir, and biography. They craft their own texts and can articulate their writing processes through a reflective commentary.

#### Unit 2

**Reading and exploring texts** – Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of text work together to create meaning. They examine they ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world and extend their observations into analytical and abstracted explorations.

**Exploring argument** – Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience. Students analyse persuasive texts through formal, analytical writing and construct a point of view text for oral presentation.

#### Unit 3

**Reading and responding to texts**- Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities. They analyse the ways authors construct meaning and are provided with opportunities to understand and explore the context and values of a text and recognise how these elements influence the way a text is read and understood. Students write analytically about a text to provide opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points. **Creating texts** - Students read and engage imaginatively and critically with mentor texts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context, and specific audiences influence and shape writing. Students form their own creative piece, drawing inspiration from mentor texts.

#### Unit 4

**Reading and responding to texts**- Students apply reading and viewing strategies to engage with a text to deconstruct ways authors create meaning in a text. They engage with the dynamics of a text and explore the ideas and values presented in a text. They also recognise and explain the ways the context, and values can affect a reader and how these values are presented and interpreted. Students write analytically about a text to provide opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points

**Analysing argument**- Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media and develop their understanding of the ways in which arguments and language position an intended audience in relation to a selected issue. Students plan and develop written analyses in response to their explorations. Students also apply their understanding of the use of argument and language to create a point of view text for oral presentation. Students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode.

# **LITERATURE**

#### Unit 1

In this area of study 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 and features, to develop a close analysis response to a text.

#### Unit 2

In this area of study 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.

#### Unit 3

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.

#### Unit 4

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.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

# AUSLAN 1 & 2 (Language Study)

The study of Auslan contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of a unique Australian cultural community. The study promotes understanding of different attitudes and values within the wider Australian community and beyond and promotes the language, and cross-cultural understanding. Increased learning of Auslan by deaf and hearing students facilitates communication between deaf and hearing communities and helps maintain and share the cultural and linguistic heritage of deaf and hearing Australians.

### Unit 1 and 2: The Individual, Deaf and Hearing Communities and The Changing World.

Students refine their signing skills in the following ways:

- Scripted conversation about the self, including social conventions from the Deaf Community
- Observe the conversations of others to gain specific information
- Interpret: retell and rephrase in English and Auslan using both creative and informative structures
- Research The impact of technology on Deafness

# MATHEMATICS

Students electing studies in Mathematics are encouraged to consider the following sequences

Units 1 and 2		Units 3 and 4	
Foundation Mathematics*	$\rightarrow$	Further Mathematics	
General Mathematics	$\rightarrow$	General Mathematics	
Mathematical Methods	$\rightarrow$	Mathematical Methods or Further Mathematics	
General Mathematics and Mathematical Methods	$\rightarrow$	Mathematical Methods and/or Further Mathematics	
Mathematical Methods**	$\rightarrow$	Mathematical Methods and Specialist Mathematics	
Mathematical Methods and General Mathematics	$\rightarrow$	Mathematical Methods and Specialist Mathematics	
General Mathematics or Specialist Mathematics a Mathematical Methods		Further Mathematics, Mathematical Methods and Specialist Mathematics	

# FOUNDATION MATHEMATICS 1 & 2

#### Unit 1 & 2

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## **GENERAL MATHEMATICS 1 & 2**

#### Units 1 and 2

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'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

#### Units 3 and 4

It is highly recommended that students intending to undertake this subject in Units 3 & 4, should have successfully completed and passed General Maths Units 1 & 2 prior.

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. Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics 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 General Mathematics Units 3 and 4. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# MATHEMATICAL METHODS 1 & 2

#### Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and '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' 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. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

#### Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge

from Unit 1 to Unit 2 in each area of study. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

## **SPECIALIST MATHEMATICS**

#### Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an indepth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
- Each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.
- Other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2 courses intended as preparation for study at the Units 3 and 4 level, should include selection of content from areas of study that provide a suitable background for these studies.
- Content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

## **MATHEMATICAL METHODS**

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed Mathematical Methods Unit 1 & 2 prior.

#### Units 3 & 4

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', 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 skills for the outcomes of Mathematical Methods Units 3 and 4.

Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of antidifferentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and byhand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## **SPECIALIST MATHEMATICS 3 & 4**

# It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed Mathematical Methods Unit 1 & 2 and Specialist Maths Unit 1 & 2 prior.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning 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.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and byhand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# THE HUMANITIES

# ACCOUNTING

#### Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data analysis of accounting information, students will examine the role of accounting in the decision-making process for a sole proprietor of a service business.

#### Unit 2: Accounting for trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate performance of the business using financial and nonfinancial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed Accounting Unit 2 prior.

#### Unit 3: Recording and reporting for trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

#### Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit I based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

## **BUSINESS MANAGEMENT**

#### Unit 1: Planning a business.

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

#### Unit 2: Establishing a business.

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

#### Unit 3: Managing a business.

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

#### Unit 4: Transforming a business.

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators 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.

## **MODERN HISTORY UNITS 1 & 2**

#### Unit 1: Ideology and conflict

In this unit students investigate the nature of social, political, economic, and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals, and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

#### Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics, and the migration of people across the world.

# **HISTORY (REVOLUTIONS)**

#### Units 3 and 4

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 which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the postrevolutionary society.

Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable.

Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In units 3 and 4 students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought continuity and change to the lives of people. They also consider how perspectives of the revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new world order. The two Revolutions studied in 2024 include: The French Revolution 1774-1795 and The Russian Revolution 1896-1917.

## **LEGAL STUDIES**

#### Unit 1: The presumption of innocence

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

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

#### Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

#### Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios

## **GEOGRAPHY**

#### Unit 1: Hazards and Disasters

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. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

#### Unit 2: Tourism: Issues and Challenges

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.

# **HEALTH AND PHYSICAL EDUCATION**

## HEALTH AND HUMAN DEVELOPMENT

#### Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including those among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### Unit 2: Managing Health and development.

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

#### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as a background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

#### Unit 4: Health and Human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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 burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the

United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## **OUTDOOR AND ENVIRONMENTAL STUDIES**

#### Unit 1: Exploring outdoor experiences.

In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature' and examine a variety of distinct types of outdoor environments. Students are introduced to a cultural perspective on the way's humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of this influence the ways humans understand nature.

#### Unit 2: Discovering outdoor environments.

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments. Students use these experiences as the basis for reflection and analysis of theoretical knowledge of natural environments.

#### Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experience's students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

#### Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to

be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experience's students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

## **PHYSICAL EDUCATION**

#### Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

#### Unit 2: Physical Activity, Sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in health and wellbeing of different population groups. Through a series of practical activities, students experience and explore different types of physical activity that can be promoted in different groups. They gain an appreciation of the level of physical activity required for health benefits. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various groups. Students then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the population group being studied.

Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport.

Using a social-ecological perspective, they evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity. Students form conclusions in relation to the impact these factors have on physical activity and sport in society

#### Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. They investigate the characteristics of each system

and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### Unit 4: Training to improve performance.

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse sports activity data such as movement patterns and heart rates to determine the physical requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

# **TECHNOLOGIES**

# FOOD STUDIES

#### Unit 1: Food origins

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. 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 food-producing region of the world. Students look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students also consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

#### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Students focus on commercial food production industries, they also look 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. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

#### Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Students explore 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. Students also focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

#### Unit 4: Food issues, challenges, and futures

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. Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students also focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

# PRODUCT DESIGN AND TECHNOLOGY

#### Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In Area of Study 1 students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In Area of Study 2 in their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

#### Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design.

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

In Area of Study 1 students research designs across a range of design specialisations, and critique products to make judgments about their success (or failure) using the factors that influence product design. Products selected for research should address inclusion through belonging, access, usability and/or equity considerations. Students also analyse and evaluate future market opportunities or needs for products.

In Area of Study 2 students design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.

In Area of Study 3 students investigate a diverse range of end users, designers and other people, and explore varied perspectives to develop insights into how culture influences and affects product design. Students specifically focus on Aboriginal and Torres Strait Islander peoples and explore how they demonstrate their culture through design in both traditional and contemporary ways.

Students are also encouraged to make connections to their own cultural heritage through the understanding of other cultures. Students research locally and globally to develop a worldview of cultural influences in order to gain an understanding about themselves as both designer and consumer within a diverse global community.

#### Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

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

In Area of Study 1, students examine a range of factors that influence the design, development and production of products within industrial settings. Students research and investigate designs across a range of specialisations that include historical iconic designs that have stood the test of time; designs with inbuilt obsolescence; products that are fast to the market; products that are designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature. They consider influences on product design when addressing ethical considerations for end users.

In Area of Study 2, students use design thinking to formulate a design brief that addresses a need or opportunity related to ethical product design, and conduct research to explore current market needs and/or opportunities. Students generate, evaluate and critique graphical product concepts (visualisations, design options and working drawings) related to ethical product design.

In Area of Study 3, students explore the physicality of product concepts through developing prototypes to select and justify the chosen product concept and a final proof of concept. Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.

#### Unit 4: Production and evaluation of ethical designs

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

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

# **SCIENCES**

## **BIOLOGY**

#### Unit 1: How do organisms regulate their functions?

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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

#### Unit 2: How does inheritance impact on diversity?

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.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems. A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

#### Unit 3: How do cells maintain life

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The design, analysis and findings of the investigation are presented in a scientific poster format.

#### Unit 4: How does life change and respond to challenges.

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for replaced when challenged by new evidence. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

## **CHEMISTRY**

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

The development and use of materials for specific purpose is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding focus within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

#### Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

#### Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with the growth of world population. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating of principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

#### Unit 4: How are organic compounds categorised, analysed, and used?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we used in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

## **PHYSICS**

#### Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

#### Unit 2: What do experiments reveal about the physical world?

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

#### Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

#### Unit 4: How can two contradictory models explain both light and matter?

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

# **PSYCHOLOGY**

#### Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

#### Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They 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 an individual and groups.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

## **ENVIRONMENTAL SCIENCE**

#### Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as

plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

#### Unit 2: What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

# **VISUAL AND PERFORMING ARTS**

## **ART MAKING AND EXHIBITING**

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

#### Unit 1 Explore, Expand, and Investigate

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the researching, viewing and analysis of artworks by other artists.

#### Unit 2 Understand, Develop and Resolve.

Students will understand how to work independently and collaboratively to develop ideas and an understanding of the sources that inform and influence art making. They will investigate the practices of artists from different periods of time and cultures and their use of materials, techniques and processes, and how these contribute to the making of their Artworks. Students will develop, refine and resolve their personal themes, aesthetic qualities and style.

#### Unit 3 Collect, Extend and Connect

Students will collect inspiration, influences and images develop an understanding of the sources that inform their art making. Their knowledge and skills will evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. A strong focus on the way we respond to artworks in **galleries**, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting.

#### Unit 4 Consolidate, Present and Conserve

Students will refine and resolve their artworks by further developing their knowledge and skills. They will understand how exhibitions are planned and by galleries, museums, other exhibition spaces and produced site-specific spaces and how artworks are curated and displayed for audiences. Students will understand

the methods used and considerations involved in the preparation, presentation, and conservation of artworks.

# <u>MEDIA</u>

#### Unit 1: Media representations

Students are introduced to the concept of audience. They consider different readings of media products and how meaning is suggested through the complex relationships between content creators and producers, media forms and audiences. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products. Students also gain an understanding of audiences as producers of media products, who create and share their own representations. Notions of identity and self are implicit in the ways that audiences select, create, share, engage with and read media products. Through the examination of a range of media forms and products, students consider how representations of self and identity are constructed, distributed, engaged with, consumed and read.

#### Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production, and distribution of narratives in the media; and audience engagement, consumption, and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

#### Unit 3: Media narratives, contexts, and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. They examine one fictional or non-fictional narrative in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic products. Students investigate aspects of the media form in which they will make their productions, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. These investigations develop the student's style as a media creator and inform the development of their individual media product. Students also experiment with media technologies and media production processes to inform and document the plan for a media production.

Students use industry specific planning, using both written and visual documentation, to complete a preproduction plan. The plan incorporates a clear fictional, non-fictional or fictional/non-fictional narrative for a specified audience in a selected media form as outlined below. Students consider the relevant media codes and conventions of the selected media form.

#### Unit 4: Media production and issues in media

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.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by

governments, institutions, and audiences, and analyse the role of the Australian government in regulating the media.

Students move from production into post-production, where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their pre-production plans.

# **ART CREATIVE PRACTICE**

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

#### Unit 1

*Inquiry learning*- Students use inquiry learning as an active process of exploration and experimentation where the end result is not fixed or known. Through making and responding, students acquire experimental and analytical skills to develop their art practice.

*Experiential learning* – will guide the students through a series of experiences in Making and Responding to art. Student reflect on their experiences and conceptualise the ideas evoked by their experiences. They will experiment with and expand upon these ideas in their art practice.

#### Unit 2

*Inquiry learning*- Students use inquiry learning to understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures. Students will develop personal ideas and expression through Making and Responding in creative art practice and collaboration. Students will discuss, reflect and evaluate their own work and the work of others.

#### Unit 3

Project-based learning- Students will focus on specific projects that engages the students in problem solving, decision- making and reflection using their art practice. they will develop personal ideas and expression through Making and Responding in art practice. This will include research and investigation of Artists and artworks, developing ideas and issues, exploration and presentation of artworks. They will employ practical skills in art making and develop conceptual understanding to inform aesthetic awareness and creative art practice. Students will develop creative and critical thinking skills in individual responses to artworks and art practice.

#### Unit 4

Project-based learning- Students will continue their specific projects through creative art practice, documentation, reflection, evaluation and critique. They will refine and resolve a body of work for presentation. **Inquiry learning-** Students will continue their inquiry learning of artists and understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures using the support of the Interpretive lenses.

# VISUAL COMMUNICATION AND DESIGN

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles.

This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, and development of concepts and refinement of visual communications.

#### Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

#### Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

#### Unit 4: Visual communication design

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates

different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

## **MUSIC PERFORMANCE**

#### Unit 1

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

#### Unit 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### Unit 3:

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the endof-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### Unit 4:

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

## DRAMA

#### Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community

experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts. <u>MUSIC</u>

#### Unit 2: Non-naturalistic Australian drama

This unit focuses on the use of documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary of historical Australian context. Students use a range of stimulus material in creating the performance and examine nonnaturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

#### Unit 3: Devised non-naturalistic ensemble performance.

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

#### Unit 4: Non-naturalistic solo performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from a stimulus material and use dramatic elements, conventions, performance styles and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure.

# **VCE VM Unit Descriptions**

# VCE VM LITERACY

#### Unit 1: Literacy for personal use including digital literacy.

In this unit, students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3). Students read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. They build on and work to consolidate their digital literacy skills. Students develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

#### Unit 2: Issues, voices, and opinions

In this unit, students consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, that may impact on their community or be of particular concern to a vocational or workplace group.

Students consider their own perspectives on issues and develop reasoned and logical responses in a respectful and thoughtful manner. In developing written responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work and learn to accurately reference and acknowledge evidence used.

#### Unit 3 (to be offered in 2024): Informational, organisational and procedural texts.

In this unit, students become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts reflect real-life situations encountered by students and are representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

This unit focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

#### Unit 4 (to be offered in 2024): Literacy for advocacy.

In this unit, students investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products, and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the

effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

# VCE VM NUMERACY

#### **Units 1 – 4 (units 3 and 4 to be offered in 2024)**

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. It allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

These numeracies are developed using a problemsolving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

## VCE VM Personal Development Skills

#### Unit 1: Healthy individuals

In this unit, students are introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Students explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They investigate activities and support services that aim to improve individual and group wellbeing within the community. Students analyse the impact of technology on health and wellbeing at an individual and community level, and apply their knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

#### Unit 2: Connecting with community.

In this unit, students explore the concept of community at a local, national and global level. They investigate community participation and recognise that there are a range of ways to participate in community life.

Students examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. They explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Students consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. Students work individually or in teams to identify a community engagement issue and undertake an activity to address that issue.

#### Unit 3 (to be offered in 2024): Leadership and teamwork.

In this unit, students examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. Students examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Students examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Implicit to this unit is that leadership begins with them, develops to leadership of others and then to communities.

#### Unit 4 (to be offered in 2024): Community project

In this unit, students will complete an extended community project that addresses an environmental, cultural, economic, or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community. Students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. They will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

# VCE VM WORK-RELATED SKILLS

#### Unit 1: Careers and learning for the future.

In this unit, students evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects. Students consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students conduct research and present their research findings, seek feedback and refine their goals through self-reflection.

#### Unit 2: Workplace skills and capabilities

In this unit, students consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist

and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success and demonstrate their own skills and capabilities through artefacts and evidence.

Students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training, and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

#### Unit 3 (to be offered in 2024): Industrial relations, workplace environment and practice.

In this unit, students are introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal, and informal networks and the role of digital and electronic collaboration and communication.

#### Unit 4 (to be offered in 2024): Portfolio preparation and presentation.

In this unit, students explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self assessment, feedback and comparison with criteria.

# **VPC Unit Descriptions**

## **VPC LITERACY**

#### Unit 1: Literacy for personal use including digital texts.

This unit enables students to develop their knowledge and skills to read and write simple or short texts. Texts are chosen from a range of local and global perspectives including First Nations peoples' and multicultural perspectives and include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Students read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings.

Students engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. As a part of this exploration of the digital world, they will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

#### Unit 2: Exploring and understanding issues and voices with informed discussion.

This unit enables students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. They read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Students engage with a range of content from print, visual, aural and multimodal sources. The selection of suitable material takes into consideration the interests and abilities of the student cohort and responds to the content that students typically read, including social media, and content from vocational and workplace settings. They practice and participate in debate, either in print, orally or via a digital platform. Students consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

#### Unit 3 (To be offered in 2024): Literacy for civic participation, pathways, and further Learning.

This unit enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. The selection of texts takes into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms.

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

#### Unit 4 (To be offered in 2024): Negotiated project.

In this unit, students develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit will be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work-Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

## VPC NUMERACY

#### Unit 1 and 2

These units focus on supporting and enabling students to develop their numeracy skills and practices to make sense of their daily personal, public, and future vocational lives, and in their local community. The focus is on the four numeracies where foundational mathematical skills are situated and embedded: personal, financial, health & recreational and civic. The numeracy contexts are highly familiar and relevant to students and reflect their personal interests and lives.

## **VPC WORK RELATED SKILLS**

#### Unit 1: The Workplace - employment, conditions, and opportunities

This unit examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

Students explore the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. They identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students interview an employee about training and employment experiences and present findings supported by appropriate technology.

Students identify an employment opportunity and write a resume and cover letter that includes information relevant to the opportunity. They develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve their resume and cover letter.

#### Unit 2: Small- scale work-related activity

Working in teams, students identify an achievable small-scale work-related activity and collaboratively plan for the activity. They apply a range of skills when implementing the plan and will engage in a process of reflection and evaluation about it and its application to other work contexts.

This unit develops students' communication and technology skills as they report on their small-scale workrelated activity. Students learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

#### Unit 3 (To be offered in 2024): Your physical, mental health and safety in the workplace.

This unit introduces students to the role of physical and mental health in the workplace. Students examine how employees can contribute to the physical and mental health of self and colleagues and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Students distinguish between a safe and an unsafe workplace and explore how they can address unlawful practices. They describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

#### Unit 4 (To be offered in 2024): Pathway plan, resume, and mock Interview.

This unit provides students with an overview of potential employment and educational pathway options, to support the development and refinement of their future pathway plan.

Students explore strategies to apply when collecting and assessing information about employment opportunities. They apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter. Students plan suitable responses and prepare relevant questions to ask a potential employer and participate in a mock interview. They apply strategies to reflect on and evaluate their performance to improve future employment prospects.

# VPC PERSONAL DEVELOPMENT SKILLS

#### Unit 1: Self, health, and wellbeing

This unit explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience.

Focusing on four skills: teamwork, communication, time management and problem-solving, students participate in an activity that investigates how personal development can help them achieve their goals. They investigate influences on motivation, and relationships between purposefulness and health and wellbeing. Students identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Students examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity, and access, and how to express themselves in safe, assertive and effective ways.

#### Unit 2: Connecting and participating with community.

This unit takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a

# **VET STUDIES AT A GLANCE**

Box Hill Senior Secondary College provides students access to a range of Vocational Education and Training Studies through our partnership with a number of external providers. Please speak with us if you would like links and information about what is on offer.

As well as those offered externally, we are well equipped to provide the following VET subjects onsite here at the college.

#### **Certificate II Building and Construction (Pre-apprenticeship)**

Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. This is a full carpentry pre-apprenticeship program and will, if completed, provide some credit towards the study component of an apprenticeship. All students undertake basic first aid and Work Safe training and receive their 'white card' enabling them to complete work placements on building sites.

VET Building and Construction is offered as a packaged program with students gaining additional skills and knowledge delivered through VCE Product Design and Technology (Wood) and VCE Visual Communication Design (Trade Drawing). Structured Workplace Learning is a required component in Year 1. Training is delivered in a computer equipped classroom, carpentry workshop, building barn and school grounds for Unit skills.

#### **Certificate III in Sport and Recreation**

VCE VET Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation and fitness. Leadership, organisational and specialist activity skills such as fitness will be developed throughout the program.

Completion of the Certificate may provide pathways into the sport and recreation industry in areas such as maintaining grounds, providing customer service, administrative service or working in a fitness centre, outdoor sporting ground or centre. Potential job roles may include recreation activities assistant or gymnasium assistant. The Sport and Recreation qualification could allow students to undertake further training or study to enable them to be employed in roles such as personal trainer, gym instructor, event/promotions manager, facilities manager, coach.

#### Additional Studies:

Box Hill Senior Secondary College are currently in negotiations to offer additional VET studies on site, these may include:

- Cabinet Making,
- Horticulture and
- Plumbing
- *IT*

Please ask at the time of choos

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ng your course about the status of these additional options.