



**PADUA**  
COLLEGE

# YEAR 11 & 12

2025 Curriculum Handbook

# NORTH STAR

## Our 'Why' at Padua College



### *Core Values*

We welcome and affirm  
We inspire growth of the whole person  
We create a love of learning  
We build positive relationships  
We embrace diversity  
We show compassion for those in need  
We reconcile and forgive  
We work for a just and peaceful world

### *Mission Statement*

Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua.

In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition.

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS .....</b>	<b>3</b>
<b>VCAA ACRONYMS .....</b>	<b>6</b>
<b>PRINCIPAL'S MESSAGE FOR 2025 .....</b>	<b>7</b>
VICE PRINCIPAL LEARNING & TEACHING .....	8
CHOOSING A YEAR 11 & 12 VCE PROGRAM OF STUDY .....	9
<i>Building a VCE program – A two-year program .....</i>	<i>9</i>
<i>Following Your Interests .....</i>	<i>10</i>
THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) .....	10
VCE VOCATIONAL MAJOR (VCE VM) .....	11
VICTORIAN PATHWAYS CERTIFICATE (VPC) .....	11
FURTHER DETAILED INFORMATION ON ALL VCE COURSES CAN BE SOURCED FROM <a href="https://www.vcaa.vic.edu.au/vce">HTTPS://WWW.VCAA.VIC.EDU.AU/VCE</a> .....	14
VOCATIONAL EDUCATION AND TRAINING (VCE VET) .....	14
RELIGIOUS EDUCATION .....	17
<i>Religion and Society Unit 2 (ETHICS) .....</i>	<i>17</i>
<i>Religion and Society Units 3 and 4 .....</i>	<i>17</i>
ENGLISH .....	19
ENGLISH LANGUAGE .....	21
LITERATURE .....	22
ACCOUNTING .....	25
APPLIED COMPUTING .....	27
ART CREATIVE PRACTICE .....	29
ART MAKING AND EXHIBITING - PHOTOGRAPHY .....	31
BIOLOGY .....	33
BUSINESS MANAGEMENT .....	34
CHEMISTRY .....	35
DRAMA .....	37
ECONOMICS .....	38
ENVIRONMENTAL SCIENCE .....	39
FOOD STUDIES .....	40
FRENCH SECOND LANGUAGE .....	41
GEOGRAPHY .....	42
HEALTH AND HUMAN DEVELOPMENT .....	43
HISTORY (MODERN HISTORY, HISTORY REVOLUTIONS AND AUSTRALIAN HISTORY) .....	45
<i>MODERN HISTORY .....</i>	<i>45</i>
<i>HISTORY REVOLUTIONS .....</i>	<i>46</i>

AUSTRALIAN HISTORY .....	46
ITALIAN SECOND LANGUAGE .....	47
LEGAL STUDIES .....	48
MATHEMATICS .....	49
FOUNDATION MATHEMATICS .....	52
GENERAL MATHEMATICS .....	53
MATHEMATICAL METHODS .....	54
SPECIALIST MATHEMATICS .....	55
MEDIA .....	56
MUSIC PERFORMANCE .....	58
OUTDOOR AND ENVIRONMENTAL STUDIES .....	59
PHILOSOPHY .....	61
PHYSICAL EDUCATION .....	62
PHYSICS .....	64
POLITICS .....	66
PRODUCT DESIGN AND TECHNOLOGY (FASHION DESIGN) .....	67
PRODUCT DESIGN AND TECHNOLOGY (WOOD) .....	68
PSYCHOLOGY .....	69
SOCIOLOGY .....	71
SYSTEMS ENGINEERING .....	72
THEATRE STUDIES .....	73
VISUAL COMMUNICATIONS DESIGN .....	75
<b>PADUA YEAR LONG SINGLE UNITS .....</b>	<b>77</b>
<i>Business Management – Unit 2</i> .....	77
<i>Drama – UNIT 2</i> .....	77
<i>Health and Human Development – Unit 1</i> .....	78
<i>History of Empires – Unit 1</i> .....	78
<i>Padua Advanced Biology</i> .....	78
<i>Padua General Mathematics Boost Unit</i> .....	78
<i>Physical Education - Unit 1</i> .....	79
<i>Padua Mathematical Methods Boost Unit</i> .....	79
<i>Psychology – Unit 1</i> .....	79
<i>Sociology – Youth and Family unit 1</i> .....	80
PADUA ENGLISH BOOST UNIT .....	80
<i>Visual Communications Design - Unit 2</i> .....	80
WHAT IS VET? .....	82
<i>How does it work?</i> .....	82
<i>How does VET contribute to the ATAR/VCE/VCE Vocational Major and the Vocational Pathways Certificate?</i> .....	82

<i>How do students apply?</i> .....	82
ANIMAL CARE STUDIES – VCE VET .....	83
BUILDING AND CONSTRUCTION – VCE VET .....	84
BUSINESS STUDIES - VCE VET .....	85
COOKERY – VCE VET .....	86
ELECTROTECHNOLOGY- VCE VET .....	87
MUSIC VCE VET .....	89
SPORT, AQUATICS & RECREATION – VCE VET .....	90
VCE VET PROGRAMS FOR 2025 .....	91
VCE VM PATHWAY .....	94
VCE VM LITERACY .....	94
VCE VM NUMERACY .....	97
VCE VM PERSONAL DEVELOPMENT SKILLS .....	98
VCE VM WORK RELATED SKILLS .....	100
SELECTION PROCESS FOR THE 2025 VCE VM PROGRAM .....	102
LITERACY STRANDS .....	104
NUMERACY STRANDS .....	106
VPC PERSONAL DEVELOPMENT SKILLS .....	108
SELECTION PROCESS FOR THE 2025 VPC PROGRAM .....	111
SUBJECT SELECTION PROCESSES .....	111

# VCAA ACRONYMS

This page provides definitions of common acronyms and terms used throughout this handbook by VCAA and by Padua College in its operations.

<b>ATAR</b>	Australian Tertiary Admission Rank.
<b>DES</b>	Derived Examination Score
<b>GAT</b>	General Achievement Test
<b>LOTE</b>	Language/s Other Than English
<b>NA</b>	Not Assessed
<b>SAC</b>	School-assessed Coursework
<b>SAT</b>	School-assessed Task
<b>TAFE</b>	Technical and Further Education
<b>UG</b>	Ungraded
<b>VASS</b>	Victorian Assessment Software System
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VCE</b>	Victorian Certificate of Education
<b>VCE VET</b>	VCAA managed VET programs comprised of VCE VET units
<b>VCE VM</b>	Victorian Certificate of Education Vocational Major
<b>VPC</b>	Victorian Pathways Certificate
<b>VET</b>	Vocational Education and Training
<b>VTAC</b>	Victorian Tertiary Admissions Centre

# PRINCIPAL'S MESSAGE FOR 2025

Dear Students,

This is a pivotal time filled with opportunities for growth, learning, and self-discovery, as you prepare to embark on a new academic year selecting to undertake your academic pathway in these final years of Senior School. At Padua College, we are guided by our North Star, which calls each of you to recognise and utilise your God-given talents. Our mission is to support you in being the best you can be and to inspire you to make a positive impact on the world. This handbook is designed to provide you with the information, resources, and guidance needed to successfully navigate this crucial phase of your education journey.

As you delve into your studies and engage in a range of school programs and opportunities, I encourage you to be ambitious and to challenge yourself. Push the boundaries of your capabilities, and do not shy away from stepping out of your comfort zone and extend yourself as much as possible. It is through these challenges that you will discover your true potential and build the strengths that will serve as the foundation for your future endeavours.

Remember, your time here is not just about academic achievement but also about personal development. Embrace every opportunity to learn, grow, and develop resilience. Engage actively and positively with your teachers, peers, and the broader school community. By doing so, you will maximise your options beyond secondary school, whether in further education, vocational training, or the professional world.

Your journey is unique, and each step you take is a testament to your dedication and perseverance. Believe in yourself and your abilities, and trust that you are equipped with the knowledge, skills and understanding you need to succeed. The path ahead may be challenging, but it is also filled with immense possibilities.

May you continue to be inspired by our North Star, guiding you to harness your talents, strive for excellence, and contribute positively to society. I am confident that each of you will leave an indelible mark on our community and the world beyond.

Wishing you all a fulfilling and successful year ahead.

Peace and blessings to you,

**Ms McGurn**  
**PRINCIPAL**



The VCE is often seen as the culmination of schooling, but at Padua College, we view it as a conduit to lifelong learning. Future-focused learning equips students to thrive in a rapidly changing and global environment. While we may not always know all the answers, Padua College aims to provide students with experiences that help them ask the right questions. Our mission is to create a learning and teaching experience that fosters this inquisitive mindset.

*"Widen the space of your tent, extend the curtains of your home, do not hold back! Lengthen your ropes, make your tent-  
pegs firm." Isaiah 54:2*

At Padua College, we embrace a dual charism rooted in both Franciscan and Mercy traditions. This unique combination informs our educational approach and community ethos, guiding our commitment to compassion, service, and holistic development. The Franciscan charism inspires us to live with simplicity, respect for all creation, and a deep sense of fraternity, while the Mercy charism encourages us to act with kindness, justice, and dedicated service to those in need. Together, these traditions shape a nurturing environment where students are encouraged to grow academically, spiritually, and morally, preparing them to contribute positively to the world.

Padua College provides a wide array of opportunities that align with the skills, experiences, and aspirations of our young people. We aim to open their minds and guide them toward post-school learning and life pathways. This mission, though challenging, is one we embrace wholeheartedly. Like any bridge or journey, we have the privilege and responsibility of accompanying our young people, alongside their families. Padua teachers aim to create learning experiences that push students beyond their current abilities, deeply engage their minds, and lay the foundation for powerful learning.

Our Careers team, Curriculum Leaders, Pastoral Leaders, and, most importantly, our teachers, play a pivotal role in providing students with thoughtful and insightful guidance. They engage in meaningful discussions with students and their families about VCE subject selections, ensuring that students make well-informed choices and learn to ask the right questions. As part of this ongoing commitment, 2024 saw the birth of a new initiative designed to provide another layer of assistance. Recognising the significant impact of a classroom teacher's professional judgment, we aim to leverage this insight to guide students towards courses where they will thrive. This initiative highlights the importance of the teacher-student-family relationship and encourages meaningful conversations with the upcoming **2025 Course Selections** that commences with the ***Education, Careers and Training Expo (ECAT)***.

### ***Course Recommendations (Key Points):***

- The classroom teacher's professional judgement is crucial in helping students choose courses that align with their strengths and academic readiness.
- Thoughtful recommendations can reduce the likelihood of students feeling overwhelmed and increase their chances of success and confidence.
- The process provides an additional layer of information for students and families, complementing the semester 1 report to carefully select courses that not only pique their interest, but are courses where the chances of success are increased.
- A course recommendation is just that, a *recommendation*. It does not preclude any opportunity for students to select courses outside this recommendation; ultimately the choice is theirs, but it provides another viewpoint from their teachers within their learning area.
- While recommendations are not mandatory for a student's course selection, they offer valuable perspectives and facilitate more targeted counselling for students selecting non-recommended courses.



Senior School provides an opportunity to acknowledge and celebrate the distinct talents and abilities of each student. It involves making wise and courageous choices regarding subject selection, honouring their true potential, even if these choices differ from their initial intentions or expectations. Every student, created in the image and likeness of God, has a unique journey to embark upon and a life to discover. Choosing VCE subjects marks one of the first significant moments for genuine reflection and decision-making in a student's educational path.

Best wishes for the beginning of an exciting future.

Mrs Angelina Ranson  
**Vice Principal Learning and Teaching**



## CHOOSING A YEAR 11 & 12 VCE PROGRAM OF STUDY

The VCE is awarded solely based on satisfactory completion of Units. Each Unit is designed to be completed typically over one semester/two school terms. Most studies (subjects) have four Units: Units 1 and 2 are usually completed in Year 11 and can be taken as single units. Units 3 and 4 are usually completed in Year 12 and must be taken together as a sequence. Units in most studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. In some studies, it is recommended that students have completed Units 1 and 2 or at least Unit 1 or 2 of the study, before attempting Units 3 and 4 (for example Languages, Mathematical Methods, Physics, Chemistry). A VCE program requires students to satisfactorily complete a minimum of 16 units.

### BUILDING A VCE PROGRAM – A TWO-YEAR PROGRAM

At Padua College, Year 11 students will take up to six studies. All students undertaking the VCE ATAR pathway must select an English study (English or English Language) and will be enrolled in the VCE Religious Education Unit 2. For students wishing to study Literature, it is compulsory that they also select to study English.

\* Students in Year 11 undertake six studies. For their sixth study students will undertake either a single VCE unit studied across the year, or they have the option of nominating a Padua Boost English Unit or a Padua Boost Mathematics Unit to their program. These Boost units are a Padua designed internal unit that does not receive VCE credit. Whilst the units will not be a VCAA credited VCE unit, these bespoke units will build upon the skills and knowledge required within the VCE studies. These units have been designed to support student learning following gaps experienced during onsite learning over the past couple of years.

Students may select to undertake a single VCE unit or a Boost unit in their Year 11 program.

All units available within this program are outlined on [Boost Single Unit Subjects](#).

Year 12 students will take five Unit 3 and Unit 4 studies including English and/or Literature and/or English Language (up to 2) plus one Religious Education unit. Year 12 students can opt to undertake Unit 3 and 4 Religion and Society as one of their five studies.

At Padua College a VCE program or course of study over the two years must include:

- four units of English; and
- at least two Religious Education units (one VCE unit and one internal College Unit or VCE RE)

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## FOLLOWING YOUR INTERESTS

There are three important considerations when choosing a VCE program. These are:

- Choose subjects you will most likely succeed in (these are usually subjects of INTEREST).
- Choose subjects that you are most likely to enjoy (you will be INTERESTED in these).
- Check the prerequisites for university or TAFE courses of INTEREST to you.

Where a career pathway involves a university or TAFE course you should check whether there are any VCE prerequisites before finalising your VCE course.

## THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies.

The ATAR is calculated using scaled Unit 3 and 4 study scores by adding the following:

- Scaled score for English (or Literature or English Language)
- The next best three scaled subject scores
- 10% of the fifth study (and 10% of a sixth study if undertaken)

The ATAR is designed so that it should not affect a student's choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year. Scaling and strength of competition balance out. This leaves students free to choose their studies on the basis of: what they enjoy, what they are good at and what they need given their intended future studies or careers.

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## IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all studies listed in this guide for 2025, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a MINIMUM CLASS SIZE required for a class to be run.
2. It cannot be assumed that all students will receive all their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. It is vital that careful consideration is given to emergency preferences as this may be included in the allocation of your 2025 program.
3. It is essential that all students carefully select their studies **in order of preference** and consider the subjects listed in the reserve preferences. The timetable is constructed around student preferences. **These are due by 26 July 2024.**

## VCE VOCATIONAL MAJOR (VCE VM)

The VCE has expanded to include the Vocational Major, incorporating vocational and applied learning programs into the senior secondary certificate. The VCE VM offers a pathway into apprenticeships, traineeships, further education and training and employment. A VCE VM program requires students to satisfactorily complete a minimum of 16 units.

These will include units in:

- VCE VM Literacy
- VCE VM Numeracy or VCE Mathematics
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET at a Certificate II level or above (180 nominal hours)
- Structured Workplace Learning Recognition (SWLR)

It should be noted that VET classes may clash with VCE studies timetabled at Padua. In addition, please note that VET studies attract an additional fee charge.

**Please refer to Section B for specific details of the VCE VM program.**

## VICTORIAN PATHWAYS CERTIFICATE (VPC)

The VPC is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not ready or not able to complete the Senior School Certificate (VCE or VCE VM).

**Please refer to Section C for specific details of the VPC program.**

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### UNIVERSITY COURSE PREREQUISITES

A prerequisite is a VCE unit or sequence of units that you must successfully complete to be eligible to apply for a particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. **This means that if you haven't successfully completed these units, you will not be considered for entry into the course at University.**

In some cases, the prerequisite may stipulate not only the subject, but also the lowest acceptable Study Score. For example, a medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, the University will not consider you if your Study Score is less than 30 in Chemistry. If uncertain, please check with the Careers Department.

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### IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all studies listed in this guide for 2025, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a MINIMUM CLASS SIZE required for a class to be run.
2. It cannot be assumed that all students will receive all their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. It is vital that careful consideration is given to emergency preferences as this may be included in the allocation of your 2025 program.

3. It is essential that all students carefully select their studies **in order of preference** and consider the subjects listed in the reserve preferences. The timetable is constructed around student preferences. **These are due by 9am 26 July 2024.**

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## SATISFACTORY COMPLETION OF THE VCE CERTIFICATE

To gain their VCE, students must satisfactorily complete:

- At least 16 Units, which must include at least 3 Units of English, including a 3-4 sequence.
- At least 3 sequences of Units 3 and 4 Studies other than English.

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## ASSESSMENT IN THE VCE

### Satisfactory Completion of Units 1 – 4:

For satisfactory completion of a Unit, a student must demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher's professional judgement of the student's performance in each of the assessment tasks designed for the unit. The student receives an **S** for a unit when all outcomes are achieved satisfactorily.

*To achieve an "S" for an outcome, a student must:*

- produce work that demonstrates achievement of the outcomes. Students will be given the opportunity to re-sit or re-submit work to achieve this minimum standard if necessary;
- submit work on time.;
- submit work that is clearly their own; and
- observe the VCAA and school rules (including attendance).

If one or more learning outcomes is **"N" (Not Satisfactory)** then the overall result for the unit will be **"N"**.

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## ASSESSMENT OF LEVELS OF PERFORMANCE UNITS 1-4

### Units 3 and 4:

In each Study at Units 3 and 4 level there are **graded assessments**. At least one of these must be an external examination.

The other graded assessments are School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- School-Assessed Coursework (SACs) apply in most VCE Studies. They consist of several smaller tasks completed mainly in class. These tasks may be tests, essays, practical work, or extended analysis tasks over several periods.
- School Assessed Tasks (SATs) apply in the following studies: Art, Computing, Media, Product Design & Technology, Studio Arts, Systems Engineering, Visual Communication Design.
- Graded assessments are used to produce a **Study Score** out of 50 for each Study.

### Units 1 and 2:

In units 1 and 2, the assessment Tasks are similar in nature to those in units 3 and 4 of the corresponding Study Design. The marks awarded in Units 1 and 2 are not reported to the VCAA but will be shown on the Padua College reports as percentages. For Units 1 and 2, only the "S" or "N" is reported to VCAA at the end of the year.

## ABSENCE FROM SCHOOL ASSESSED COURSEWORK (SACS) AND APPROVED LEAVE

### APPROVED

The following absences are deemed approved and will enable the student to be awarded either a score on a rescheduled SAC or a derived score where rescheduling is not possible:

- participation in SIS competition
- attendance on school-approved excursions and activities
- absence due to illness as evidenced by a medical certificate. **[NB It is the student's responsibility to provide the medical certificate and submit the relevant paperwork on return.]**
- VET Classes

The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment (SAC) is being conducted may receive a non-scored result on their rescheduled task. (Please note that some subjects may include additional materials cost e.g. SATs assessments).

### EXTENDED LEAVE

An extended leave of absence form is required to be completed no less than one calendar month prior to the first date of intended leave. A formal response from the College will be sent to families in reply, detailing all responsibilities and expectations of missed or rescheduled academic work.

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## ACCELERATION IN VCE

It is possible for a Year 11 student to take a Units 3/4 study. Students join the Year 12 class in order to complete all the work set for that subject. On completion of the VCE, a student's results from studies in 2025 are added to results from Year 12 studies in 2025. In effect, **six** studies are completed over two years instead of the usual **five** in one year. This extra study will maximise the student's ATAR calculation to include 10% of a fifth and sixth study.

The program for a Year 11 student taking a Unit 3 and 4 Study would be an English Units 1 and 2, a Religious Education Unit, **four** Units 1/2 studies and one Unit 3 and 4 study. When students are in Year 12, they are expected to take **five** Units 3 and 4 studies and a Religious Education Unit. **A full program for both years of VCE is expected from students.**

Taking a Unit 3 and 4 study in Year 11 is only an option for students who have demonstrated strong academic ability across all their subjects, together with very good literacy, study, and organizational skills. A B+ average in Year 10 studies is a requirement and any request for acceleration is subject to a screening process involving Learning Area Leaders.

It is recommended that students undertaking a second year in a VET course in Year 11 do not opt to take on an accelerated VCE study. Please note VET studies may clash with Year 12 studies.

Students eligible for undertaking a Unit 3 - 4 study in 2025 will receive a letter of offer prior to 26 July 2024 with instructions on the selection process.

**Students considering applying for acceleration should note the following:**

Students should only select an acceleration if they are ready for the rigour of a Year 12 Unit 3 & 4 subject. In some cases, students will benefit from an additional year of skill building within the specific Learning Area.

Please note that courses running in 2025 are dependent upon minimum numbers. Order of preference including reserve preferences is critical.

## VOCATIONAL EDUCATION AND TRAINING (VCE VET)

Vocational Education and Training (VET) programs can be undertaken as part of Victorian Certificate of Education (VCE), the Victorian Certificate of Education Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC). A VET program remains a mandatory part of the two senior programs (VCE VM and VPC).

VET opens many future career opportunities in areas with increasing employment demands. For example, VET offers nationally recognised qualifications that create pathways to over 500 careers in a diverse range of industries including health, technology, engineering, food, science and construction.

The practical nature of VET allows students to develop valuable skills and knowledge and gives students the opportunity to apply them in the workplace. VET also develops employability skills.

Whether you plan to enrol in a Technical and Further Education Institution (TAFE), complete an apprenticeship or traineeship, or enter the workforce. The College supports students to explore VET especially for students requiring a more hands on experience.

### Some benefits of VCE VET :

1. Industry Ready Qualification - you can gain a nationally recognised VET qualification while undertaking your VCE, or VCE VM. You receive the VET qualification from a Registered Training Organisation (RTO), such as a TAFE.
2. Connected to the workplace - VET qualifications give you industry exposure and experience in the workplace that reinforces your skills development. This connection also makes for a smooth transition between training and work.
3. Practical - VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that complement your VCE studies. For example, if you want to be an engineer and you are studying VCE Physics and VCE Mathematical Methods, you can develop practical skills, technical knowledge and industry insight by doing VCE VET Engineering.
4. Units of competency – The building blocks that make up a VET qualification. Each unit of competency includes specific skills and knowledge.
5. Assessment - VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace.

### How does VET contribute to the VCE / VCE VM:

- Contribution to the VCE: Completion of a Unit 3 / 4 sequence with a scored assessment will contribute directly towards your ATAR – either as one of the best four studies (the primary four) or as the fifth or sixth study.
- Block credit towards ATAR: Completion of a Unit 3 / 4 sequence that **does not** include a scored assessment will provide a Block Credit contribution of 10% of the lowest primary subject score as a fifth or sixth subject.
- Credit towards VCE VM or VPC: On completion students will be eligible 2-4 credits towards a VCE VM program.

### VET Qualifications

Padua College offers some VET qualifications and these are detailed later in the Handbook.

### Successful completion of VET in a senior secondary program can provide students with:

- a VCE or VCE VM Certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO).

- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VET qualification.
- pathways into employment and/or further VET qualifications or training.
- workplace experience gained through structured workplace learning

#### **Students value VET because it:**

- provides a hybrid approach (general and vocational studies) which enables a practical industry focus.
- provides direct experience of business and industry.
- enables them to explore training opportunities in a variety of areas if unsure of desirable vocation.

#### **Employers value VET because it:**

- contributes to the development of entry level skills for their industry.
- provides students with a practical and focused introduction to workplace requirements.
- enhances the employability of students.
- enables industry to contribute to educational programs in schools.
- enables industry to participate in local community networks.

### **Structured Workplace Learning**

Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of either the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education Vocational Major (VCE VM)
- VCE Industry and Enterprise

*and provides*

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes for VCE studies or VCE VM or VPC units
- enhanced employment opportunities

Click [here](#) for more information about Structured Workplace Learning (SWL) and [here](#) to learn more about Structured Workplace Learning Recognition.

### **VCE / VET Application Process**

1. Students **express an interest** in studying a VCE VET program as part of their subject selection which closes on **2 Aug 2024**
2. Following subject selection and dependent on course availability, you will receive VET course enrolment information and you will be asked to pay a \$150 deposit. Applications for VCE VET 2025 will **open 16 Aug 2024** and **close 9 Sept 2024**.
3. Once the RTO has confirmed acceptance of your enrolment into their course, you will receive confirmation outlining the start date, and other relevant information. Enrolments with Chisholm Institute are confirmed by the end of Term 4.
4. Should an RTO be unable to offer you a place in their course, the deposit will be refunded or an alternative course option will be provided.

### **VCE VET Programs for 2025**

Please note -

- Majority of VCE VET programs are for a 2-year duration.
- All VCE VET programs incur an extra cost.
- All students need to make their own travel arrangements.
- Classes are dependent on numbers.
- This will form a part of students' elective program and may include a VCE VET support class.
- Parents may need to supply additional items for example - hard steel toed boots, work pants, make-up or beauty kits etc.
- Some VCE VET programs offered at Padua College may run outside of school hours.

# SECTION A

## VCE





Continuing formal religious education in the final years of schooling at Padua College encourages students to engage in dialogue and critical thinking, appreciate the value of the Catholic faith, and respect other faiths and worldviews. In line with the Franciscan and Mercy principles of nurturing intellect, spirituality, fitness, and decision-making, Religious Education in Years 11 and 12 aims to support students as they develop into intellectually competent and compassionate young individuals committed to social justice. This school-based program offers students opportunities to reflect on their identity and the factors shaping them as young adults. It integrates academic learning with spiritual and moral growth, decision-making, cultural awareness, critical thinking, and personal development. The Year 12 Retreat also forms an important part of the Religious Education Programme.

Additionally, Religious Education in Year 11 and 12 at Padua College enables students to study VCE Units. In Year 11, all students are required to undertake the VCE Religion & Society Unit 2 (Ethics) which credits them with one VCE unit of study over the course of the year; and towards the required minimum of 16 VCE Units. In Year 12, students can choose to continue to study the VCE Religion and Society Units 3 & 4, whereby these will also contribute towards the calculation of a student's ATAR score, in addition to the required 16 VCE Units.

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### RELIGION AND SOCIETY UNIT 2 (ETHICS)

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles, and theories.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes.

**Outcome 1** On completion of this unit the student should be able to explain the variety of influences on ethical decision making and moral judgment in societies where multiple worldviews coexist.

**Outcome 2** On completion of this unit the student should be able to explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist.

**Outcome 3** On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

#### Assessment

Demonstration of achievement of course Outcomes based upon a selection of assessment tasks.

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### RELIGION AND SOCIETY UNITS 3 AND 4

The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

**NB :** There are no prerequisites for entry into Unit 3, albeit all students in Year 11 complete VCE Religion and Society (Ethics) Unit 2.

#### Course Outline:

#### Unit 3 The search for meaning

Students study the purpose of religion and then consider the belief developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

**Outcome 1** On completion of this unit the student should be able to discuss and analyse the nature and purpose of religion and religious beliefs.

**Outcome 2** Students should be able to examine how beliefs and their expression in other aspects of religion is intended to respond to the search for meaning.

**Outcome 3** Students should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.

#### Unit 4 Challenge and response

Focusses on the interaction over time of religious traditions. Students study the societies of which these are a part. For a large part of human history, religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority, and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society. Students will explore the challenge for religious traditions over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

**Outcome 1** Students should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

**Outcome 2** Students should be able to discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge and examine the effects of these interactions.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%



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## IMPORTANT SENIOR PATHWAYS NOTIFICATION

ALL STUDENTS UNDERTAKING THE VCE ATAR PATHWAY MUST SELECT ENGLISH STUDY E.G., ENGLISH OR ENGLISH LANGUAGE

UNIT 1-4 STUDENTS SELECTING LITERATURE MUST ALSO SELECT ENGLISH

### ENGLISH

The study of English contributes to the development of literate individuals capable of critical and creative thinking and aesthetic appreciation. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world, and their place within it. English helps equip students for participation in a democratic society and the global community.

**Entry prerequisites:** A pass in Year 10 English. It is important to note that to qualify for an ATAR, students must successfully complete Units 3 and 4.

#### Course Outline

##### Unit 1

###### Reading and Exploring Texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through the evocations of character, setting and plot, and through investigations of the point of view and/ or the voice of the text. Students develop and strengthen their inferential reading and viewing skills and consider the ways a text's vocabulary and language features can create meaning on several levels and in different ways.

###### Crafting Texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning their work.

##### Unit 2

###### Reading and Exploring Texts

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills through an exploration of different text types. Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

## **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 in a particular context. They explore the structure of these texts,

including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

## **Unit 3**

### **Reading and Responding to Texts**

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with 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, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

### **Creating Texts**

Students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. 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 (including mode), and specific and situated audiences influence and shape writing.

## **Unit 4**

### **Reading and Responding to Texts**

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays.

### **Analysing Argument**

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

**In Units 1 and 2** a student's level of achievement will be determined by the school-based on formal coursework tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

## ENGLISH LANGUAGE

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives.

Throughout their learning, students engage with the ways in which language is structured, the history of English and its variations both geographically and temporally, theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and the ways in which language can be used to construct and deconstruct identity. Students consider their own language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore the ways in which language use is adapted in consideration of formality, situational and cultural contexts, purpose and function.

The study of VCE English Language enables students to further develop and refine their skills in reading, writing, speaking, and listening to English. They become proficient in analysing and assessing language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

**You should take this subject if you:**

- Are interested in analysing the way words work and their history.
- Are interested in how we acquire language and develop communicative ability.
- Want to learn about structures, features, and discourses in language.
- Are interested in linguistics or studying other languages.

**You will be assessed on the following areas of study:**

### Unit 1 Language and communication

Students explore the nature of language and the various functions language performs in a range of contexts.

### Unit 2 Language change

With a focus on the developmental stages of child language acquisition, students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different situations.

### Unit 3 Language variation and purpose

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

Students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit particular purposes. They identify the function and consider and analyse the features of informal language in written, spoken and electronic interactions, understanding that the situational and cultural contexts of an exchange influence the language used.

### Unit 4 Language variation and identity

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

In Units 1 and 2 a student's level of achievement will be determined by the school-based on formal coursework tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

## LITERATURE

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Literature has a diverse range of career pathways including Public Servant, Writer, Film and Television Critic, Librarian, Playwright, Publisher, Lawyer, and Teacher.

### Entry Prerequisites:

All Unit 1-2 students selecting Literature MUST also select English.

All Unit 3-4 students selecting Literature MUST also select English.

This study is recommended to students with **strong academic performances in English**.

## Course Outline:

### Unit 1

#### Reading Practices

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.

#### Exploration of Literary Movements and Genres

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

### Unit 2

#### Voices of Country

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.

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

#### The Text and its Context

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

## Unit 3

### **Adaptations and Transformations**

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.

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

### **Developing Interpretations**

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

## Unit 4

### **Creative responses to text**

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.

On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

### **Close Analysis of Text**

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.



On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

**Units 1 and 2** a student's level of achievement will be determined by the school-based on formal coursework tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

## ACCOUNTING

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret, and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance and consider the range of ethical considerations faced by business owners when making decisions, including financial, social, and environmental.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

### Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

### Course Outline :

#### Unit 1

##### Role of accounting in business:

Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business and possible alternative to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business and consider how accounting is used to provide information for making operational and investment decisions.

#### Unit 2

##### Accounting and decision-making for a trading business:

Students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual

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

### **Unit 3**

#### **Financial accounting for a trading business**

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### **Unit 4**

#### **Recording, reporting, budgeting, and decision-making**

Students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting indecision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

The VCE Applied Computing course units 1 & 2 provides a comprehensive foundation in computational thinking, data manipulation, and problem-solving skills essential for further studies in Software Development.

## Unit 1

### Applied Computing

Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data to present their findings as data visualisations. They present work that includes database, spreadsheet, and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document, and monitor project plans and engage in all stages of the problem-solving methodology. This unit emphasizes the development of digital solutions to real-world problems, encouraging students to design, implement, and evaluate their projects.

## Unit 2

### Applied Computing

Students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as proof of concept, a prototype, or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network. Students will also learn about ethical and legal considerations of data management, for preparing them for responsible practice in the digital world.

## Unit 3

### Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data using software tools such as database, spreadsheet, and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet, and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect, and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the school-assessed task (SAT) that is completed in Unit 4, Area of Study 1.

## Unit 4

### Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the school-assessed task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

### **Unit 3**

#### **Software Development**

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

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

### **Unit 4**

#### **Software Development**

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

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in the Unit 3 Area of Study 2, in a software solution and evaluate the solution, chosen development model and project plan. This significant project provides students the opportunity to apply their learning in a practical, real-world context preparing them for careers or further study in the field of software development, information technology or related skills. These essential skills and knowledge provide a solid foundation to succeed in an increasingly digital world.

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of software solutions. Students evaluate the current security practices and develop a risk management plan.

### **Assessment for Unit 3 & 4 Data Analytics and Software Development**

- Units 3 and 4 School-assessed Coursework (SAC): 20 %
- Units 3 and 4 School-assessed Task (SAT): 30 %
- End-of-year examination: 50 %

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

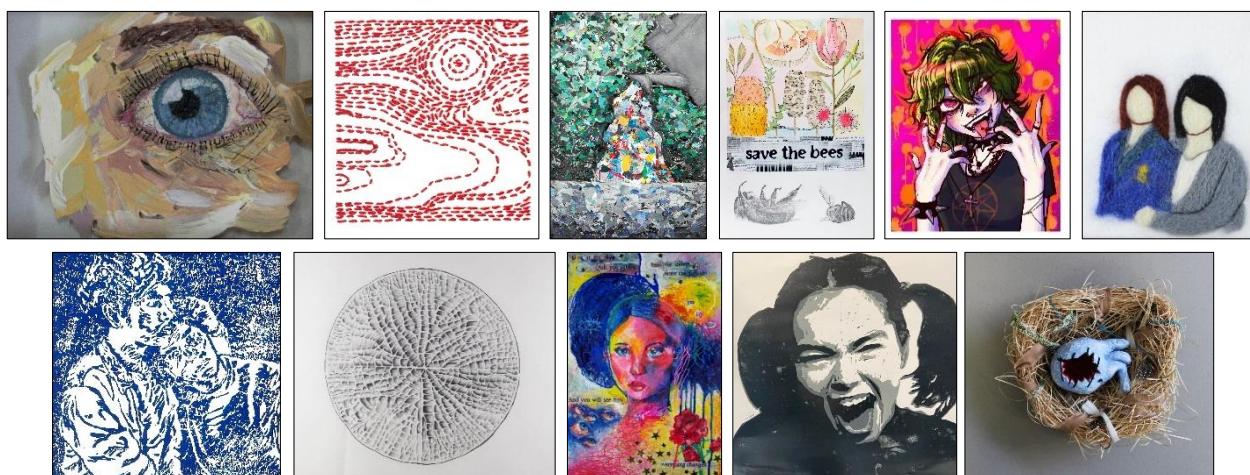
Students must have a willingness to express their ideas, be self-motivated and creative in their artistic talents and have a passion for Art.

Career opportunities in curatorship, design, teaching, artistic direction, gallery, and studio roles can be pursued. Art studies contribute to the development of a folio, which is essential for application into Visual Arts based University and TAFE courses.

## Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3; however, it is strongly recommended that Art or Studio Arts Units 1 and 2 be undertaken prior to beginning Unit 3.

## Course Outline -



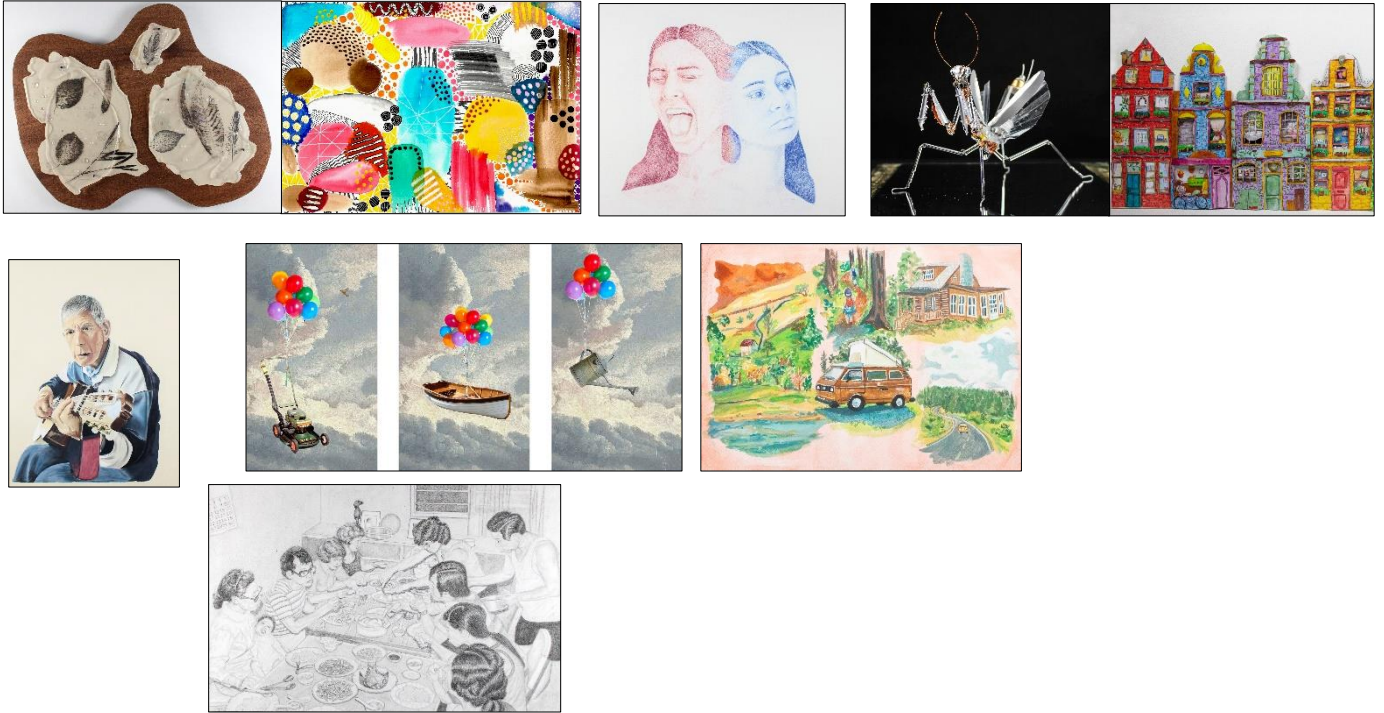
## Unit 1 Interpreting artworks and exploring the Creative Practice

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and artforms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

## Unit 2 Interpreting artworks and developing the Creative Practice

Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.



### Unit 3

#### Investigation, ideas, artworks and the Creative Practice

Students develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to student's use of the Creative Practice and informs the basis of their investigation.

### Unit 4

#### Interpreting, resolving and presenting artworks and the Creative Practice

Students continue to build on their ideas begun in Unit 3 and present a critique of their use of the Creative Practice to an audience. Students analyse, compare and interpret the meanings and messages of the artwork produced by the artists they study. Creative Practice is carried throughout the unit, through refinement, resolution and presentation of their work.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Units 3 + 4 School-assessed Task (SAT): 60%
- Unit 4 School-assessed Coursework (SAC): 10%
- End of year examination: 30%



## ART MAKING AND EXHIBITING - PHOTOGRAPHY

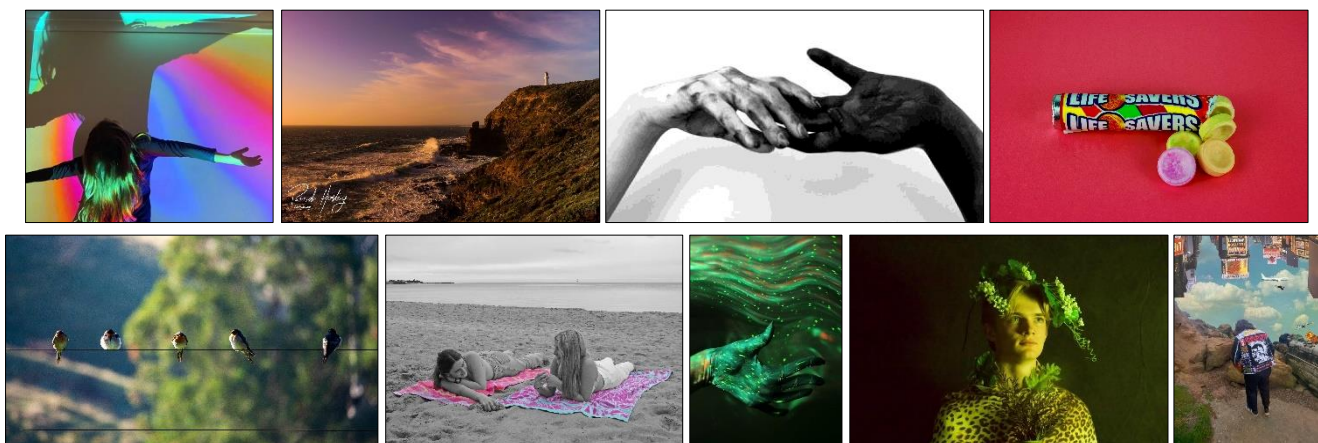
Art Making and Exhibiting (Photography) introduces students to the methods used to make artworks and how artworks are presented and exhibited. This subject has a photography focus.

Students explore, develop and refine the use of materials, techniques and processes to develop their knowledge and understanding of the ways artworks are made. They learn 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 viewing and analysis of artworks by other artists. A strong focus is on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces, along with how they conserve and promote exhibitions.

Many students go on to complete a photographic course at a tertiary institution. The study of photography can lead students to become commercial photographers, independent fine artists, photojournalists, cinematographers, as well as pursuing careers in the fashion, advertising, industrial and travel photography industries.

### Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Units 1 and 2 be undertaken prior to beginning Unit 3.



### Course Outline :

#### Unit 1

##### Explore, expand and investigate

Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

#### Unit 2

##### Understand, develop and resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Student learn how to develop their ideas using materials, techniques and processes. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

In Units 1 and 2 a student's level of achievement will be determined by the College based on formal course work tasks and final examinations.



### Unit 3

#### **Collect, extend and connect**

Students are actively engaged in art making using materials, techniques and processes. They explore context, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. From the ideas documented in their Visual Arts journal, students plan and develop artworks, and present a critique of their artworks to their peers. Students are expected to visit exhibition throughout this unit of study.

### Unit 4

#### **Consolidate, present and conserve**

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. Students reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, choice of materials, techniques and processes and aesthetic qualities. Students organise the presentation of their finished artworks.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Units 3 + 4 School-assessed Task (SAT): 60%
- Unit 4 School-assessed Coursework (SAC): 10%
- End of year examination: 30%



Biology is the study of life, its processes and the role played by each living organism in the biosphere of our planet. The study of Biology should assist students to become informed and consider advances in technology, as well as develop a greater awareness of their own body's needs and functioning.

Possible career pathways for Biology majors include opportunities in medical professions, biomedical research, bioinformatics, microbiology, genetic counselling, bioengineering, biotechnology, environmental health science, and ecology.

## **Entry Prerequisites:**

It is recommended that students complete Year 10 Specialist Biology (with an average grade of B) in preparation for entry to Unit 1 and 2 Biology. Entry into Units 3 and 4 may be completed as part of an accelerated program for students at Year 11 who have demonstrated a strong aptitude for this study and associated skills.

## **Course Outline :**

### **Unit 1**

#### **How do organisms regulate their functions?**

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death, and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### **Unit 2**

#### **How does inheritance impact on diversity?**

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.

### **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.

## Unit 4 How does Life Change and Respond to Challenges?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology, and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.

In all units the range of tasks will include practically based investigations; analysis and interpretation of data; scientific report writing, research and presentation of assignments and reports including an examination of issues associated with a particular topic; tests and examinations. **In Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations. **In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 20%
- Unit 4 school-assessed coursework (SAC): 30%
- End-of-year examination: 50%

## BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Many students go on to further study in business, marketing, and event management, own and operate their own businesses, or pursue successful careers in small and large businesses in retail, manufacturing, and service industries. Studying Business Management will provide a foundation of knowledge and skills in all types of businesses.

### Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3 & 4, however, Units 3 & 4 Business Management is the preferred course students meeting the acceleration criteria.

### Course Outline :

#### 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. 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. 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

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. 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.

**In Units 1 and 2** a student's level of achievement will be determined by the College based on formal course work tasks and final examinations. **In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

## CHEMISTRY

Chemistry is the key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Studying Chemistry can enrich student's lives through the development of knowledge, skills and attitudes and enable them to become scientifically capable members of society able to evaluate and debate important contemporary issues in science.

Chemistry can be used as a pathway for entrance into most post-secondary courses in health, environment, engineering, law, and science degrees.

#### Entry Prerequisites:

It is recommended that students completing Chemistry are **also completing Mathematical Methods**, due to the level of mathematics included in each of these studies and to aid with their overall understanding. It is also recommended that students complete Year 10 Specialist Chemistry (with an average grade of B) in preparation for entry to Unit 1 and 2 Chemistry. Entry into Units 3 and 4 require completion of Units 1 and 2 Chemistry.

## Unit 1

### **How can the diversity of materials be explained?**

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

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

## Unit 2

### **How do chemical reactions shape the natural world?**

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

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

## Unit 3

### **How can Chemical processes be designed to optimise efficiency?**

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

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

## Unit 4

### **How are carbon-based compounds designed for purpose?**

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

**In Units 1 and 2** a student's level of achievement will be determined by the College based on formal course work tasks and final examinations. **In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 20%
- Unit 4 school-assessed coursework (SAC): 30%
- End-of-year examination: 50%

Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and

Students learn about and draw on a range of performance styles relevant to practices of ritual and storytelling, contemporary drama practice and the work of significant drama practitioners as well as dramatic elements and production areas.

## **Prerequisites**

Whilst there are no formal prerequisites, it is recommended Year 9 & 10 Drama are undertaken for entry into Units 1,2 and 3.

## **Unit 3 Devised Ensemble Performance**

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

Students also attend, analyse and evaluate a live professional drama performance selected from the prescribed VCAA VCE Unit 3 Playlist.

## **Unit 4 Devised Solo Performance**

The focus of this unit is on developing a solo performance based on a prescribed stimulus provided by VCAA. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures. This is carried out through practical workshop activities exploring stimulus, structure, style, character for a performance examination. Dramatic elements and production areas contribute to the creation of the solo performance. Analytical and evaluation tasks are also set to support the development of the Solo and in preparation for the written exam.

## **Assessment**

Unit 3 School Assessed Coursework (SAC):	30%
Unit 4 School Assessed Coursework (SAC):	10%
The Solo Performance examination:	35%
The Written Examination:	25%

*Please Note: Students may opt to choose both Theatre Studies Units and Drama Units.*

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in contributing to public debate as active citizens.

## **Entry Prerequisites:**

Whilst there are no prerequisites for Unit 1, 2 or 3, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Course Outline:**

### **Unit 1**

#### **Economic decision-making**

Students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Students consider the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making. Students use basic demand and supply models to explain how prices change and how resources are allocated in the market. Students develop skills in making predictions about the possible consequences of changes in markets. They analyse the degree of competition in markets and the effect on prices, resource allocation and living standards.

### **Unit 2**

#### **Economic issues and living standards**

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis, investigating two of the four following current economic issues: the changing labour market; the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

### **Unit 3**

#### **Australia's living standards**

Students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and how changes in these variables might impact on domestic macroeconomic goals and living standards. Students examine the reasons for international trade, such as the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards.

### **Unit 4**

#### **Managing the Economy**

Students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy. Students examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that policymakers may take to promote efficiency through productivity growth, reductions in the costs of production, and improvements in the quality and quantity of the factors of production.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## ENVIRONMENTAL SCIENCE

The Victorian Certificate of Education (VCE) Environmental Science is a senior secondary subject offered in the state of Victoria, Australia. It is designed for students interested in understanding the scientific principles and concepts that underpin environmental processes and issues. The course covers a range of topics, including ecology, biodiversity, environmental management, and sustainability.

### Course Structure:

The VCE Environmental Science course is divided into four units:

#### Unit 1

##### How are Earth's systems connected?

- ❖ Focuses on the interactions between the four major Earth systems: the atmosphere, biosphere, hydrosphere, and lithosphere.
- ❖ Students explore how these systems interact to support life and how human activities impact these systems.

#### Unit 2

##### How can pollution be managed?

- ❖ Examines the nature and management of pollution.
- ❖ Students investigate different types of pollution, their sources, effects, and strategies for managing and mitigating pollution.

#### Unit 3

##### How can biodiversity and development be sustained?

- ❖ Looks at biodiversity and its importance to ecosystems and human wellbeing.
- ❖ Explores conservation strategies, the impact of human activities on biodiversity, and the balance between development and environmental sustainability.

#### Unit 4

##### How can the impacts of human energy use be reduced?

- ❖ Focuses on the use of energy by humans and the environmental impacts of energy production and consumption.
- ❖ Students learn about renewable and non-renewable energy sources, energy efficiency, and strategies to reduce the environmental impact of energy use.

### Skills and Learning Outcomes:

- Develop an understanding of the scientific principles related to Environmental Science.
- Gain practical skills through fieldwork and laboratory activities.
- Learn to analyse and interpret data related to environmental issues.
- Develop critical thinking and problem-solving skills to address environmental challenges.
- Understand the interdependence of human and natural systems.

**Assessment:**

School-assessed coursework, including practical activities, research projects, and tests.

An end-of-year examination that evaluates students' understanding of the course content and their ability to apply their knowledge to new situations.

VCE Environmental Science provides students with a strong foundation for further studies in environmental science, environmental management, ecology, and related fields. It also equips students with the knowledge and skills to make informed decisions about environmental issues and contribute to sustainability efforts in their personal and professional lives.

## FOOD STUDIES

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, childcare and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

**Entry Prerequisites:**

Whilst there are no prerequisites for entry into Units 1, 2 or 3, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

**Course Outline:****Unit 1****Food Origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**Unit 2****Food Makers**

Students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings. 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. Students design new food products and adapt recipes to suit needs and circumstances.

**Unit 3****Food in Daily Life**

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food, our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques.



## Unit 4

### Food Issues, Challenges and Futures

Students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses 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. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations. In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 School-assessed coursework (SAC) 30%
- Unit 4 School-assessed coursework (SAC) 30%
- End-of-year examination 40%

## FRENCH SECOND LANGUAGE

### Entry Prerequisites:

French at VCE level is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. Whilst there are no prerequisites for entry into Units 1, 2, & 3, students must undertake Unit 3 prior to undertaking Unit 4.

There are three prescribed themes for study in VCE French:

- The individual
- The French-speaking communities
- The world around us

### Course Outline:

#### Unit 1

Students develop an understanding of the language and culture/s of French-speaking communities through the study of personal identity and lifestyles, the Francophone world, French cultural perspectives and communication and social media. The topics are studied from a range of sources in the context of the individual as well as the French speaking communities and the world around us.

#### Unit 2

This unit concentrates on the broader contexts of relationships, tourism and travel as global and contemporary societies where students investigate the place of France in Europe and the European Union's global influence. Students are introduced to a wider range of vocabulary and grammatical structures which support more sophisticated communication.

#### Unit 3

Students will explore aspects of "the individual" with topics such as health and wellbeing. The topic of sustainability is studied as part of the world around us and through studying French historical perspectives, students will explore significant historical figures. The unit focuses on developing confidence in communicating and using appropriate language for audience, context, purpose, and text type.

## Unit 4

This unit continues to develop “the individual” with topics such as education and aspirations where students study the prospect of working in France or in a Francophone country. Students continue to explore French cultural perspectives in preparation for the oral exam. They investigate the world through communication and media and the impact of advertising.

In Units 1 and 2 a student’s level of achievement will be determined by the school based on formal course work tasks and final examinations. For these units, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in each unit.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student’s level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination (made up of a 15-minute oral exam and a written exam) 50%

# GEOGRAPHY

Geography investigates and interprets the places that make up the world by exploring, analysing, and understanding their characteristics and the processes that shape them. The study of Geography applies key geographical concepts and skills to a place and or people on the earth's surface. The study of Geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena.

## Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1, 2 or 3, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## Course Outline :

### Unit 1

#### Hazards and Disasters

In this unit, students examine hazards and hazard events, engaging in a study of two contrasting types of hazards and the responses to them. Students visually represent these hazards using maps at various scales. Students investigate the global distribution, location, scale, frequency, sequence and magnitude of disasters and the role of human activity in initiating or compounding hazards. Students analyse, explain, and evaluate the nature, purpose, and effectiveness of a range of responses to selected hazards and disasters, applying key geographic skills and concepts including geospatial technology. Geospatial technology (such as Geographic Information Systems) is used to visualise, manipulate, analyse, and display information as decisions in our world are spatially based.

### Unit 2

#### Tourism

Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments, issues, and challenges of ethical tourism. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional, and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism.

Students apply key geographical skills and concepts to compare tourism locations, applying fieldwork techniques to gather, represent and evaluate data. Students focus on the environmental, economic, social, and cultural impacts of different types of tourism, and the issues and challenges that these create for people and environment. Geospatial technology (such as Geographic Information Systems) is used to visualise, manipulate, analyse, and display information as decisions in our world are spatially based.

### Unit 3

#### Changing the Land

Students will focus on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time because of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate two major processes that are changing land cover in many regions of the world: deforestation and melting glaciers and ice sheets.

### Unit 4

#### Human Population – Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement, and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final Examinations. In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## HEALTH AND HUMAN DEVELOPMENT

Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

#### Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 1 be undertaken prior to beginning Unit 3.

## **Course Outline:**

### **Unit 1**

#### **Understanding health and wellbeing**

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

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

### **Unit 2**

#### **Managing health and development**

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

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

### **Unit 3**

#### **Australia's health in a globalised world**

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

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

### **Unit 4**

#### **Health and human development in a global context**

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased

globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

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

**In Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## HISTORY (MODERN HISTORY, HISTORY REVOLUTIONS AND AUSTRALIAN HISTORY)

History assists students to understand themselves, others, and their world, and broadens their perspective by examining people, groups, events, ideas, and movements. Through studying History, students develop social, political, economic, and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

### Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

### Course Outline:

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## MODERN HISTORY

### Unit 1

#### Change and conflict

Students explore the nature of social, political, economic, and cultural change in the later part of the 19<sup>th</sup> century and the first half of the 20<sup>th</sup> Century. Students will 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. They will explore what led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They will focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century and their relation to the technological, political, and economic changes of the period.

## Unit 2

### **The changing world order**

Students explore 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. Students will focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. They will focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and the first decade of the twenty-first century. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

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## **HISTORY REVOLUTIONS**

### **Unit 3 The American Revolution**

In this unit students will study the American Revolution from 1754 to 4 July 1776 (French and Indian War to the signing of the Declaration of Independence 1776). Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals, and popular movements and assess how these were directly or indirectly influenced by the political, social, economic, cultural, and environmental conditions of the time. In the period 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights) students analyse the consequences of the revolution and evaluate the extent to which it maintained continuity and/or brought change to society.

### **Unit 4 The French Revolution**

In this unit students will study the French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789). Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals, and popular movements and assess how these were directly or indirectly influenced by the political, social, economic, cultural, and environmental conditions of the time. In the period from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III) students analyse the consequences of the revolution and evaluate the extent to which it maintained continuity and/or brought change to society.

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## **AUSTRALIAN HISTORY**

### **Unit 3**

#### **Creating a Nation (1834-2008)**

Students investigate the changing patterns of migration to and within the colonies and federated Australia, and the social, political, and economic factors influencing the colonies. They examine the attitudes towards Indigenous peoples and the influence of European and Chinese migration on the diverse perspectives about who was included and who belonged. Students examine debates that influenced immigration and forced migration to the colonies and federated Australia, and the treatment of Aboriginal and Torres Strait Islander peoples. Students consider how these perspectives influenced the new nation after 1901 and decisions about who was to be included or excluded.

### **Unit 4**

#### **Power and Resistance (1788-1998)**

Students investigate the ways in which the colonisation of Australia began as a complex story of the exercise of power and resistance to authority. Aboriginal and Torres Strait Islander peoples confronted the challenge of colonisation in a variety of ways, from frontier battles and conflicts that resisted the dispossession of their land, to adaptation and attempts to coexist, survive, and preserve their culture. Resistance also emerged among the settler communities and their descendants who challenged governing structures, sought democratic rights, land reforms, and social, political and economic rights and reforms.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final Examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## ITALIAN SECOND LANGUAGE

### Entry Prerequisites:

Italian at VCE level is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. Whilst there are no prerequisites for entry into Units 1, 2, & 3, students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

There are three prescribed themes for study in VCE Italian:

- The individual
- The Italian-speaking communities
- The world around us

These themes have several prescribed topics and suggested subtopics.

### Course Outline:

#### Unit 1

In this unit, students develop an understanding of the language and culture/s of Italian-speaking communities through the study of personal identity and lifestyles, the Italian cultural heritage and communication and social media. The topics are studied from a range of sources in the context of the individual as well as the Italian speaking communities and the world around us.

#### Unit 2

This unit concentrates on the broader contexts of relationships, tourism and travel as well as art and architecture in Italian speaking communities. Students investigate living in an Italian community when they look at the contributions of Italians in Australia. Students are introduced to a wider range of vocabulary and grammatical structures which support more sophisticated communication.

#### Unit 3

Students explore aspects of the individual with topics such as health and wellbeing. The topic of sustainability is studied as part of the world around us and through studying the Italian cultural heritage, students will explore the topic of Italian music. The unit focuses on developing confidence in communicating and using appropriate language for audience, context, purpose, and text type.

#### Unit 4

This unit continues to develop the individual with topics such as "Made in Italy" where students explore Italian cultural perspectives in preparation for the oral exam. Students investigate the world around us through communication and media and the impact of advertising.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations. For these units, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in each unit.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination (made up of a 15-minute oral exam and a written exam) 50%

## LEGAL STUDIES

Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system.

Bachelor of Arts (Criminal Justice Administration), Bachelor of Laws, Bachelor of Laws, Bachelor of Social Work, Bachelor of Criminology and Psychology, Diploma of Justice are all potential pathways for Legal Studies students.

### Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1, 2 or 3, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

### Course Outline :

#### 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.

#### 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.

#### Unit 3

##### Rights and justice

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.



## Unit 4

### The people, the law and reform

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.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## MATHEMATICS

There are a range of pathways students can select to study throughout their VCE or VCE VM program. It is important that students consider tertiary prerequisites when selecting a Mathematics study.

**Foundation Mathematics** Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

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

**Mathematical Methods** Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

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

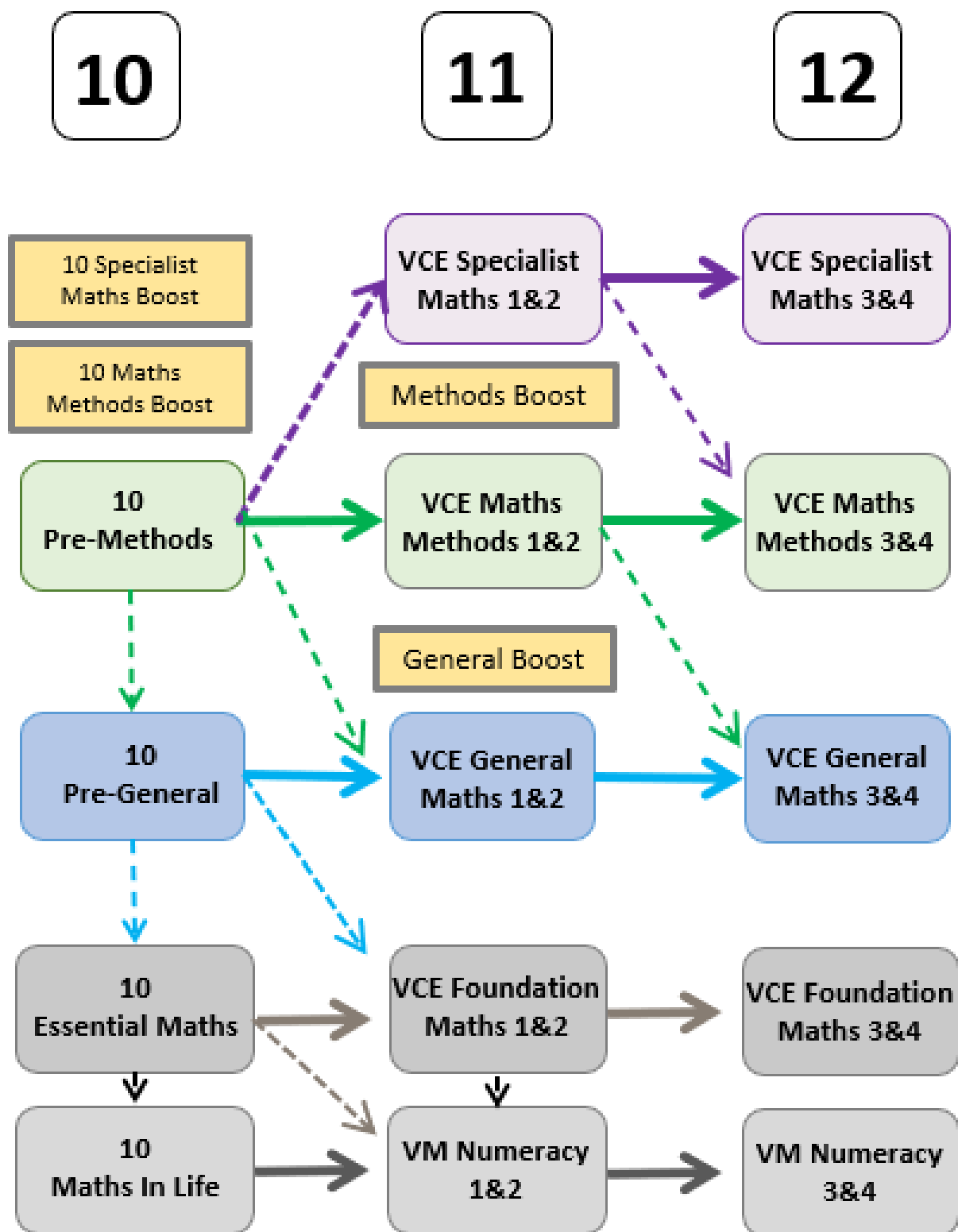
## Possible VCE Mathematics Pathways:

<b>Y10 Maths In Life</b> (Maths Faculty recommendation)	➡ Vocational Major 1&2	➡ Vocational Major 3&4
<b>Y10 Essential Maths</b> (Maths Faculty recommendation)	➡ Foundation Maths 1&2 (Maths Faculty recommendation)	➡ Foundation Maths 3&4
<b>Y10 Pre-General</b> (Maths Faculty recommendation)	➡ General Mathematics 1&2 (Maths Faculty recommendation)	➡ General Mathematics 3&4
<b>Y10 Pre-Methods</b> (Maths Faculty recommendation)	➡ General Mathematics 1&2 (Maths Faculty recommendation)	➡ General Mathematics 3&4
<b>Y10 Pre-Methods</b> (Maths Faculty recommendation)	➡ Mathematical Methods 1&2 (Maths Faculty recommendation)	➡ Mathematical Methods 3&4
<b>Y10 Pre-Methods</b> (Maths Faculty recommendation)	➡ General Mathematics 1&2 Mathematical Methods 1&2	➡ General Mathematics 3&4 Mathematical Methods 3&4
<b>Y10 Pre-Methods</b> (Maths Faculty recommendation)	➡ Mathematical Methods 1&2 Specialist Maths 1&2	➡ Mathematical Methods 3&4 Specialist Maths 3&4

1. *Specialist Mathematics must be taken in conjunction with Mathematical Methods.*
2. *Students must complete Specialist Mathematics Unit 1 and 2 in Year 11 if they intend to undertake Specialist Mathematics 3 and 4 in Year 12.*
3. *Students undertaking Specialist Mathematics 3 and 4 must also undertake Mathematical Methods 3 and 4.*

### Some important considerations when selecting VCE Mathematics

- Students with strong academic performances in the **Year 10 Pre-Methods** should consider studying **Units 3 and 4 General Mathematics as an accelerated unit**. This needs to be carefully considered as if your intention is to also study Specialist Mathematics at Year 12, it could mean that **three of your Year 11 subject choices** will be taken by mathematics units.
- Entry into General Mathematics Units 3&4 requires a strong pass grade in General Mathematics Units 1&2 (or that you undertook Mathematical Methods Units 1&2 or Specialist Mathematics 1&2).
- For any of the Mathematics studies, it is essential that students have completed Units 1 and 3 before attempting Units 2 and 4 respectively.



# FOUNDATION MATHEMATICS

VCE Foundation Mathematics provides students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

**Entry Prerequisites:** Students will need a recommendation to undertake this course (students must have successfully completed Year 10 Essential Mathematics or have undertaken Year 10 Pre-General). Students wishing to complete Units 3 and 4 Foundation Mathematics must have successfully completed Units 1 and 2 Foundation Mathematics.

**\*\* Please note this subject requires students to have a very good understanding of Algebra.**

## Units 1 and 2

Foundation Mathematics consists of four areas of study:

- Algebra, number and structure – algebraic expressions and equations, fractions, decimals, ratios, percentages and estimation.
- Data analysis, probability and statistics – collection of data, construction of charts, interpret data and communicate findings.
- Financial and consumer mathematics – borrowing, payslips, taxation, superannuation, costs involved in financial transactions.
- Space and measurement – use and application of the metric system, reading scales on digital and analogue instruments, estimation and time durations.

## Assessment in Units 1 and 2

A student's level of achievement will be determined by the College, based on formal course work tasks and examinations.

## Units 3 and 4

- Algebra, number and structure – estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions.
- Data analysis, probability and statistics – collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries, critically reflect on statistical data and results.
- Financial and consumer mathematics – use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.
- Space and measurement – use and apply the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

## Assessment in Units 3 and 4

- Unit 3 School-assessed Coursework: 40 %
- Unit 4 School-assessed Coursework: 20 %
- Units 3 and 4 Examination: 40 %

General Mathematics focuses on Data Analysis, Matrices, Networks, Sequences and Finance with and without the use of CAS technology.

Tertiary studies in some education, nursing and commerce courses may require this study as a prerequisite.

**Entry Prerequisites:** Students will need a recommendation to undertake this course (students must have successfully completed Year 10 Pre-General or have undertaken Year 10 Pre-Methods). Students wishing to study Units 3 and 4 General Mathematics must have successfully completed Units 1 and 2 General Mathematics or equivalent (such as Year 10 Pre-Methods).

## Units 1 and 2

**General Mathematics consists of five areas of study:**

- Data analysis, probability and statistics – types of data and analysing data.
- Algebra, number and structure – arithmetic and geometric patterns and their rules.
- Functions, relations and graphs – linear function and relations, their graphs, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.
- Discrete mathematics – matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.
- Space and measurement – practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

## **Assessment in Units 1 and 2**

A student's level of achievement will be determined by the College, based on formal course work tasks and examinations.

## Units 3 and 4

**General Mathematics consists of four areas of study which are:**

- Data analysis and probability – types of data and analysing data.
- Finance – loans, depreciation, interest, annuities, perpetuities.
- Matrices – different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.
- Networks – definition and representation of different kinds of undirected and directed graphs and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation, and scheduling.

## **Assessment in Units 3 and 4**

- Unit 3 School-assessed Coursework: 24 %
- Unit 4 School-assessed Coursework: 16 %
- Units 3 and 4 Examination 1: 30 %
- Units 3 and 4 Examination 2: 30 %

VCE Mathematical Methods focuses on rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation, and integration with and without the use of CAS technology.

Tertiary studies in some Engineering, Computer Systems, Science and Medical Science courses may require this study as a prerequisite.

**Entry Prerequisites:** Students will need a recommendation to undertake this course. Students wishing to study Units 3 and 4 Mathematical Methods must have successfully completed Units 1 and 2 Mathematical Methods.

## Units 1 and 2

Units 1 and 2 will focus on the following areas of study:

- Functions, relations and graphs – symbolic notation, transformations of graphs.
- Algebra, number and structure – algebra of polynomial functions.
- Calculus – average and instantaneous rates of change, use of gradient of a tangent at a point on the graph.
- Data analysis, probability and statistics – experimental (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables.

## Assessment in Units 1 and 2

A student's level of achievement will be determined by the College, based on formal course work tasks and examinations.

## Units 3 and 4

Unit 3 and 4 will focus on the following areas of study:

- Functions, relations and graphs – graphs and transformations of graphs.
- Algebra, number and structure – algebra of polynomial functions.
- Calculus – average and instantaneous rates of change, use of gradient of a tangent at a point on the graph.
- Data analysis, probability and statistics – experimental (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables.

## Assessment in Units 3 and 4

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 20 %
- Units 3 and 4 Examination 1: 20 %
- Units 3 and 4 Examination 2: 40 %

## SPECIALIST MATHEMATICS

These units of study are designed to extend able mathematicians. Students are expected to be able to apply techniques, routines, and processes, involving rational, real, and complex arithmetic, algebraic manipulation, diagrams, and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology.

**Entry Prerequisites:** Students will need a recommendation to undertake this course. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous successful completion of, Mathematical Methods Units 3 and 4. Students wishing to study Units 3 and 4 Specialist Mathematics must have successfully completed Units 1 and 2 Mathematical Methods and Units 1 and 2 Specialist Mathematics.

### Units 1 and 2

Units 1 and 2 will focus on the following areas of study:

- Algebra, number and structure – mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems and complex numbers.
- Discrete Mathematics – sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.
- Data analysis, sampling and sampling distributions - random experiments, events and event spaces, the mean, variance and standard deviation of a discrete random variable  $x$ .
- Space and Measurement – Trigonometry, linear transformations, vectors.
- Functions, relations and graphs – absolute value functions, circular functions and polar graphs.

### Assessment in Units 1 and 2

A student's level of achievement will be determined by the College, based on formal course work tasks and examinations.

### Units 3 and 4

Units 3 and 4 will focus on the following areas of study:

- Discrete Mathematics – proof techniques, complex numbers, matrices, vectors and calculus.
- Functions, Relations and graphs - curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.
- Algebra, Number and Structure – complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.
- Calculus - advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions.
- Space and measurements – vectors, vector calculus and vector kinematics
- Probability – combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

### Assessment in Units 3 and 4

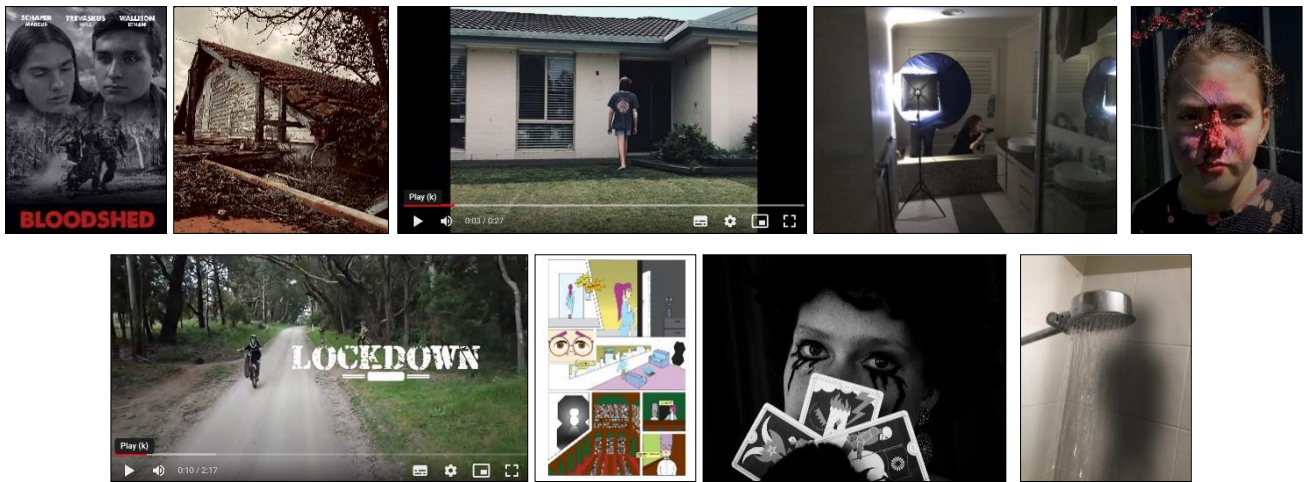
- |                                      |      |
|--------------------------------------|------|
| • Unit 3 School-assessed Coursework: | 20 % |
| • Unit 4 School-assessed Coursework: | 20 % |
| • Units 3 and 4 Examination 1:       | 20 % |
| • Units 3 and 4 Examination 2:       | 40 % |

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

## Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1, 2 or 3, students must undertake Unit 3 and Unit 4 as a sequence, however, it is very strongly recommended that Unit 1 and 2 be undertaken prior to beginning Unit 3.



## Course Outline:

### Unit 1

#### Media forms, representations, and Australian stories

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products and work in a range of media forms and develop and produce representations. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

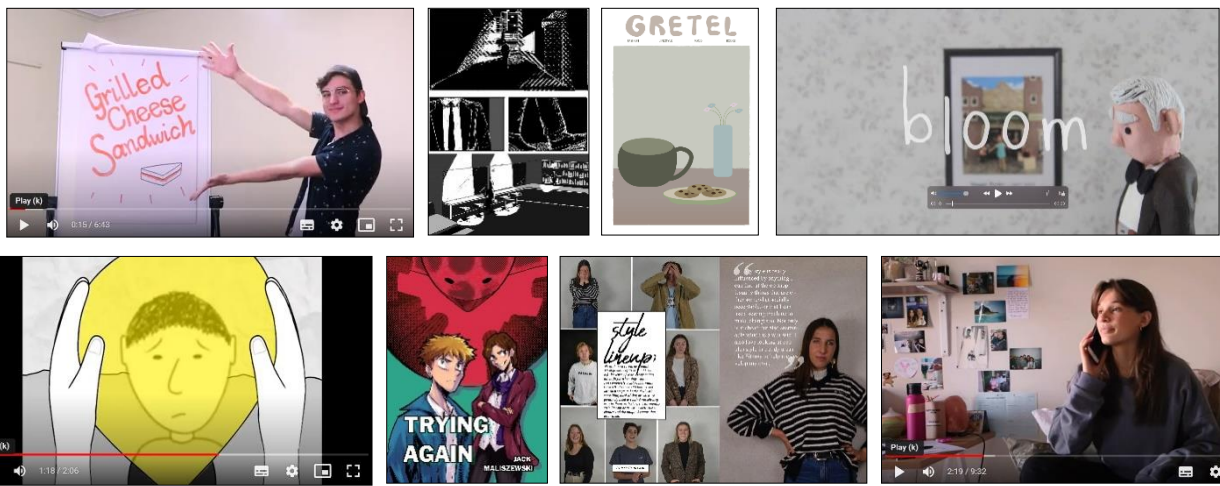
### Unit 2

#### Narrative across media forms

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, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production, and distribution of narratives in the media and audience engagement, consumption, and reception.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.





### Unit 3

#### Media narratives, contexts and pre-production

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption, and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress to support the production and post-production of a media product in Unit 4.

### Unit 4

#### Media production; agency and control in and of the media

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students also view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Uni 3 School-assessed Coursework SAC 10%
- Unit 4 School-assessed Coursework SAC 10%
- Unit 3 & 4 School-assessed Task 40%
- End-of-year examination 40%

There are currently two streams of this course than run side by side in the same classroom:

- Contemporary
- Repertoire

Music Performance is suitable for students with either a contemporary or traditional music background. Students can choose for their main assessment to be assessed either as part of a group or solo. If performing as part of a group students are assessed on their contribution to the group.

There is also a theory component to the course which includes some music analysis and music theory and musicianship. We do recommend that students enrolling in this subject arrange to have individual instrumental tuition. Approximately half of our class time consists of rehearsing group, working out arrangements and learning about stagecraft. Solo students are also given supported rehearsal time. The remaining time is spent on theory and analysis.

If students are interested in becoming a music teacher this course would be extremely beneficial. The course would also be of benefit in entering a variety of other tertiary courses. Many of our music staff perform professionally and highly recommend aspirational musicians gain a formal qualification as a backstop in what is a very competitive industry.

## **Prerequisites:**

We recommend that students have preferably completed Year 9 and 10 Music subjects; however, students with other prior musical experience such as private music lessons may be eligible after an interview with, the Performing Arts Learning Leader to determine course suitability.

## **Course Outline:**

### **Unit 1**

Students focus on developing performance skills and preparation for a group performance. An introduction to foundation VCE level Theory, Aural and Analytical skills are also covered.

### **Unit 2**

Students focus on further developing performance skills and preparation for a solo and performances. Further development of VCE level theory, aural and analytical skills is also covered. Song writing/arranging is also a focus.

**Assessment:** In Units 1 & 2 tasks and assessments are determined by the College.

### **Unit 3**

Students can choose:

- Contemporary
- Repertoire

Students choose to specialize in either group or solo performance. Performance skills are further developed in the student's chosen area. Further development of VCE level theory, aural and analytical skills is also covered.

### **Unit 4**

Students can choose:

- Contemporary
- Repertoire

Students continue to specialize in either group or solo performance. Performance skills are further developed in the student's chosen area. Further development of VCE level theory, aural and analytical skills is also a focus.

In Units 1 and 2 a student's level of achievement will be determined by the College based on formal course work tasks and final examinations.

### Assessment

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 20%
- Unit 4 school-assessed coursework (SAC) 10%
- Performance examination 50%
- Theory examination 20%

## OUTDOOR AND ENVIRONMENTAL STUDIES

VCE Outdoor and Environmental Studies (OES) develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

### Entry Prerequisites:

Year 10 OES is recommended as a prerequisite for Units 1 and 2 noting classes and numbers are limited. Similarly, Units 1 and 2 are strongly recommended before undertaking Unit 3.

**NB : There are additional costs associated with taking this course.**

### Course Outline :

#### Unit 1

##### Connections with Outdoor Environments

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

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

## Unit 2

### Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about 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 over 60,000 years.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

## Unit 4

### Sustainable Outdoor Relationships

Students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

**In Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 20%
- Unit 4 school-assessed coursework (SAC) 30%
- End-of-year examination 50%

Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well. Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and it continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as the concept of artificial intelligence, justification for a charter of human rights and freedom of speech. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence, and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights. VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences, and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness, and intellectual rigour.

## **Entry Prerequisites:**

Whilst there are no prerequisites for entry into Units 1, 2 or 3, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Unit 1**

### **Philosophy, existence and knowledge**

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. As students investigate central concepts and problems, they will also consider the relationship between philosophical problems and relevant contemporary debates.

## **Unit 2**

### **Questions of value**

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

## Unit 3

### The good life

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

## Unit 4

### On believing

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well. In Area of Study 1, students use concepts, arguments and viewpoints from the set texts to develop perspectives and justified philosophical positions on belief formation and justification in relation to a range of general questions. Students apply their learning from Area of Study 1 to identify and engage with epistemological issues that arise from case studies suggested by selected contexts.

**In Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50 %

## PHYSICAL EDUCATION

Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### **Entry Prerequisites:**

There are no prerequisites required for entry into this subject.

### **Course Outline :**

#### **Unit 1**

##### **The human body in motion (completed in Semester 2)**

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

#### **Unit 2**

##### **Physical activity, sport, and society (completed in Semester 1)**

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

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

#### **Unit 3**

##### **Movement skills and energy for physical activity, sport and exercise**

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

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy

systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## Unit 4

### Training to improve performance

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

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 assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different 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.

**In Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 20%
- Unit 4 school-assessed coursework (SAC) 30%
- End-of-year examination 50%

# PHYSICS

Physics is the study of the natural world; the explanation of why non-living things behave as they do. It involves much problem solving and requires students to be competent at mathematics. Tertiary graduates with physics in their studies are found in engineering and a wide range of occupations where problem-solving and management skills are sought after.

### Entry Prerequisites:

It is recommended that students complete Year 10 Specialist Physics (with an average grade of B) and Advanced Mathematics for entry into Unit 1 Physics. Entry into Unit 3 requires a satisfactory completion of Units 1 and 2 Physics. It is also recommended that students completing Physics are also completing Mathematical Methods, due to the level of mathematics included in each of these studies and to aid with their overall understanding.

### Course Outline :

## Unit 1

### How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and



electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

## **Unit 2**

### **How does physics help us to understand the world?**

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

## **Unit 3**

### **How do fields explain motion and electricity?**

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

## **Unit 4**

### **How have creative ideas and investigation revolutionised thinking in physics?**

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

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 30%
- Unit 4 school-assessed coursework (SAC) 20%
- End-of-year examination 50%

Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse, and evaluate national and global political issues, and events. Global Politics is the study of the political, social, cultural, and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights, and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism, and economic instability.

## **Entry Prerequisites:**

Whilst there are no prerequisites for entry into Units 1, 2 or 3, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Course Outline:**

### **Unit 1**

#### **Politics, power and political actors**

Students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

### **Unit 2**

#### **Democracy: stability and change**

Students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

### **Unit 3**

#### **Global Politics: Global actors**

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

### **Unit 4**

#### **Global Politics: Global challenges**

Students investigate key global challenges facing the international community in the 21st Century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

## PRODUCT DESIGN AND TECHNOLOGY (FASHION DESIGN)

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the aesthetics, form, and function of products.

The importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle. Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile, and ceramics, at both professional and vocational levels. Product Design and Technology contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

### Course Outline:

#### 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.

#### Unit 2

##### Positive impact 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.

#### Unit 3

##### Ethical product design and development

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.

#### Unit 4

##### **Product development and evaluation of ethical designs**

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.

- |   |                                  |     |
|---|----------------------------------|-----|
| • | School-assessed coursework (SAC) | 20% |
| • | School-assessed task (SAT)       | 50% |
| • | End-of-year examination          | 30% |

## PRODUCT DESIGN AND TECHNOLOGY (WOOD)

In VCE Product Design and Technologies, students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise.

This subject offers students a unique focus on creativity through the development and production of innovative and ethical products. Students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course.

Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

### **Course Outline – The Study focuses on the development and production of timber furniture**

#### 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.

## 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.

## Unit 3

### Ethical Product Design and Development

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.

## Unit 4

### Ethical Production and Evaluation

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.

- |                                    |     |
|------------------------------------|-----|
| • School-assessed coursework (SAC) | 20% |
| • School-assessed task (SAT)       | 50% |
| • End-of-year examination          | 30% |

## PSYCHOLOGY

Psychology is the scientific study of mental processes and behaviour in humans. The interaction between the biological, behavioural, cognitive, and socio-cultural factors that influence thought, emotions and behaviour are studied

A range of career pathways are possible and an undergraduate degree in Psychology may be taken from arts, science, and education faculties.

**Entry Prerequisites:** There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that students have achieved an average grade of 'C' at Year 9 Science and that Units 1 and 2 Psychology be undertaken prior to beginning Unit

3. It is important that students are prepared to develop a strong understanding of scientific terminology so suitable literacy levels are required.

## **Course Outline:**

### **Unit 1**

#### **How are behaviour and mental processes shaped?**

Human development involves changes in thoughts, feelings, and behaviours. 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 how biological, psychological, and social factors influence different aspects of a person's development. The interactive nature of heredity and environment is also considered. A student-directed research investigation is undertaken.

### **Unit 2**

#### **How do external factors influence behaviour and mental processes?**

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted. The way that individuals and groups behave in specific ways is examined. A student-directed practical investigation is undertaken.

### **Unit 3**

#### **How does Experience Affect Behaviour and Mental Processes?**

Students examine the functioning of the nervous system. They explore the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and change behaviours. Students examine the contribution that research has made to the understanding of learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken.

### **Unit 4**

#### **How is Wellbeing Developed and Maintained?**

Students examine the nature of consciousness and how this affects behaviour, and the role of sleep is also explored. Students study the concept of the mental health continuum using a biopsychosocial approach. Students look at the contribution that research has made to the understanding of consciousness, sleep, and mental functioning. A student practical investigation related to mental processes and functioning is undertaken.

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 20%
- Unit 4 school-assessed coursework (SAC): 30%
- End-of-year examination: 50%

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, developed, and changed. Sociology students examining key theories regarding family, deviance, ethnicity, community, and social movements.

**Currently, Padua College only offers Unit 1: Youth and Family as a Year 11 Year Long Unit.**

## Course Outline(s):

### Unit 1

#### **Youth and Family**

Students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

### Unit 3

#### **Culture and Ethnicity**

Students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. Students develop an understanding of a variety of factors that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

### Unit 4

#### **Community, Social movements and Social change**

Students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

**In Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students.

Each student's level of achievement will be determined by:

- Unit 3 School Assessed Coursework (SAC) 25%
- Unit 4 School Assessed Coursework (SAC) 25%
- End of year examination 50 %

Systems Engineering involves the design, creation, operation, and evaluation of integrated systems, which mediate and control many aspects of human experience. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electro technology, robotics, pneumatics, hydraulics, and energy management. The rate and scale of human impact on the global ecology and environment demands that systems design and engineering take a holistic approach by considering the overall sustainability of the systems throughout their life cycle.

There are no prerequisites for entry to Units 1, 2 and 3. However, some additional preparatory work would be strongly recommended for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Course Outline(s) :

### Unit 1

#### **Mechanical Systems**

In this area of study students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically.

Using the systems engineering process students research, design and plan a mechanical system. They consider relevant factors that influence the creation and use of their system and document their findings and process.

### Unit 2

#### **Electro technological Systems**

Students study fundamental electro technological engineering principles. The term 'electro technological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro technological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electro technological systems and how they work, the focus is on the creation of electro technological systems, drawing heavily upon design and innovation processes.

This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system. A range of suitable systems for this unit is included in the *Advice for teachers*.

### Unit 3

#### **Integrated & Controlled Systems**

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro technological integrated and controlled system. They learn about the technologies used to generate and harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing, and evaluating.

Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.



## Unit 4

### Systems Control

Students complete the creation of the mechanical and electro technological integrated and controlled system they researched, designed, planned, and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development, and analyse their impacts.

Students continue producing their mechanical and electro technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment, and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

**Units 1 and 2** Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

**Units 3 and 4** In the study of Systems Engineering students' level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an examination.

Percentage contributions to the study score in Systems Engineering are as follows:

- School-assessed coursework (SAC): 20%
- School-assessed Task (SAT): 50%
- End-of-year examination: 30%

## THEATRE STUDIES

Theatre Studies is essentially a practical subject in that it focuses on all areas of production and performance of already written/existing plays. Students pursuing performing arts related careers may find it is in the area of production that the majority of the employment exists. Students are able to develop skills and folio work to assist them with further studies or for seeking employment.

Theatre Studies students interpret play scripts and produce theatre for audiences. Through practical and theoretical engagement with play scripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of play script-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager.

### Prerequisites

It is recommended that students undertake Year 9 & 10 Drama however there are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## The Course

Theatre Studies is essentially a practical subject in that it focuses on all areas of production and performance of already written/existing plays. Students pursuing performing arts related careers may find it is in the area of production that the majority of the employment exists. Students are able to develop skills and folio work to assist them with further studies or for seeking employment.

In VCE Theatre Studies students interpret play scripts and produce theatre for audiences. Through practical and theoretical engagement with play scripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of play script-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager

### Unit 1

#### History of theatre styles and conventions pre-1945

This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to theatrical styles pre-1945. Students interpret play scripts from the pre-modern era of theatre, focusing on works created up to 1945 in both their written form and in performance. Styles may include Greek, Elizabethan, Commedia Dell Arte and Naturalism. Students also attend a live and professional performance for the purpose of developing analytical and evaluative skills.

### Unit 2

#### Contemporary theatre styles and movements

This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to theatrical styles of the pre-modern era. Students interpret Contemporary theatre styles and movements, focusing on scripts created post 1945 in both their written form and in performance. Styles may include Theatre of the Absurd, Musical and Australian realism. Theatre. Students also attend a live and professional performance for the purpose of extending their analytical and evaluative skills.

### Unit 3

#### Producing Theatre

In this unit students develop an interpretation of a play script through the stages of the theatrical production process: planning, development, and presentation of a play. Students specialise in two production roles, working collaboratively to realise the production of a play script. Students also attend, analyse and evaluate a performance selected from the prescribed VCE list

### Unit 4

#### Presenting an Interpretation

In this unit students study a scene and an associated monologue from the *VCAA Theatre Studies Examination Specifications* and develop an interpretation for the Performance exam that includes the creation of a character by an actor, including production areas, and appropriate research.

## Assessment

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School Assessed Coursework | 30% |
| • Unit 4 School-assessed Coursework | 15% |
| • The monologue performance exam    | 25% |
| • The Written Examination           | 30% |

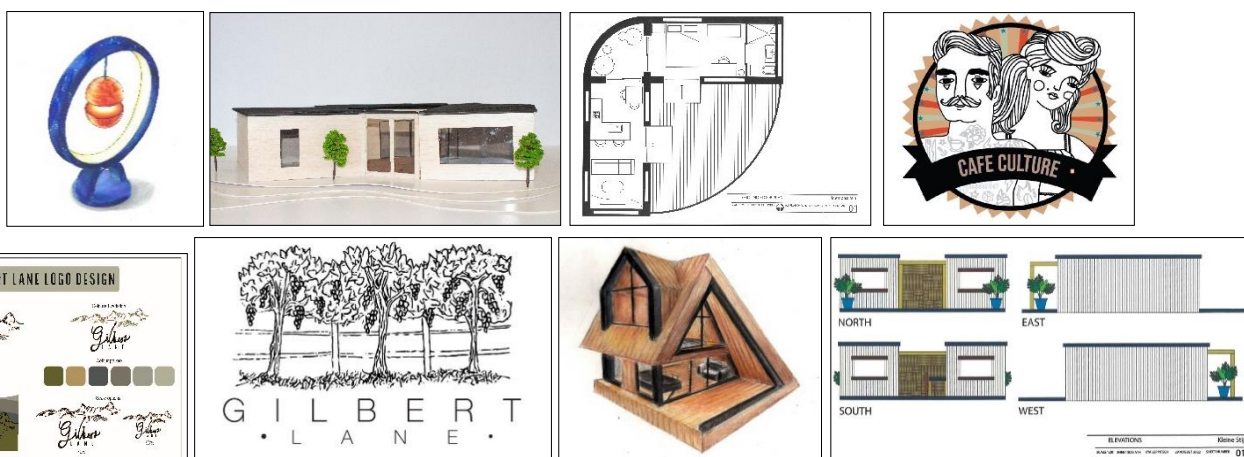
*Please Note: Students may opt to choose both Theatre Studies Units and Drama Units.*

# VISUAL COMMUNICATIONS DESIGN

VCE Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. During this study, students consider various factors that impact design decision, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future.

## Entry Prerequisites:

Whilst there are no prerequisites for entry into Units 1 and 2, it is strongly recommended that at least one of these units are undertaken before entry into Units 3 and 4.



## Course Outline(s):

### Unit 1

#### Finding, reframing and resolving design problems

Students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students develop an understanding of divergent and convergent thinking and the Develop and Deliver phases of the VCD design process. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors and the potential for design to instigate change. Students develop visual language for a business or brand and use circular design practices to develop a sustainable object.

### Unit 2

#### Design contexts and connections

Building on understandings of visual communication practices developed in Unit 1, students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.



## Unit 3

### Visual communication in design practice

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 develop their own designs. They establish a brief for a client and two distinctly different needs of that client. The brief and associated research underpin the developmental and refinement work undertaken in Unit 4.

## Unit 4

### Delivering design solutions

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

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 20% |
| • Unit 3 and 4 School-assessed Task | 50% |
| • End-of-year examination           | 30% |

# PADUA YEAR LONG SINGLE UNITS

Students in Year 11 undertake six studies. For their sixth study students will undertake either a single VCE unit studied across the year, or they have the option of nominating a Padua Boost English Unit or a Padua Boost Mathematics Unit to their program. These Boost units are a Padua designed internal unit that **does not receive** VCE credit. Whilst the units will not be a VCAA credited VCE unit, these bespoke units will build upon the skills and knowledge required within the VCE studies. These units have been designed to support student learning following gaps experienced during onsite learning over the past couple of years.

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## BUSINESS MANAGEMENT – UNIT 2

**Establishing a Business.** This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

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## DRAMA – UNIT 2

**VCE Unit 2 Drama** - VCE Drama Unit 2 Can be taken as a yearlong subject in 2025.

**Unit 2 Contemporary drama practices and Australian Identity** - The prerequisite to this Unit if taken in Year 10 in VCE Drama Unit 1. In this unit, students study aspects of Contemporary drama practices and Australian identity. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. 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 or historical Australian context. This unit also incorporates written analytical both the student's own performance as well as a live and professional theatrical performance. This Unit leads VCE Drama Unit 3 & 4

**Assessment:** In Unit 2, tasks and assessments are determined by the school.

*This unit leads to Unit 3 & 4 Drama and/or Unit 3 & 4 Theatre Studies in 2026.*

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## 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. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. 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.

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## HISTORY OF EMPIRES – UNIT 1

Students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental, and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

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## PADUA ADVANCED BIOLOGY

This is a Padua Based elective, comprising of key content from Units 1 & 2 VCE Biology. Students wishing to study Unit 3/4 Biology in Year 12, who have successfully completed Year 10 Biology are welcome to select this unit. It is designed specifically for Aspiring Science Students to complement their Year 11/12 Science Pathway. It is important to note that this is a **Padua-based ELECTIVE** and **does not** receive unit credit from the Victorian Curriculum Assessment Authority (VCAA).

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## PADUA GENERAL MATHEMATICS BOOST UNIT

General Mathematics Boost will provide students a breadth of mathematical experiences that will enable them to recognise and apply mathematics to real-world situations. It is important to note that this is a **Padua-based ELECTIVE** and **does not** receive unit credit from the Victorian Curriculum Assessment Authority (VCAA).

This elective is designed for students who want to extend their mathematical skills in order to consolidate their knowledge of the key concepts and skills required in General Mathematics. Assessment includes worksheets and assignments related to the topics covered.

This elective will work hand in hand with General Mathematics Units 1&2 to help students:

- understand the concepts and techniques in all topics.
- apply reasoning skills and solve real world problems in practical problems.
- communicate your arguments and strategies when solving mathematical and statistical problems. using appropriate mathematical or statistical language.
- interpret mathematical and statistical information.
- choose and use CAS technology appropriately and efficiently.

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## PHYSICAL EDUCATION - UNIT 1

Students will investigate the structure and function of the skeletal system, the muscular system, the cardiovascular system and the respiratory system. Topics covered include concepts linked to movement and how these systems work together and interact. In addition to the structure and function of the bodies systems, students will also investigate sports injuries that can occur and the harms and physiological benefits of legal and illegal ergogenic aids. Students will use practical classes to look at the relationships between heart rate, breathing rate and other exercise parameters using various wearable technology. Practical classes will also include excursions and onsite activities that relate back to the concepts learnt within theory classes.

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## PADUA MATHEMATICAL METHODS BOOST UNIT

Mathematical Methods Boost will help students develop several skills and works hand in hand with the core Mathematical Methods subject. It is important to note that this is a **Padua-based ELECTIVE** and **does not** receive unit credit from VCAA.

This elective is designed for students who want to extend their mathematical skills in order to consolidate their knowledge of the key concepts and skills required in Mathematical Methods. Assessment includes worksheets and assignments related to the topics covered.

This elective will work hand in hand with Mathematical Methods Units 1&2 to help you:

- being able to sketch graphs of functions.
- applying graph sketching to solve problems.
- developing skills in manipulating equations.
- solving equations of various functions, including trigonometry functions.
- interpreting answers to practical problems.
- using a CAS calculator efficiently to solve problems, check graphs and equations.

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## PSYCHOLOGY – UNIT 1

How are behaviour and mental processes shaped? Human development involves changes in thoughts, feelings and behaviours. 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. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

### Area of Study 1 How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.



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## SOCIOLOGY – YOUTH AND FAMILY UNIT 1

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice, and discrimination. Students explore how and why the experience of being young differs across time and space.

In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches.

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## PADUA ENGLISH BOOST UNIT

This subject is designed to help build your essential English skills. It will work with the same ideas, concepts and modes of writing as both Literature and English. This is a **Padua-based subject and does not receive unit credit from VCAA**.

It is a subject where you will be asked to bring your own questions and ideas to the table so that you can become a more critical, creative and informed thinker.

We may explore the following areas:

- |                            |   |
|----------------------------|---|
| • Critical thinking        | • Analytical writing                      |
| • Close reading            | • Building better sentences               |
| • Annotation of core texts | • A wider reading of additional materials |
| • Writing skills           | • Writing skills across the subjects      |
| • Planning and Drafting    | • Refining Essays                         |
| • Reflective writing       | • Metacognition                           |
| • Creative writing         | • Vocabulary Extension                    |

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## VISUAL COMMUNICATIONS DESIGN - 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. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their



thinking about approaches to solving design problems and presenting ideas. 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.

# VOCATIONAL EDUCATION TRAINING

(VET)

## WHAT IS VET?

VET is a nationally accredited program of industry-based training courses which can be included as part of Year 10, VCE, VCE Vocational Major Studies (VCE VM) or Vocational Pathways Certificate (VPC), or it can form the basis of a school-based apprenticeship/traineeship. VET programs are integral to the curriculum at Padua College and very popular with over 300 students each year.

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### HOW DOES IT WORK?

VET programs are delivered at Padua College or an external Registered Training Organisations (RTO) such as another school or a TAFE provider. Classroom training is combined with practical and simulated experiences, and Structured Workplace Learning (SWL) (not mandatory for all subject areas). Classes are either run one day per week (usually Wednesday or Friday) or are scheduled in the timetable here at Padua College.

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### HOW DOES VET CONTRIBUTE TO THE ATAR/VCE/VCE VOCATIONAL MAJOR AND THE VOCATIONAL PATHWAYS CERTIFICATE?

**Direct Credit towards the ATAR:** selected VCE VET programs offer scored assessment (study scores) for Units 3 and 4 in the same way all VCE studies do and include an end-of-year exam and study score.

**Block Credit towards the ATAR:** a contribution of 10% of the lowest subject score as a fifth or sixth subject.

**Credit towards the VCE VM and VPC:** 180 nominal hours' worth of completed units of competency/modules from a Certificate II qualification or higher will provide two credits towards a VCE VM or VPC program.

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### HOW DO STUDENTS APPLY?

Students who are interested in undertaking a VET program will be provided with information on courses and guidance at their Careers and Pathway Interviews. Students will then select the relevant VET course when completing their online subject selection following ECAT and will also need to register for the course by completing and returning an application form and a non-refundable deposit by the due date.

#### Please note:

- ❖ All VET programs incur an additional cost.
- ❖ Most programs are subsidised by Catholic Education Melbourne, however there are no additional discounts for Health Care Card holders or 'Free TAFE' programs.
- ❖ Students need to make their own travel arrangements to and from the VET location.
- ❖ Courses are dependent on numbers and may be oversubscribed or cancelled due to low demand.
- ❖ Students may miss Padua College timetabled classes.
- ❖ Block classes may extend beyond normal school hours.

Students will complete a nationally recognised vocational qualification as well as receive a contribution towards their VCE VM. Classroom learning is combined with structured hands-on training and practice in industry. This course is designed to provide the basic skills and knowledge to become an animal carer. It will assist the student in making an informed decision as to whether to pursue a career within the animal industry.

### Location and Time:

Padua College Mornington Campus

Please note that classes may run after school in addition to the regular school day.

### Program Costs:

An additional annual cost applies for all VET programs which includes a uniform, excursions and activities.

### Special Requirements

Students are required to wear appropriate clothes and footwear for working with animals. Students must also have a copy of their current tetanus vaccination.

### Contribution to the VCE and VCE VM

On completion of the program students are eligible for four credits towards their VCE VM Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.

Further information on increment process can be found on the VCAA website [Credit Recognition](#)

### Units delivered over the two years may include:

- Participate in workplace health & safety processes
- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Participate in environmentally sustainable work practices
- Provide information on companion animals, products, and services
- Assist in the health care of animals
- Provide basic first aid for animals
- Provide basic care of mammals
- Provide enrichment for animals
- Provide first aid

This course is one of the prerequisite qualifications for entry to the Certificate IV in Veterinary Nursing.

### Further Study:

Certificate III in Captive Animals

Certificate IV in Companion Animal Services

Certificate IV in Veterinary Nursing

Diploma of Animal Technology

This program aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building industry and to enable students to gain a recognised credential and make a more informed choice regarding further education and career paths. Successful completion will provide students with a Certificate II in Building and Construction. Please note that places are limited.

### Location and Time:

Padua College Mornington Campus

Please note that classes may run after school in addition to the regular school day.

### Program Costs:

An additional annual cost applies for all VET programs which includes a uniform, excursions and activities

### Special Requirements

Certificate II in Building and Construction includes the unit of competency 'CPCWHS1001 Prepare to work safely in the construction industry' with an allocation of 6 hours.

This unit of competency is recognised by WorkSafe Victoria for the registration of construction workers for workplace health and safety induction. Any person on a construction site needs a construction induction card. This includes all work experience or SWL students. Construction induction cards issued in other states and territories are recognised in Victoria. The major requirement is that, at the time of the training, the student is residing in the state or territory of issue.

### Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of any VET in College programs and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities
- VCE VM (VCE Vocational Major) students are required to complete SWL as part of their Senior School program. For VCE students this is not mandatory.

### Contribution to the VCE and VCE VM

On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

### Units delivered may include:

- Work safely in the construction industry
- Workplace safety and industry induction
- Workplace procedures for environmental sustainability
- Building structures
- Calculations for the building industry
- Communications for the building industry
- Quality principles for the building industry
- Workplace documents and plans
- Carpentry hand tools

### Further Study:

- Certificate III in Building and Construction (carpentry – framework, formwork, finishing)
- Diploma of Building and Construction
- Advanced Diploma of Building Design
- Certificate II in Shop Fitting

Students will complete a nationally recognised vocational qualification as well as receive a contribution towards their VCE VM. Classroom learning is combined with structured hands-on training and practice in industry. This course is designed to provide students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

## Location and Time:

Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

**Program Costs:** An additional annual cost applies for all VET programs which includes a uniform, excursions and activities.

## Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of any VET in College programs and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

VCE VM (VCE Vocational Major) students are required to complete SWL as part of their Senior School program. For VCE students this is not mandatory.

## Contribution to the VCE and VCE VM

On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

## Units of Competency Name

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Engage in workplace communication</li> <li>• Design and produce business documents</li> <li>• Organise personal work priorities</li> <li>• Deliver and monitor a service to customers</li> <li>• Organise workplace information</li> <li>• Use digital technologies to communicate in a work environment</li> </ul> | <ul style="list-style-type: none"> <li>• Design and produce spreadsheets</li> <li>• Create electronic presentations</li> <li>• Use digital technologies to collaborate in a work environment</li> <li>• Identify and report online security threats</li> <li>• Securely manage personally identifiable information and workplace information</li> </ul> | <ul style="list-style-type: none"> <li>• Develop and present business proposals</li> <li>• Research and develop business plans</li> <li>• Identify business risk</li> <li>• Undertake project work</li> <li>• Use social media and online tools</li> <li>• Handle receipt and dispatch of information</li> <li>• Maintain business resources</li> </ul> |
|--|---|---|

## Further Study:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Diploma of Business</li> </ul> | <ul style="list-style-type: none"> <li>• Certificate III and Diploma of Business Administration</li> </ul> | <ul style="list-style-type: none"> <li>• Bachelor of Business</li> </ul> |
|---|--|--|

Credit in the VCE (including VCE VM and VPC): recognition of up to four VCE VET units at Units 1 and 2 level.

BSB30120 Certificate III in Business: provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

Credit in the VCE (including VCE VM and VPC): recognition of up to two VCE VET units at Units 1 and 2 level, a scored VCE VET Unit 3–4 sequence and an additional non-scored VCE VET Unit 3–4 sequence.

Note: The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year. Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

## COOKERY – VCE VET

### Certificate II in Cookery

These qualifications equip graduates to meet current and future industry requirements to work effectively within a range of retail and institutional food & beverage service settings. Employment contexts include restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops, aged care, hospital, educational and other institutional settings.

Certificate II in Cookery graduates acquire the skills, knowledge, and attributes to perform routine food preparation and cookery tasks to prepare and present food and menu items and work under direct supervision.

#### Location and Time:

Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

#### Program Costs:

An additional annual cost applies for all VET programs which includes a uniform, excursions and activities. Additional costs for chef uniform and knife kit.

#### Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of any VET in College programs and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

VCE VM (VCE Vocational Major) students are required to complete SWL as part of their Senior School program. For VCE students this is not mandatory.

Students are required to complete service periods which may include outside of school hour events.

#### Contribution to the VCE and VCE VM

On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units).

## Units of Competency

- Use food preparation equipment
- Prepare dishes using basic methods of Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare and present simple dishes
- Prepare and present sandwiches
- Package prepared foodstuffs
- Participate in safe food handling practices
- Transport and store food
- Provide First Aid
- Interact with customers
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, eggs and farinaceous dishes
- Work effectively in a commercial kitchen

## Further Study

- Certificate III in Commercial Cookery
- Certificate III in Patisserie
- Certificate IV in Kitchen Management
- Certificate IV in Patisserie
- Diploma of Hospitality Management
- Bachelor of Hospitality Management

## ELECTROTECHNOLOGY- VCE VET

### Certificate II in Electrotechnology (Pre-vocational) 22499VIC

Victorian accredited curriculum that offers students the opportunity to develop their skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration, and mechanical engineering.

**Credit in the VCE (including VCE VM and VPC): recognition of up to four VCE VET units at Units 1 and 2 level, and a VCE VET Unit 3–4 sequence.**

Students who receive a VCE VET Unit 3–4 sequence for the VCE VET Electrical Industry qualifications will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

### Special Requirements:

Certificate II in Electrotechnology (Pre-vocational) includes the unit of competency 'CPCWHS1001 Prepare to work safely in the construction industry' with an allocation of 6 hours.

This unit of competency is recognised by WorkSafe Victoria for the registration of construction workers for workplace health and safety induction. Any person on a construction site needs a construction induction card. This includes all work experience or SWL students. Construction induction cards issued in other states and territories are recognised in Victoria. The major requirement is that, at the time of the training, the student is residing in the state or territory of issue.

### Location and Time:

Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

### Program Costs:

An additional annual cost applies for all VET programs which includes a uniform, excursions and activities

## Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of any VET in schools' program and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

VCE VM (VCE Vocational Major) students are required to complete SWL as part of their Senior School program. For VCE students this is not mandatory.

## Contribution to the VCE and VCE VM

On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

## Units of Competency:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Prepare to work safely in the construction industry</li><li>• Provide first aid</li><li>• Apply occupational health and safety regulations, codes and practices in the workplace</li><li>• Fabricate, assemble and dismantle utilities industry components</li><li>• Solve problems in ELV single path circuits</li></ul> | <ul style="list-style-type: none"><li>• Fix and secure electrotechnology equipment</li><li>• Establish the basic operating conditions of air conditioning systems</li><li>• Install a sustainable extra low voltage energy power system</li><li>• Perform intermediate engineering computations</li></ul> | <ul style="list-style-type: none"><li>• Provide an overview of the electrotechnology industry</li><li>• Use test instruments in the electrotechnology industry</li><li>• Carry out basic electrotechnology project</li><li>• Carry out basic network cabling for extra low voltage (ELV) equipment and devices</li></ul> |
|---|---|--|

## Further Study:

- Certificate III in Air-Conditioning and Refrigeration
- Certificate III in Electrotechnology Electrician



**Prerequisite** - preferably both semesters of Year 9 and 10 Music VET Music may be undertaken in conjunction Year 10 Performance & Technologies and 10 Music – The Performer.

## **Certificate III in Music (Performance) CUA30920**

Certificate III in Music provides the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Music units delivered may include:

**Location and Time:** Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

### **Program Costs:**

An additional annual cost applies for all VET programs which includes a uniform, excursions and activities

### **Units of Competency:**

#### **Year 1 Unit 1 & 2**

- Implement copyright arrangements.
- Work effectively in the music industry.
- Plan a career in the creative arts industries.
- Perform simple repertoire in ensembles.
- Make a music demo.
- Incorporate music technology into performances.

#### **Year 2 Unit 3 & 4**

- Develop technical skills in musical performances.
- Develop and perform musical improvisation skills.
- Prepare for musical performances.
- Develop and maintain stagecraft skills
- Choose one Unit from the following: Perform Music as part of a Group or Perform Music as a Soloist

### **Structured Workplace Learning (SWL)**

Structured Workplace Learning is an important part of any VET in schools' program and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

Students studying VCE are encouraged to seek SWL opportunities during school holidays. For VCE students this is not mandatory. VCE VM (VCE Vocation Major) students are required to complete SWL as part of their Senior School Program.

### **Contribution to the VCE and VCE VM**

On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

TAFE	General
<ul style="list-style-type: none"> <li>• Certificate IV Music Performance</li> <li>• Diploma Music Performance Diploma Popular Music and Performance</li> <li>• Diploma Music Industry (Business) University</li> <li>• Bachelor of Arts (Music)</li> <li>• Bachelor of Music Industry</li> <li>• Bachelor of Music Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Musician</li> <li>• Song writer</li> <li>• Composer</li> <li>• Arranger</li> <li>• Copier</li> <li>• Teacher</li> </ul>

## SPORT, AQUATICS & RECREATION – VCE VET

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

**Location and Time:** Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

**Program Costs:** An additional annual cost applies for all VET programs which includes a uniform, excursions and activities

**Entry Requirements:** This program is delivered as an accelerated VCE program commencing in Year 10 and completing in Year 11. Students are required to attend an interview and achieve a grade average to be considered.

### Contribution to VCE & VCE VM

On completion of the program students are eligible for four credits towards their VCE VM Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.

Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Units of Competency</li> <li>• Participate in workplace health and safety</li> <li>• Provide quality service</li> <li>• Respond to emergency situations</li> <li>• Maintain activity equipment</li> <li>• Maintain sport, fitness and recreation industry knowledge</li> <li>• Provide first aid</li> <li>• Select and use technology for sport, fitness, and recreation work</li> <li>• Facilitate inclusion for people with disability</li> </ul> | <ul style="list-style-type: none"> <li>• Work with diverse people</li> <li>• Provide advanced first aid</li> <li>• Participate in conditioning for sport</li> <li>• Maintain clean facilities</li> <li>• Participate in WHS hazard identification, risk assessment and risk control processes</li> <li>• Facilitate groups</li> <li>• Conduct sport coaching sessions with foundation level participants</li> <li>• Deliver recreation sessions</li> </ul> |
|--|--|

### Further Study

Diploma of Sport and Recreation

Bachelor Sport and Outdoor Recreation / Education

Certificate III and IV Fitness

Bachelor of Physical Education

## VCE VET PROGRAMS FOR 2025

2025 Course List – Indicative Prices only for 1<sup>st</sup> year of program based on 2024 prices. Actual prices will be advised at time of enrolment and prices for 2<sup>nd</sup> year may differ based on materials and levies.

VET PROGRAM	Padua College Mornington	Chisholm – Frankston Campus	Elisabeth Murdoch College – Langwarrin	Mt Eliza Secondary College	Toorak College	Somerville	Other External Providers
Cert II Acting Screen			\$1100 -1 <sup>st</sup> yr \$1650 2 <sup>nd</sup> yr				
Cert II Agriculture			\$1100				
Cert III Animal Care 1&2 Year	\$450						
Cert II Applied Fashion Design & Tech			\$1548				
Cert II Automotive		\$1722				\$2251	
Cert III Aviation (Remote Pilot- Drones)							\$598
Cert III Beauty Services Multi Trade		\$1692 + Kit (app. \$850)					
Cert II Building and Construction Carpentry	\$900	\$1692					
Cert III Business		\$1322					\$1543
Cert II Computer Assembly and Repair		\$1850					
Cert II Community Services		\$2350					\$1043
Cert II Construction Pathways						\$2250	
Cert II Cookery 1 <sup>st</sup> Year		\$1692					
Cert II Dance			\$1682				
Cert III Design Fundamentals (Photo/Graphic Design)		\$2100					
Cert III Early Childhood Education and Care 1 <sup>st</sup> Year		\$1852(Part)	\$2438(Full)				
Cert III Early Childhood Education and Care 2 <sup>nd</sup> Year		\$1851	\$2438(Full)				
Cert II Electrotechnology (Career Start)	\$900	\$1900				\$1500	
Cert III Equine					\$1198		
Cert II Hairdressing – Salon Assistant							\$2078
Cert II Hospitality – Front of House		\$1442					
Cert III Health Services Assistant 1 <sup>st</sup> Yr		\$1337					
Cert III Health Services Assistant 2nd Yr		\$1242					
Cert III Horticulture		\$1492					

Cert III Information/Digital Media Technology – Cyber Security		\$2300					
Cert III Information / Digital Media Technology – Games Creation		\$1297					
Cert III Interior Design Retail Services			\$2062				
Cert II Kitchen – Patisserie		\$2350					
Cert III Media – Game Design		\$2350					
Cert III Make Up							\$2600
Cert III Music Performance 1 <sup>st</sup> / 2 <sup>nd</sup> Yr	\$450			\$600			
Cert III Music – Sound Production				\$600			
Cert II Plumbing 1 <sup>st</sup> yr/2 <sup>nd</sup> Year						\$1871/\$1738	
Cert IV Real Estate							\$960
Cert III Screen and Media		\$1536					
Cert III Sport Aquatics Recreation 1 <sup>st</sup> Year. available for Year 10's at Padua 2 <sup>nd</sup> yr. available for Year 11 and 12's at Padua who have completed the 1 <sup>st</sup> Year.	1 <sup>st</sup> year \$450 2 <sup>nd</sup> year \$600	\$2400					
Cert III Tourism		\$1800					
Cert III Visual Arts		\$1376					

- ❖ Cut off for enrolments is late February / early March – enrolments will not be taken past the Census date unless there is a mid-year intake.
- ❖ LLN Testing may need to be completed before enrolling to check student suitability to the program.
- ❖ Courses will run based on student uptake, where there are insufficient students' enrolments a course may not run.
- ❖ If a course fills, a waitlist will be created.
- ❖ Alternative options may become available depending on opportunities with external providers.
- ❖ Prices listed above are indicative and for one year of study.

For more information, please email [vet@padua.vic.edu.au](mailto:vet@padua.vic.edu.au)

# SECTION B

## VOCATIONAL MAJOR (VCE VM)



## VCE VM PATHWAY

This option prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The VCE Vocational Major (VM) is a vocational and applied learning program and is designed to be completed over a minimum of 2 years. Learning in the VCE VM happens through practical activities and projects delivered in a 'real world' contexts.

The VCE VM Curriculum is developed around student interests and learning is constantly related back to workplace and employability skills. It gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals. (Victorian Curriculum and Assessment Authority (VCAA), n.d.)

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

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- a minimum of three other Unit 3–4 sequences from either the VCE or VCE VM subject areas.
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Religious Education is embedded throughout the VCE VM Curriculum. Students will build on their understanding of Social Justice and Charism as they explore their community in project focused learning.
- Plus at least 80 hours of Structured Workplace Learning (SWL) in an industry aligned to the VCE VET program they are enrolled in or a school-based apprenticeship or traineeship (SBAT).

### What type of student is suited to VCE VM?

Students who:

- Have a clear vocational goal, such as an apprenticeship or traineeship in an industry like: Automotive, Building, Childcare, Electrical, Hairdressing, and Hospitality.
- Have chosen and are enrolled in a VET course for 2025
- Don't wish to go to university directly after completing Year 12 (No ATAR is generated from the VCE VM Program)
- Want to begin training and working whilst still at school
- Are self-managing and ready to be in three different places during the school week (Victorian Curriculum and Assessment Authority VCAA)

## VCE VM LITERACY

### UNIT 1

#### Area of Study 1: Literacy for personal use

In this area of study 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 focus on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

### **Area of Study 2: Understanding and creating digital texts**

Students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

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**

### **Area of Study 1: Understanding issues and voices**

Students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will 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 will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

## **Area of Study 2: Responding to opinions**

Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select. In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

## **UNIT 3**

### **Area of Study 1: Accessing and understanding informational, organisational and procedural texts**

Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be 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 learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. 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.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

### **Area of Study 2: Creating and responding to organisational, informational or procedural texts**

Students focus 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**

### **Area of Study 1: Understanding and engaging with literacy for advocacy**

Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will 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 read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

### **Area of Study 2: Speaking to advise or to advocate**

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. Students are encouraged to connect this area



of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

## VCE VM NUMERACY

### UNIT 1

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### UNIT 2

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

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### UNIT 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2. The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### UNIT 4

Students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

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

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2. The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**Students can also undertake VCE General Mathematics to enhance their program.**

## UNIT 1: HEALTHY INDIVIDUALS

Students focus on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

### Area of Study 1: Personal identity and emotional intelligence

Students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will 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.

### Area of Study 2: Community health and wellbeing

Students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

### Area of Study 3: Promoting a healthy life

Students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

## UNIT 2: CONNECTING WITH COMMUNITY

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

### Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups,

and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

### **Area of Study 2: Community cohesion**

In this area of study, students will 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. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

### **Area of Study 3: Engaging and supporting community**

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

## **UNIT 3: LEADERSHIP AND TEAMWORK**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### **Area of Study 1: Social awareness and interpersonal skills**

Students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.

### **Area of Study 2: Effective leadership**

Students will investigate the concept of leadership and the qualities of effective, ethical leaders. 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.

### **Area of Study 3: Effective teamwork**

Students will 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.

## **UNIT 4: COMMUNITY PROJECT**

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

### **Area of Study 1: Planning a community project**

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.

### **Area of Study 2: Implementing a community project**

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. Students 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.

### **Area of Study 3: Evaluating a community project**

In this area of study, 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**

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

#### **Area of Study 1: Future careers**

Students will 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.

#### **Area of Study 2: Presentation of career and education goals**

Students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

### **Unit 2: Workplace skills and capabilities**

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### **Area of Study 1: Skills and capabilities for employment and further education**

Students will 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.

### **Area of Study 2: Transferable skills and capabilities**

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: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE**

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- ❖ wellbeing, culture and the employee-employer relationship
- ❖ workplace relations, and
- ❖ communication and collaboration.

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

### **Area of Study 1: Workplace wellbeing and personal accountability**

Students will be 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.

### **Area of Study 2: Workplace responsibilities and rights**

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.

### **Area of Study 3: Communication and collaboration**

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: PORTFOLIO PREPARATION AND PRESENTATION**

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

### **Area of Study 1: Portfolio development**

Students will 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.

### Area of Study 2: Portfolio presentation

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.

## SELECTION PROCESS FOR THE 2025 VCE VM PROGRAM

- Students must select the VCE VM option and choose a VET program when completing their 2025 online course selection.
- Students applying for the VCE VM program must attend a VCE VM selection interview to assess their suitability for VCE VM pathway at the end of Term 3, 2024. Students who are unsure about VCE VM as an option can apply to do VCE but still request a VCE VM interview online.

### Reference

Victorian Curriculum and Assessment Authority (n.d.) *Victorian Curriculum: About the VCE Vocational Major*

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

Victorian Curriculum Assessment Authority (n.d.) *Victorian Curriculum: About the VPC*

<https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx>

For more information, please see the Applied Learning Coordinator – Ms Kirsty Atkinson or email [katkinson@padua.vic.edu.au](mailto:katkinson@padua.vic.edu.au)

The background of the image features a large, faint watermark of the University of Victoria crest. The crest depicts two figures, a man and a woman, seated and facing each other, with a shield between them. Above the figures is a banner with the Latin motto "OMNIA VINCIT".

# **SECTION C**

# **VICTORIAN PATHWAYS CERTIFICATE**

## **(VPC)**

The VPC is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities, and qualities for success in personal and civic life.

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

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Students will gain necessary foundation skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.
- One day per week Structured Workplace Learning is encouraged
- Religious Education is embedded throughout the Curriculum. Students will build on their understanding of Social Justice and Charism as they explore their community in project focused learning.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting.

### **What type of student is suited to VPC?**

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. (Victorian Curriculum and Assessment Authority (VCAA))

## **LITERACY STRANDS**

### **VPC LITERACY UNIT 1**

#### **Module 1: Literacy for personal use**

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience.

Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.



In their study of visual and film texts, students will examine how purpose, language and structure influence the audience and their understanding of the content of a text.

### **Module 2: Understanding and creating digital texts**

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Students will read, view and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They will identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them.

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

## **VPC LITERACY UNIT 2**

### **Module 1: Exploring and understanding issues and voices**

The purpose of this module is to enable 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. Students will 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 will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

### **Module 2: Informed discussion**

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

## **VPC LITERACY UNIT 3**

### **Module 1: Literacy for civic participation**

Students learn to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

### **Module 2: Literacy for pathways and further learning**

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

## VPC LITERACY UNIT 4

### Module 1: Negotiated project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. 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.

## NUMERACY STRANDS

### VPC NUMERACY UNIT 1

#### Module 1: Personal numeracy

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

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

- transport and travel: planning routes, travel times and destinations including use of highly familiar maps, apps and software
- planning or scheduling: a day out or attending a social/community event or activity
- planning a BBQ, family event, trips to sites of cultural significance
- personal and home/family day-to-day tasks: such as cooking, gardening, sport, travel.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

#### Module 2: Financial numeracy

Financial numeracy relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure. The understanding, use and interpretation of financial numeracy can be drawn from the following, but are not limited to these examples:

- income: pay, pay rates, payslips, deductions, loadings
- shopping and living costs: payments, costs, checking change, savings on sale items, utility bills, comparing common familiar food costs \$/kg, and comparing pricing per unit costs on price tags to ascertain value for money
- personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- savings: personal saving plans and amounts, and how to reduce costs.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

## **VPC NUMERACY UNIT 2**

### **Module 3: Health and recreational numeracy**

Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies.

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

- personal health and wellbeing: food and drinks ingredients and intakes, current social issues affecting youth such as binge drinking or vaping
- First Nations peoples health awareness
- traditional games in the First Nations peoples context including games from different regions within Australia
- cooking and eating: planning and making meals, following simple recipes,
- sport and e-sports/games: score keeping, timing, shapes/dimensions of playing spaces
- crafts and hobbies: concepts of shape and dimension in design and creation of goods/items.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

## **VPC NUMERACY UNIT 3**

### **Module 1: Personal numeracy**

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel; or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in familiar situations.

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

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

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

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Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

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

- Income: pay, pay rates, payslips, deductions, loadings
- Shopping and living costs: payments, costs, checking change, savings on sale items, utility bills, comparing common familiar food costs \$/kg, and comparing pricing per unit costs on price tags to ascertain value for money
- personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- savings: personal saving plans and amounts, and how to reduce costs.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

#### **VPC NUMERACY UNIT 4**

##### **Module 3: Health and recreational numeracy**

Health and recreational numeracy involves accessing, understanding and using foundational mathematical information to raise awareness of issues related to health and wellbeing. This can include engaging in different recreational activities such as indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies.

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

- Personal health and wellbeing: food and drinks ingredients and intakes, current social issues affecting youth such as binge drinking or vaping
- First Nations peoples' health awareness
- Traditional games of First Nations people, including games from different regions within Australia
- Cooking and eating: planning and making meals, following simple recipes
- Sport and e-sports/games: score keeping, timing, shapes/dimensions of playing spaces
- Crafts and hobbies: concepts of shape and dimension in design and creation of goods/items.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

##### **Module 4: Civic numeracy**

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

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

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

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

## **VPC PERSONAL DEVELOPMENT SKILLS**

#### **VPC PERSONAL DEVELOPMENT SKILLS UNIT 1**

##### **Module 1: Understanding self**

This module 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 will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will 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.

### **Module 2: Developing self**

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will 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.

## **VPC PERSONAL DEVELOPMENT SKILLS UNIT 2**

### **Module 1: Exploring and connecting with community**

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. 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 explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

### **Module 2: Community participation**

This module explores how communities provide support to members. Students consider various ways of expressing community belongingness. They look at how communities are structured through investigation of community leaders and organisations. Students identify and explore options and opportunities for connecting with their local community.

## **VPC PERSONAL DEVELOPMENT SKILLS UNIT 3**

### **Module 1: Collaborate and negotiate**

This module considers the role of interpersonal skills and the advantages of group diversity in developing effective harmonious groups. Students examine the characteristics of effective leaders and team membership. They explore key components of effective teamwork, communication and collaboration techniques, and build skills in conflict resolution.

### **Module 2: Motivate and lead**

This module examines various leadership styles and explores a variety of effective leadership qualities. Students gain an understanding of where and when effective leadership is required. They explore delegation in the context of developing a project or campaign plan and learn how to motivate themselves and others.

## **VPC PERSONAL DEVELOPMENT SKILLS UNIT 4**

### **Module 1: Community awareness and project**

This module examines service to community through the development and execution of a community project or community awareness campaign. Students engage with a variety of stakeholders to research and select an appropriate project or campaign. They apply negotiation, communication and leadership skills to collaborate and cooperate with peers. Students develop a comprehensive project plan to enact throughout the community project or public awareness campaigns.

### **Module 2: Community participation**

This module explores community participation. Students consider various ways of identifying community needs, connecting with community, and serving the community. They look at how communities are structured through investigation into community leaders and organisations. Students implement a community project or awareness campaign.

## **VPC WORK RELATED SKILLS UNIT 1**

### **Module 1: Interests, skills and capabilities in the workplace**

This module 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.

## **Module 2: Employment opportunities and workplace conditions**

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

## **Module 3: Applying for an employment opportunity**

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

## **VPC WORK RELATED SKILLS UNIT 2**

### **Module 1: Identifying and planning for a work-related activity**

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

### **Module 2: Completing and reviewing a small-scale work-related activity**

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

### **Module 3: Reporting on a small-scale work-related activity**

This module develops students' communication and technology skills through reporting on small-scale work-related activity. Students will 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.

## **VPC WORK RELATED SKILLS UNIT 3**

### **Module 1: Healthy workplace practice**

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

### **Module 2: Rights and responsibilities**

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

### **Module 3: Physical health and safety**

This module explores physical health and safety in the workplace. Students will 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.

## **VPC WORK RELATED SKILLS UNIT 4**

### **Module 1: Explore and plan for potential pathways**

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

### **Module 2: Employment seeking activities and the application process**

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

### Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

## SELECTION PROCESS FOR THE 2025 VPC PROGRAM

Please note, selection into this program is based on invitation only.

For more information, please see the Applied Learning Leader – Ms Kirsty Atkinson or email [katkinson@padua.vic.edu.au](mailto:katkinson@padua.vic.edu.au)

## SUBJECT SELECTION PROCESSES

### Process Overview

#### Step 1 - Education, Careers and Training Expo (ECAT), WEDNESDAY 26 JUNE 2024.

In the lead up to subject selections, ECAT night is an important event for students and parents to attend. Staff from TAFE, universities, private colleges, training companies and Defence Force provides information and advice for attendees.

Students will receive important information on Padua College subject areas and login details for the Subject Selection Online web-based subject selection process.

#### STEP 2 – SUBJECT SELECTION ONLINE, WEBSITE OPENS- MONDAY 22 JULY 2024.

Following on from the Information Evening students may login to the Subject Selection Online (SSO) website from 22 July 2024 and commence their selections for 2025. Students will be emailed login details.

#### STEP 3 – SUBJECT SELECTION ONLINE, WEBSITE CLOSES – 9AM FRIDAY 26 JULY 2024

All applications need to be submitted electronically by **FRIDAY 26 JULY 2024**.

**Students who miss this important Subject Selection deadline will be placed at the end of subject entry queues and risk missing out on their desired subjects (Timetabling decisions commence as soon as SSO closes based on the generated data).**

### Important Subject Selection Considerations

1. Whilst the College intends to offer all studies listed in this guide for 2025, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a **MINIMUM CLASS SIZE** required for a class to be run. Likewise, some subjects have limited numbers and as such selection criteria will be applied. These criteria will be available early Term 3.
2. It cannot be assumed that all students will receive all of their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and given a chance to reassess their selections.



**PADUA**  
COLLEGE

**Mornington**

62 Oakbank Rd  
Mornington VIC 3931  
(03) 5976 0100

**Rosebud**

2 Inglewood Crescent  
Rosebud VIC 3939  
(03) 5982 9500

**Tyabb**

1585 Frankston - Flinders Road  
Tyabb VIC 3913  
(03) 5978 2700

**[www.padua.vic.edu.au](http://www.padua.vic.edu.au)**