



2026

VCE

YEARS 11 AND 12 SUBJECT GUIDE



BEMIN
SECONDARY COLLEGE



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BEMIN SECONDARY COLLEGE

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VCE 2026 Subject Guide

Acknowledgement of Country

Bemin Secondary College respectfully acknowledges the Bunurong People of the Kulin Nation, who are the Traditional Owners of the land on which Bemin Secondary College is located in Melbourne’s west, and pay respect to their Elders past, present and emerging.





WELCOME TO VCE



Joanne Camozzato
College Principal

At Bemn Secondary College we are fortunate to welcome our senior school students onto their own campus. Our college is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing during these final three years of schooling. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. All students will be supported to develop their identity by differentiated pathways while acknowledging that their individual cultures and personal identities are sources of strength.

We aim to foster a community of people working and learning together. Classroom teachers specialise in the needs of older students, seeing them as a whole person, an individual who needs adult support and guidance during one of the most important transition stages of their life. Staff guide and support the student to make the transition from adolescence to adulthood, and life beyond the College, as smooth as possible and at the same time, help the student become a lifelong learner with strong moral values.

Students completing Year 11 and 12 from 2025 onwards will be completing the Victorian Certificate of Education (VCE), selecting either: Victorian Certificate of Education (VCE) or Victorian Certificate of Education – Vocational Major (VCE VM), and with reference to their pathway opt to complete a VET chosen from the Wynbay LLEN cluster and hosted across the Wyndham region. You can be assured that at Bemn Secondary College, young people will have access to the support and opportunities they need to succeed and create their own positive future.



Aaron Dass
Assistant Principal - Senior School

We welcome students to VCE and the final two years of their Senior Education at Bemn Secondary College. These final years are a time of increased independence, exploration of pathways, and further development of skills based on students' interests and passions, preparing them for their next learning experiences beyond our College. While this period of their educational journey demands a high level of work ethic, commitment, and perseverance due to the rigors of the VCE program, we encourage all students to make the most of their opportunities by connecting with their peers and teachers to create exciting and enjoyable moments as they navigate their final years at Bemn Secondary College.

Students have a wide range of choices and opportunities available to them in years 11 and 12, therefore, it is important to take the time to carefully consider these options. When choosing subjects for Year 11 and 12, it is important to consider what students are good at, what they enjoy and what pathway they intend to follow when they leave school. This handbook is here to provide students and their families with an overview of the many academic and vocational opportunities available at Bemn Secondary College. Please read it carefully, seek further advice from Senior School Leaders if unsure and please take the time to discuss the various options as a family to determine the most appropriate pathways for your child's future.

We look forward to working together with you and your child and are excited by the opportunities that lay ahead in helping them achieve their individual best learning and wellbeing outcomes.



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete at least 16 units of VCE or VET subjects.

The VCE provides diverse pathways to further study or training at university or TAFE and to employment. The results of the VCE form the basis for selection into the vast majority of tertiary courses.

The VCE is usually a two-year course of study. All studies are organised into semester units. Units 1 & 2 are usually undertaken in Year 11 and Units 3 & 4 are usually undertaken in Year 12.

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

Subject Selection Requirements

English is a compulsory subject in the VCE, while around 95% of students across Victoria undertake at least one unit of Mathematics. Students are required to select six subjects (including English).

Bemin Secondary College offers a wide range of subjects, with subjects on offer directly influenced by the subject selections made by our incoming VCE students. In choosing subjects, it is important to be aware that some subjects may incur a materials fee per unit. This fee must be paid prior to the commencement of the unit

What happens to a subject if only a few students select it?

It is important to note that subjects will only run in if the minimum number of students required for it to run have selected it. This usually happens early in the subject selection process, where subjects that have little selected interest will be discontinued for that cohort.

As a result, it is paramount that students and families read all the subject descriptions carefully, as they may be required in some cases to choose from backup subjects.

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank, not a mark. A number between 0.00 and 99.95, ATAR indicates a student's position relative to all the students in their age group - in other words, your

percentile position out of all students who started Year 7 with you. So an ATAR of 70 doesn't mean you got 70 percent – it means that you're in the top 30 percent of your year group.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank. It is based on overall VCE results and is designed to be a predictor of your first-year performance at university. Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

How much study is involved in VCE?

At Bemin Secondary College, students will typically take 12 units in Year 11 and a further 10 units in Year 12. VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 & 4 together.


Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed

learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

About the VCE Vocational Major

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM develops the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. Students will be equipped with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and be empowered to make informed decisions about the next stages of their lives through real life workplace experiences.



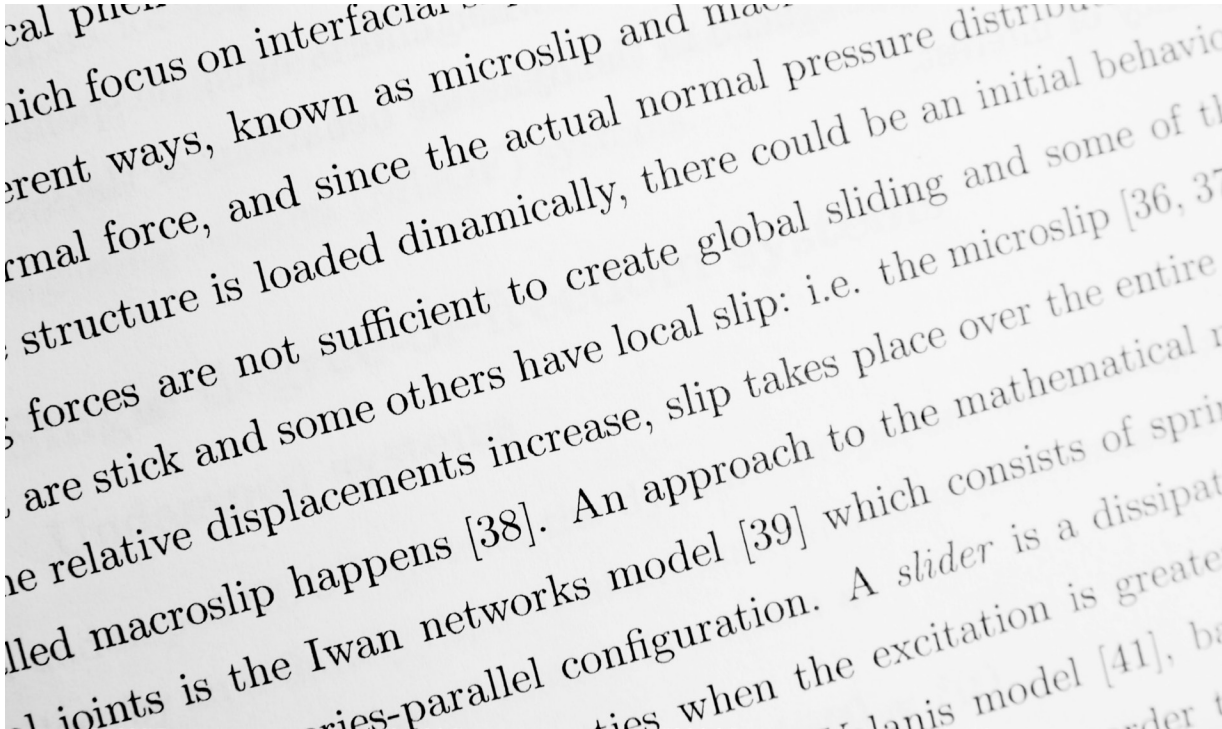
Step off the road. Build yourself a brand new path.

Maya Angelou (1928 - 2014), American memoirist and poet.



VCE ENGLISH

English



COURSE OVERVIEW

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

All VCE students must undertake an English subject and must satisfactorily complete a minimum of THREE units, including Unit 3 & Unit 4 in Year 12.



UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Reading and exploring texts
- Crafting texts

FUTURE PATHWAYS

VCE English Unit 2
VCE English Units 3 and 4

UNIT 2

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Reading and exploring texts
- Exploring argument

FUTURE PATHWAYS

VCE English Unit 2
VCE English Units 3 and 4

UNIT 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Reading and responding to texts
- Creating texts

FUTURE PATHWAYS

VCE English Unit 4

UNIT 4

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Reading and responding to texts
- Analysing argument

VCE LITERATURE

English



COURSE OVERVIEW

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers’ experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Reading practices
- Exploration of literary movements and genres

FUTURE PATHWAYS

VCE Literature Unit 2
VCE Literature Units 3 and 4

UNIT 3

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Adaptations and transformations
- Developing interpretations

FUTURE PATHWAYS

VCE Literature Unit 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Voices of Country
- The text in its context

FUTURE PATHWAYS

VCE Literature Units 3 and 4

UNIT 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Creative responses to texts
- Close analysis of texts

VCE FOUNDATION MATHEMATICS

Mathematics



COURSE OVERVIEW

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

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

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

FUTURE PATHWAYS

VCE Literature Unit 2
VCE Literature Units 3 and 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

FUTURE PATHWAYS

VCE Literature Units 3 and 4

UNITS 3 & 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

VCE GENERAL MATHEMATICS

Mathematics



COURSE OVERVIEW

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

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

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

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graph
- Discrete mathematics

FUTURE PATHWAYS

VCE General Mathematics Unit 2
VCE General Mathematics Units 3 and 4

UNITS 3 & 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Data analysis, probability and statistics
- Discrete mathematics

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE General Mathematics Units 3 and 4

VCE MATHEMATICAL METHODS

Mathematics



COURSE OVERVIEW

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

FUTURE PATHWAYS

VCE Mathematical Methods Unit 2
VCE Mathematical Methods Units 3 and 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

FUTURE PATHWAYS

VCE Mathematical Methods Units 3 and 4

UNITS 3 & 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

VCE BIOLOGY

Science



COURSE OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

UNIT 1

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

AREAS OF STUDY

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

FUTURE PATHWAYS

VCE Biology Unit 2

VCE Biology Units 3 and 4

UNIT 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Biology Units 3 and 4

UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Biology Unit 4

UNIT 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

AREAS OF STUDY

- How do organisms respond to pathogen?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?



VCE CHEMISTRY

Science



COURSE OVERVIEW

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

UNIT 1

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

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Chemistry Unit 2

VCE Chemistry Units 3 and 4

UNIT 2

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

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Chemistry Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- What are the current and future options for supplying energy?
- How can the reate and yield of chemical reactions be optimised?

FUTURE PATHWAYS

VCE Chemistry Unit 4

UNIT 4

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

AREAS OF STUDY

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of enegry and/or materials?



VCE ENVIRONMENTAL SCIENCE

Science



COURSE OVERVIEW

VCE Environmental Science enables students to explore the interrelationships between Earth’s four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth’s natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society. VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

UNIT 1

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth’s systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth’s four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

AREAS OF STUDY

- How are Earth’s systems organised and connected?
- How do Earth’s systems change over time?
- How do scientific investigations develop understanding of how Earth’s systems support life?

FUTURE PATHWAYS

VCE Environmental Science Unit 2

VCE Environmental Science Units 3 and 4

UNIT 2

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth’s species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth’s four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

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

AREAS OF STUDY

- How can we manage pollution to sustain Earth’s systems?
- How can we manage food and water security to sustain Earth’s systems?
- How do scientific endeavours contribute to minimising human impacts on Earth’s systems?

FUTURE PATHWAYS

VCE Environmental Science Units 3 and 4



UNIT 3

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

AREAS OF STUDY

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

FUTURE PATHWAYS

VCE Environmental Science Unit 4

UNIT 4

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

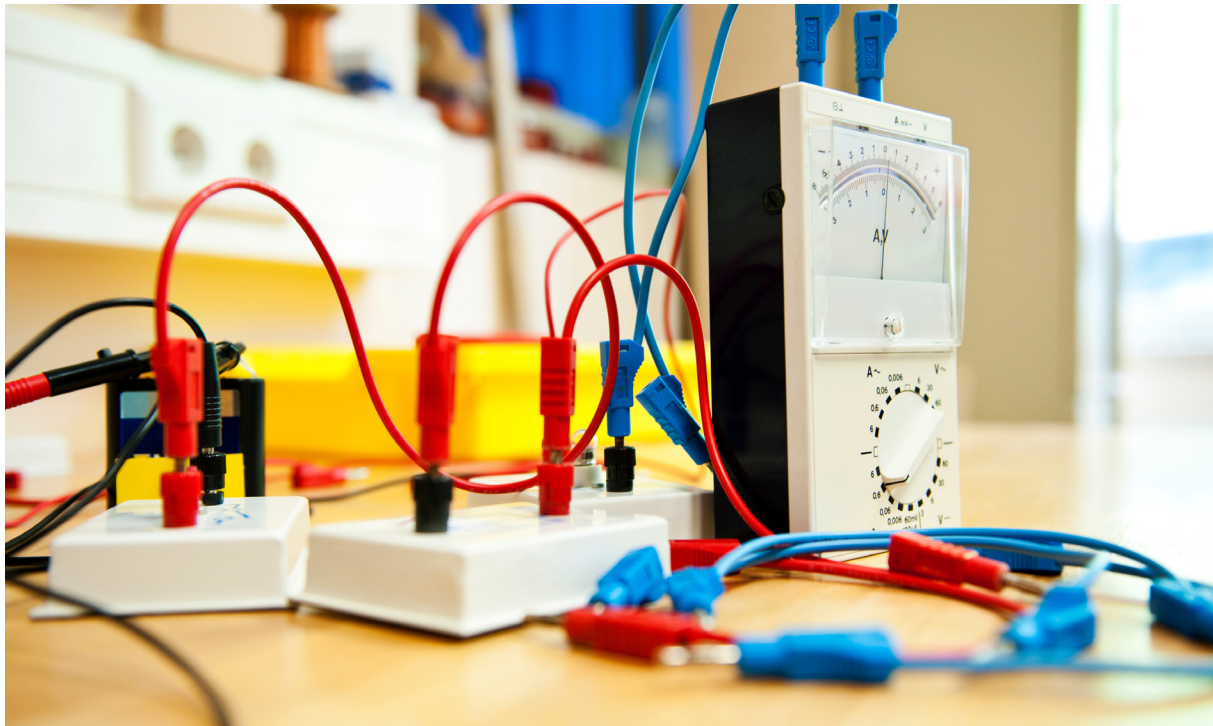
AREAS OF STUDY

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?



VCE PHYSICS

Science



COURSE OVERVIEW

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

UNIT 1

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

AREAS OF STUDY

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

FUTURE PATHWAYS

VCE Physics Unit 2

VCE Physics Units 3 and 4

UNIT 2

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

AREAS OF STUDY

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

FUTURE PATHWAYS

VCE Physics Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

FUTURE PATHWAYS

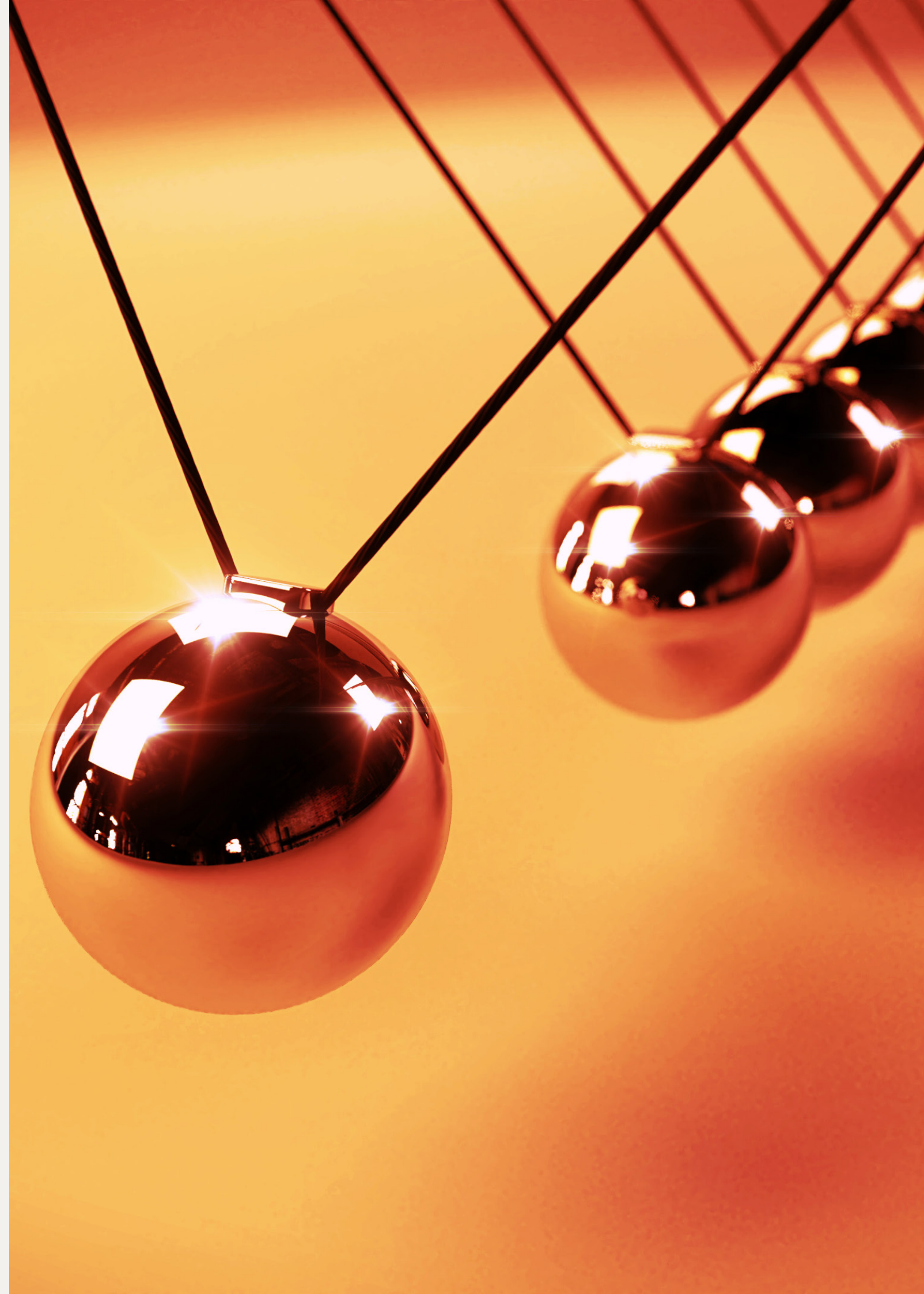
VCE Physics Unit 4

UNIT 4

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

AREAS OF STUDY

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



VCE PSYCHOLOGY

Science



COURSE OVERVIEW

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

UNIT 1

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Psychology Unit 2

VCE Psychology Units 3 and 4

UNIT 2

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Psychology Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- How does the nervous system enable psychological functioning?
- How do people learn and remember?
-

FUTURE PATHWAYS

VCE Psychology Unit 4

UNIT 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

AREAS OF STUDY

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?



VCE HISTORY

Humanities



COURSE OVERVIEW

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

UNIT 1

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

AREAS OF STUDY

- Discovering civilisation
- Ancient empires

FUTURE PATHWAYS

VCE History Units 2

VCE History Units 3 and 4

UNITS 3 & 4: ANCIENT HISTORY

In Units 3 and 4 Ancient History, students investigate two ancient societies - such as Egypt, Greece or Rome - and examine a significant crisis and the role of key individuals in each. They explore how social, political and economic factors shaped life, and how trade, warfare, and ideas influenced change. Students analyse how crises disrupted societies and how individuals responded with lasting impact. Using primary sources and historical interpretations, they construct arguments, evaluate societal features, and assess individuals’ roles during times of upheaval. Students also consider differing perspectives and deepen their understanding of historical inquiry and the legacy of ancient civilisations.

UNIT 2

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

AREAS OF STUDY

- Egypt: the double crown
- Middle Kingdom Egypt: Power and propaganda

FUTURE PATHWAYS

VCE History Units 3 and 4

AREAS OF STUDY

- Living in an ancient society
- People in power, societies in crisis

VCE BUSINESS MANAGEMENT

Humanities



COURSE OVERVIEW

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial 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 the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

UNIT 1

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

AREAS OF STUDY

- The business idea
- Internal business environment and planning
- External business environment and planning

FUTURE PATHWAYS

VCE Business Management Unit 2

VCE Business Management Units 3 and 4

UNIT 2

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

AREAS OF STUDY

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

FUTURE PATHWAYS

VCE Business Management Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- Business foundations
- Human resource management
- Operations management

FUTURE PATHWAYS

VCE Business Management Unit 4

UNIT 4

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

AREAS OF STUDY

- Reviewing performance - the need for change
- Implementing change



VCE LEGAL STUDIES

Humanities



COURSE OVERVIEW

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access:

- fairness: all people can participate in the justice system and its processes should be impartial and open
- equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- access: all people should be able to engage with the justice system and its processes on an informed basis.

UNIT 1

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.

AREAS OF STUDY

- Legal foundations
- Proving guilt
- Sanctions

FUTURE PATHWAYS

VCE Legal Studies Unit 2

VCE Legal Studies Units 3 and 4

UNIT 2

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

AREAS OF STUDY

- Civil liability
- Remedies
- Human rights

FUTURE PATHWAYS

VCE Legal Studies Units 3 and 4



UNIT 3

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

AREAS OF STUDY

- The Victorian criminal justice system
- The Victorian civil justice system

FUTURE PATHWAYS

VCE Legal Studies Unit 4

UNIT 4

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

AREAS OF STUDY

- The people and the law-makers
- The people and reform



VCE MEDIA

Visual Arts



COURSE OVERVIEW

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

UNIT 1

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

AREAS OF STUDY

- Media representations
- Media forms in production
- Australian stories

FUTURE PATHWAYS

VCE Media Unit 2
VCE Media Units 3 and 4

UNIT 2

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

AREAS OF STUDY

- Narrative, style and genre
- Narratives in production
- Media and change

FUTURE PATHWAYS

VCE Media Units 3 and 4

UNIT 3

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

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

AREAS OF STUDY

- Narratives and their contexts
- Research, development and experimentation
- Pre-productin planning

FUTURE PATHWAYS

VCE Media Unit 4

UNIT 4

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

In this unit, students 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.

AREAS OF STUDY

- Media production
- Agency and control in the media



VCE ART MAKING & EXHIBITING

Visual Arts



COURSE OVERVIEW

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

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

UNIT 1

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

AREAS OF STUDY

- Explore - materials, techniques and art forms
- Expand - make, present and reflect
- Investigate - research and present

FUTURE PATHWAYS

VCE Art Making & Exhibiting Unit 2

VCE Art Making & Exhibiting Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- Collect - inspirations, influences and images
- Extend - make, critique and reflect
- Connect - currate, design and propose

FUTURE PATHWAYS

VCE Media Unit 4

UNIT 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

AREAS OF STUDY

- Understand - ideas, artworks and exhibition
- Develop - theme, aesthetic qualities and style
- Resolve - ideas, subject matter and style

FUTURE PATHWAYS

VCE Art Making & Exhibiting Units 3 and 4

UNIT 4

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

AREAS OF STUDY

- Consolidate - refine and resolve
- Present - plan and critique
- Conserve - present and care

VCE ART CREATIVE PRACTICE

Visual Arts



COURSE OVERVIEW

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

UNIT 1

In Unit 1, students explore ideas through the Creative Practice, studying artists and artworks to understand how meaning and identity are expressed. Using visual experimentation and analytical lenses, they develop and justify personal interpretations, build skills, and reflect on how art communicates ideas and influences audience perspectives.

AREAS OF STUDY

- Artists, artworks and audiences
- The Creative Practice
- Documenting and reflecting on the Creative Practice

FUTURE PATHWAYS

VCE Art Creative Practice Unit 2

VCE Art Creative Practice Units 3 and 4

UNIT 2

In Unit 2, students use Inquiry learning and the Cultural Lens to explore how artists express social and personal ideas. They investigate historical and contemporary artworks, focusing on cultural contexts and collaborative practices. Using the Creative Practice, they develop visual responses and reflect on how art serves social and cultural purposes.

AREAS OF STUDY

- The artist, society and culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative Practice

FUTURE PATHWAYS

VCE Art Creative Practice Units 3 and 4

UNIT 3

In Unit 3, students use Inquiry and Project-based learning to begin a Body of Work. They research artists, explore ideas, and experiment using the Creative Practice. Applying Interpretive Lenses, they analyse artworks, reflect on their process, and develop a finished artwork that contributes to their final Body of Work.

AREAS OF STUDY

- Investigation and presentation
- Personal investigation using the Creative Practice

FUTURE PATHWAYS

VCE Art Creative Practice Unit 4

UNIT 4

In Unit 4, students refine and complete their Body of Work through Project-based and Inquiry learning. They research artists, apply Interpretive Lenses, and use the Creative Practice to analyse, resolve, and present artworks. A critique guides final refinements, with students documenting and exhibiting their work to communicate personal ideas.

AREAS OF STUDY

- Documentation and critique of the Creative Practice
- Resolution and presentation of a Body of Work
- Comparison of artists, their practice and their artworks

Visual Arts



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 learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. 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. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

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

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

VCE Visual Communication Unit 2

VCE Visual Communication Units 3 and 4

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

VCE Visual Communication Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

FUTURE PATHWAYS

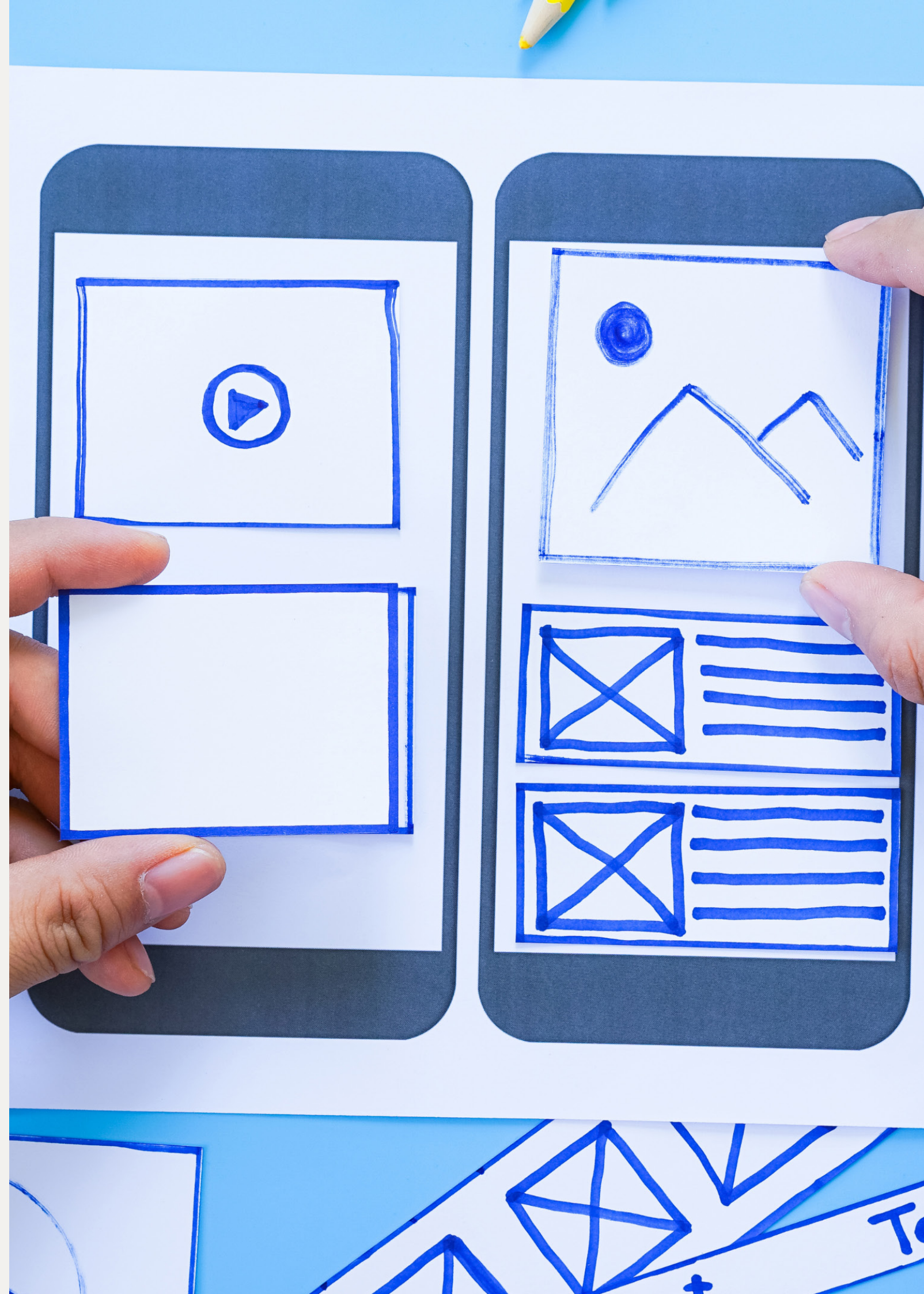
VCE Visual Communication Unit 4

UNIT 4

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

AREAS OF STUDY

- Design process: refining and resolving design concepts
- Presenting design solutions



VCE DRAMA

Performing Arts



COURSE OVERVIEW

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas, including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Within the scope of this study, students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience. The work created may pass comment on or respond to aspects of real-world issues including political, social and cultural. Students reflect on, analyse and evaluate the development and performance of their own work, and the work and performances of other drama practitioners.

UNIT 1

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

AREAS OF STUDY

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing an evaluating a professional drama performance.

FUTURE PATHWAYS

VCE Drama Unit 2

VCE Drama Units 3 and 4

UNIT 2

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

AREAS OF STUDY

- Using Australia as inspiration
- Presenting a devised performance
- Analysing and evaluating a devised performance
- Analysing and evaluating an Australia drama performance

FUTURE PATHWAYS

VCE Drama Units 3 and 4



UNIT 3

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

AREAS OF STUDY

- Devising and presenting ensemble performance
- Analysing and evaluating a devised performance
- Analysing and evaluating a professional drama performance

FUTURE PATHWAYS

VCE Drama Unit 4

UNIT 4

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

AREAS OF STUDY

- Demonstrating technique of solo performance-making
- Devising a solo performance
- Analysing and evaluating a devised solo performance



VCE HEALTH & HUMAN DEVELOPMENT

Health and Physical Education



COURSE OVERVIEW

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

UNIT 1

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

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

AREAS OF STUDY

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

FUTURE PATHWAYS

VCE Health and Human Development Unit 2

VCE Health and Human Development Units 3 and 4

UNIT 2

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

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

AREAS OF STUDY

- Developmental transitions
- Youth health literacy

FUTURE PATHWAYS

VCE Health and Human Development Units 3 and 4

UNIT 3

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

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

AREAS OF STUDY

- Understanding health and wellbeing
- Promoting health in Australia

FUTURE PATHWAYS

VCE Health and Human Development Unit 4

UNIT 4

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

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

AREAS OF STUDY

- Global health and human development
- Health and the Sustainable Development Goals



VCE PHYSICAL EDUCATION

Health and Physical Education



COURSE OVERVIEW

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

UNIT 1

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

AREAS OF STUDY

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

FUTURE PATHWAYS

VCE Physical Education Unit 2

VCE Physical Education Units 3 and 4

UNIT 2

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

AREAS OF STUDY

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

FUTURE PATHWAYS

VCE Physical Education Units 3 and 4

UNIT 3

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.

AREAS OF STUDY

- How are movement skills improved?
- How does the body produce energy?

FUTURE PATHWAYS

VCE Physical Education Unit 4

UNIT 4

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.

AREAS OF STUDY

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?



VCE PRODUCT DESIGN AND TECHNOLOGY

Design and Technologies



COURSE OVERVIEW

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

UNIT 1

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.

AREAS OF STUDY

- Developing and conceptualising designs
- Generating, designing and producing

FUTURE PATHWAYS

VCE Product Design and Technology Unit 2
VCE Product Design and Technology Units 3 and 4

UNIT 2

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.

AREAS OF STUDY

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

FUTURE PATHWAYS

VCE Product Design and Technology Units 3 and 4

UNIT 3

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

AREAS OF STUDY

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

FUTURE PATHWAYS

VCE Product Design and Technology Unit 4

UNIT 4

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

AREAS OF STUDY

- Managing production for ethical designs
- Evaluation and speculative design

VCE VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

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

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

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

Completing the VCE Vocational Major

To be eligible to receive 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
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Vocational Education and Training (VET)

Students may include Vocational Education and Training (VET) in their VCE and VCE VM program

Students can do nationally recognised training through a VCAA-approved VCE VET program as an apprenticeship or traineeship or any other VET qualification, and receive credit towards their VCE.

Should I consider taking on a VET?

Students value VET because it:

- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

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.

WynBayLLEN

The WynBay LLEN (Wyndham and Hobsons Bay Local Learning and Employment Network) was established in 2001, and in addition to the Structured Workplace Learning (SWL) opportunities, the Local Learning and Employment Network (LLENs) were funded to source additional school-employer engagement activities for school students:

- placement opportunities including work experience, structured workplace learning and school community work
- school-based apprenticeships and traineeships
- guest speakers and presenters from industry workplace
- visits and industry tours
- mock interviews and work-readiness preparation.

What the hand does, the mind remembers.

Maria Montessori (1870 - 1952), Italian physician and educator

VCE Vocational Major



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

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

In this unit, students will explore these areas of study:

- Literacy for personal use
- Understanding and creating digital texts

VCE VM Literacy Unit 2
VCE VM Literacy Units 3 and 4

In this unit, students will explore these areas of study:

- Accessing and understanding informational, organisation and procedural texts
- Creating and responding to organisational, informational or procedural texts

VCE VM Literacy Unit 4

In this unit, students will explore these areas of study:

- Understanding issues and voices
- Responding to opinions

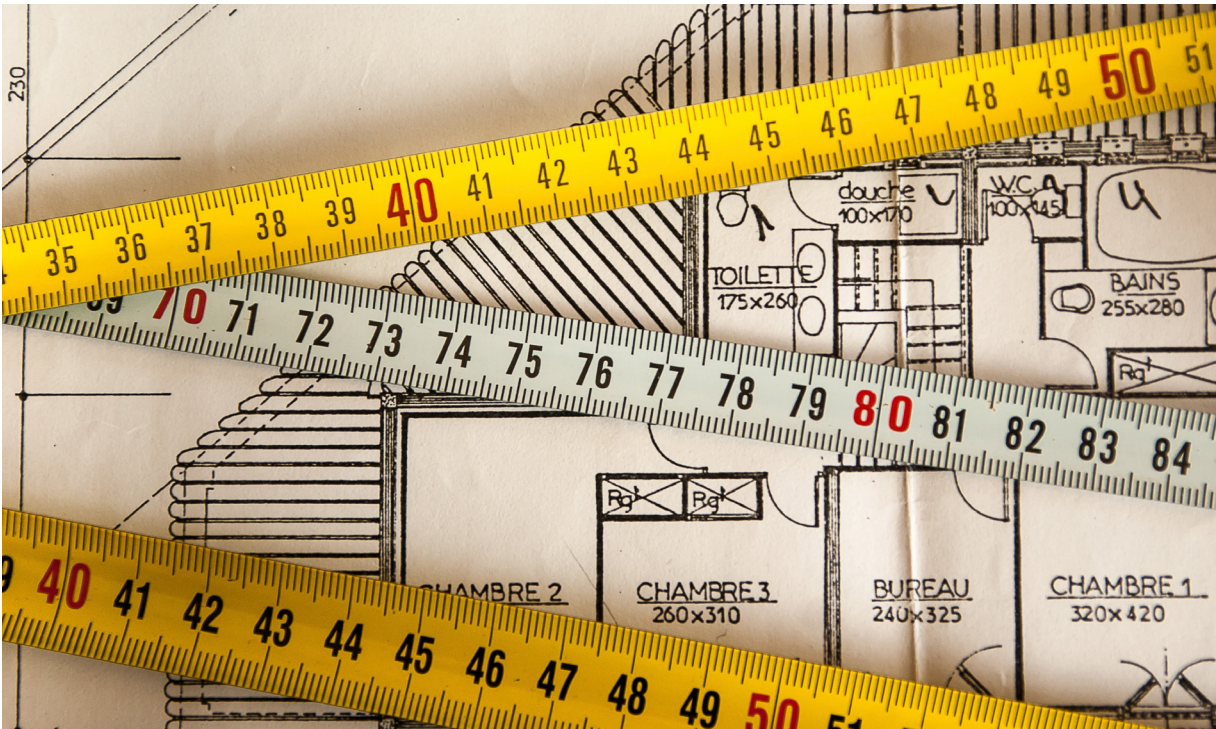
VCE VM Literacy Units 3 and 4

In this unit, students will explore these areas of study:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

VCE VM NUMERACY

VCE Vocational Major



COURSE OVERVIEW

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

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

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

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Number
- Shape
- Quantity and measures
- Relationships

FUTURE PATHWAYS

VCE VM Numeracy Unit 2
VCE VM Numeracy Units 3 and 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Dimension and direction
- Data
- Uncertainty
- Systematics

FUTURE PATHWAYS

VCE VM Numeracy Units 3 and 4

UNIT 3

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Number
- Shape
- Quantity and measures
- Relationships

FUTURE PATHWAYS

VCE VM Numeracy Unit 4

UNIT 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Dimension and direction
- Data
- Uncertainty
- Systematics

VCE VM WORK RELATED SKILLS

VCE Vocational Major



COURSE OVERVIEW

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

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

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

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Future careers
- Presentation of career and education goals

FUTURE PATHWAYS

VCE VM Work Related Skills Unit 2

VCE VM Work Related Skills Units 3 and 4

UNIT 3

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

FUTURE PATHWAYS

VCE VM Work Related Skills Unit 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

FUTURE PATHWAYS

VCE VM Work Related Skills Units 3 and 4

UNIT 4

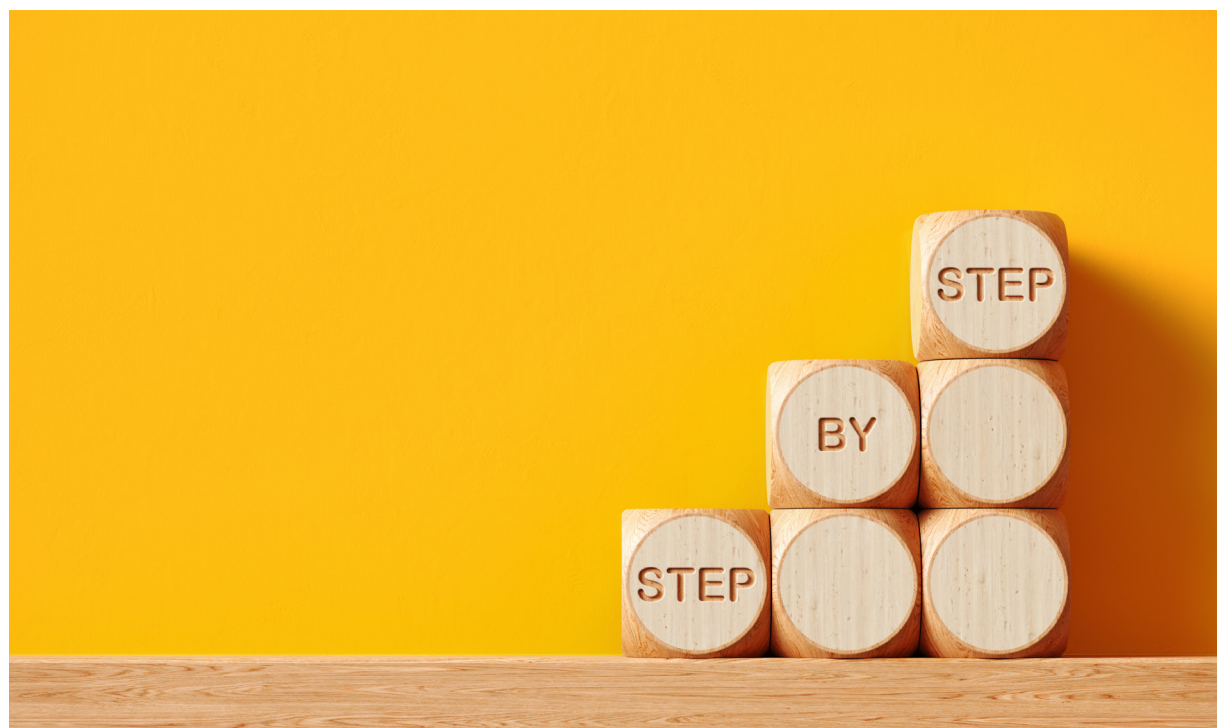
In this unit, students will explore these areas of study:

AREAS OF STUDY

- Portfolio development
- Portfolio presentation

VCE VM PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major



COURSE OVERVIEW

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

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

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

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

UNIT 1

This unit focuses 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.

AREAS OF STUDY

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

FUTURE PATHWAYS

VCE VM Personal Development Skills Unit 2

VCE VM Personal Development Skills Units 3 and 4

UNIT 2

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.

AREAS OF STUDY

- What is community?
- Community cohesion
- Engaging and supporting community

FUTURE PATHWAYS

VCE VM Personal Development Skills Units 3 and 4



UNIT 3

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.

AREAS OF STUDY

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

FUTURE PATHWAYS

VCE VM Personal Development Skills Unit 4

UNIT 4

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.

AREAS OF STUDY

- Planning a community project
- Implementing a community project
- Evaluating a community project



VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option to complete your studies.

It's designed for students who, for various reasons, aren't able or ready to complete the VCE or VCE VM.

The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years. You can work out the best time for you to start and finish the VPC with your school.

The coursework is delivered at a more accessible level than the VCE and VCE VM. Your teachers assess your progress through classroom activities.

The VPC is not an option for all students and will be recommended by the Senior school leadership team to meet the needs of a specific student, decided in partnership with the student, parent and the school.

Eligibility for the award of the VPC

A student is awarded the VPC when they have satisfactorily completed a combination of units that meet the VPC minimum requirement.

A VPC unit is satisfactorily completed once all the modules within that unit have been completed. Satisfactory completion of a module is based on the teacher deciding that the student has demonstrated achievement of the Learning Goals specified in the module. Students can only be awarded the unit upon satisfactory completion of all modules within that unit. Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

Schools report a student's result for each module to the VCAA as S (satisfactory) or N (not yet complete).

Students can include other curriculum in their VPC learning program, such as VCE units, VCE VM units and units of competency from nationally recognised VET, to meet the VPC minimum requirement.

Education is not preparation for life; education is life itself.

John Dewey (1859 - 1952), American philosopher, psychologist and educational reformer.





BEMIN
SECONDARY
COLLEGE

The contents of this subject guide may vary without notice.