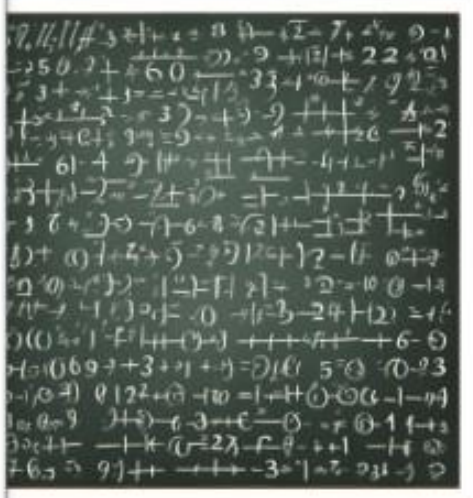
Marian College
Ararat



Subject Selection Handbook 2025

Senior School

Our College Vision

Marian College is a dynamic and nurturing Kildare Education Ministries Catholic College in the Brigidine tradition.

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.


Our Vision
A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.
Kildare MINISTRIES
Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.
Our Mission
Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.
Wonder
Celebrating all that is good with joy and gratitude
Justice
Making the needs of the vulnerable paramount
Courage
Speaking and acting with integrity
Our Values
Compassion
Walking with and having empathy for all
Hospitality
Welcoming all
Hope
Bringing a sense of purpose
Kildare Ministries 54 Beaconsfield Parade Albert Park VIC 3206 Phone 03 9682 2973
www.kildareministries.org.au

College Overview

Strength and Gentleness

Established by the Brigidine sisters on its current site in 1889, Marian College prides itself on its very long commitment to providing high quality learning and teaching for young men and women of the Grampians-Ararat-Stawell region.

Marian College is a Kildare Education Ministries school in the Brigidine tradition that continues to offer high quality educational opportunities and experiences, which will shape our students in positive ways throughout their lives.

At Marian College we seek to provide an education that empowers students to become life-long learners, who are encouraged to think creatively, to analyse critically, to respond intelligently, and with thought and compassion for others.

As a Catholic learning community we endeavour to keep the Gospel values at the heart of our school, and actively promote high expectations, respectful communications, perseverance, tolerance, compassion, justice and service.

Our Learning and Teaching programs are designed:

- to be challenging and responsive to emerging needs in education that are tailored to support personalised learning pathways,
- to promote innovation and creative thinking,
- to embrace contemporary technologies and real-world experiences,
- and to excite the imagination and passion in the pursuit of excellence.

Students are encouraged to excel and to work towards continual improvement to achieve their best. We are very proud of our strong Brigidine identity and ethos, where staff actively promote and nurture the spiritual, intellectual, emotional, physical and social growth of all students.

Teaching staff work collaboratively and reflectively in Professional Learning Teams to continue to remain at the forefront of advancing teaching and learning practices. They endeavour to model learning and a passion for learning, providing ongoing effective feedback for continual improvement.

Our Teacher Advisor (T.A.) program represents an integral element of our mission. Each Teacher Advisor is the advocate and role model in the lives of the students in their care. They support these students academically and socially throughout their secondary journey. In partnership with parents, they help guide students to flourish and grow into thoughtful young people who can contribute positively to the world.

At Marian College we challenge our students to be people of courage and action, and to find their voice and place in the world.

The Culture of Learning at Marian College

Our Commitment to learning:

We encourage excellence and perseverance in learning

We strive for continuous improvement

Student Learning – Action Statement

I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow

Selecting Learning Pathways:

Step 1 – VCE or VM?

	Vocational Major (Applied Learning)	VCE (Victorian Certificate of Education)	
Course requirements	• 2 year course • requires 16 units including: – Four Unit 3 and 4 streams – Three units of Literacy/English and/or Literature • VET – 180 hours of completed modules per year	• 2 year course • requires 16 units including: – Four Unit 3 and 4 streams – Three units of English and/or Literature	
Marian requirements	• It is hoped that all VM students complete Structured Workplace Learning (SWL).or a School Based Apprenticeship (SBA).	In Year 11 students will study: • Religion • 6 other subjects • only One Unit 3 & 4 subject	In Year 12 students will study: • Religion • 5 other subjects
Evidence of skills	Students need to develop their own portfolio of accomplishments in VM: • impressing in the workplace • completing VET studies to a high standard • create a portfolio • resume	Students performance will be based on: • ATAR score (total of 4 best subjects and 10% of 2 others) • portfolio work • interviews	
Pathways	• Apprenticeships and traineeships are the most common objective • TAFE is a possibility depending on the VET subjects • University is possible later on • Employment	• Further study is the primary objective: • University • TAFE • Apprenticeships	
Need to consider	• VM is the perfect option for students who have a specific industry workplace future. • Students work with the VM staff and career counsellor seeking a work placement • All VM students must complete a VET subject	• Strong students benefit from doing a Unit 3&4 subject in year 11 • VET subjects are a viable option when selecting a VCE course but you can only choose from those offered at Marian College	

Subjects available at Marian College

To satisfactorily complete VCE, students must complete 16 Units of study, including four sequences of Unit 3 & 4 subjects. One of those subjects must be from the English group.

Compulsory Units

Religious Education (Religion and Society)

English (English and/or Literature)

Elective Units

CAL Hub

Humanities

- Business Management (units 1 - 4)
- Legal Studies (Units 1 - 4)
- History
  - Modern History (Units 1 & 2)
  - Revolutions (Units 3 & 4)

Languages

- Chinese

STEM Hub

Mathematics

- General Mathematics (Units 1 & 2)
- Mathematical Methods (Units 1 - 4)
- Specialist Mathematics (Units 1 - 4)

Science

- Biology
- Chemistry
- Physics
- Psychology

PEAT Hub

The Arts

- Art Making & Exhibiting (Units 1 - 4)
- Drama (Units 1 - 4)
- Music Performance (Units 1 - 4)
- Theatre Studies (Units 1 - 4)

Health & Physical Education

- Health & Human Development (Units 1 - 4)
- Physical Education (Units 1 - 4)

Technologies

- Food Studies (Units 1 - 4)
- Systems Engineering (Units 1 - 4)
- Product Design & Technology (Units 1 - 4):
  - Textiles, Fabrics and Fibres; *or*
  - Wood, Plastic, Metal

Elective Units (continued)

Applied Learning Hub

Vocational Education Training (VET) in School Programs

VCE students can only choose Marian-based VET subjects

- Certificate II Community Service
- Certificate II in Building & Construction
- Certificate III in Business
- Certificate III in Early Childhood
- Certificate III in Sport and Recreation (See Applied Learning section)

Vocational Education Training (VET) Cluster Programs

The following VET subjects are offered through the Ballarat or Horsham Cluster and are only available to students undertaking VCE VM.

Important Note - These VET subjects will incur a fee and payment is required up front. Students and parents are required to attend an interview with the Principal prior to enrolling in these VET subjects. Students will need to arrange their own transport:

• Certificate II in Cookery	Ararat College
• Certificate III in Health Services Assistance	Ararat College
• Certificate II in Automotive Vocational Preparation	Stawell Secondary College (TBC)
• Certificate II in Salon Assistance	Stawell Secondary College
• Certificate II in Agriculture	Stawell Secondary College

VCE Vocational Major (VM)

There are four strands of the VM Certificate

- Literacy (Units 1 - 4)
- Numeracy (Units 1 - 4)
- Personal Development Skills (Units 1 - 4)
- Work Related Skills (Units 1 - 4)

Selecting your Learning Pathways

There are two certificate courses you can select from;

- Victorian Certificate of Education (VCE), or
- Victorian Certificate of Education Vocational Major (VCE VM).

VCE (VICTORIAN CERTIFICATE OF EDUCATION)

The VCE offers pathways to University, Technical and Further Education (TAFE) and the workplace. The most common pathway to enter University is via obtaining an ATAR high enough to be offered a place in a course. The ATAR is a rank derived from both Year 12 SAC results in class and VCAA (external) exams, with the GAT also playing a part in confirming your rank.

Since the ATAR is partly derived from your performance in SAC's, the first attempt of a SAC is the most important. Remember: these scores cannot change, even though you can redeem the assessment task.

Entrance into TAFE and the workplace is the same as with VM.

VCE is more about knowledge and application that involves a higher level of thinking and more mental effort. With assistance and a good study routine VCE is a viable option.

VM (VICTORIAN CERTIFICATE OF EDUCATION - VOCATIONAL MAJOR)

VM is a Year 11 and 12 course designed to prepare students for TAFE and the workplace. VM is ideal for those students who wish to participate in Work Placements with the hope of being offered an apprenticeship or traineeship.

VM is individualised and is designed with particular student interests.

In 2025 Marian College will offer an integrated program whereby Literacy, Personal Development and Work Related Skills will be incorporated into various project based activities.

Things to consider

Students will perform best in subjects that they enjoy doing. When making decisions it is very important to review past student reports, NAPLAN results and midyear exam results. Each year work gets increasingly more difficult and students need to take this into account. Often it is necessary to make changes to study habits and approach to work at school.

VCE subjects often involve the application of concepts and if students have not learnt the concepts they are unable to apply them. Students have to work hard and learn given concepts. It is not good enough to merely read over work. Learning and questioning requires discipline.

Resources for selecting learning pathways:

Head of Learning & Teaching:	Michelle Hogan
Head of Applied Learning:	Dani Smith
Careers Coordinator:	Andrea Knights

Websites:

VCAA website: www.vcaa.vic.edu.au

This website contains all study designs and information regarding Year 11 and 12 subjects.

VTAC website: www.vtac.edu.au

This website contains all university requirements in Victoria (interstate universities have similar sites as do TAFEs).

Expectations for VCE students

The Victorian Curriculum and Assessment Authority sets out guidelines that have to be strictly adhered to by teachers and students.

Students are expected to

- Produce work that meets the required standard;
- Submit work on time;
- Submit work that is clearly his or her own; and
- Observe VCAA and school rules.

Most of the assessment sections of the unit outcomes (SAC's – School Assessed Coursework) are completed in class. This ensures that work can be authenticated by teachers. This does not preclude normal expectations for a student to complete research and learning activities outside of class time.

Some tasks for assessment of outcomes may in fact require preliminary preparation prior to completion of work in class.

It is important to note that school policy states:

> *'…students will be given one week to do the work that was not submitted on the due date, or one week to resubmit work that was unsatisfactory.'*

This is at the discretion of the relevant teacher and can be applied for via an 'Application for Redemption/Extension of an Assessment Task'.

Graded results from the first attempt of an assessment task cannot be changed. However, assessment tasks can be redeemed to pass the unit. An 'Application for Redemption/Extension form can be obtained from the coordinator's office.

Attendance

The school has a policy, in line with the VCAA guidelines, that students have a minimum of 80% attendance.

SACs (School-Assessed Coursework)

If a SAC is missed, students must obtain a medical certificate. This will enable the student to receive a fully graded SAC. Without a medical certificate, the grade will be zero. Missed SACs will require students to complete a redemption negotiated with the subject teacher.

If a student wishes to change a SAC date, an application stating the reason must be made. Sanctioned applications are rare, and will be fully graded.

Homework

Emphasis is placed on students becoming self-directed, developing skills to formulate patterns of work and homework/study timetables.

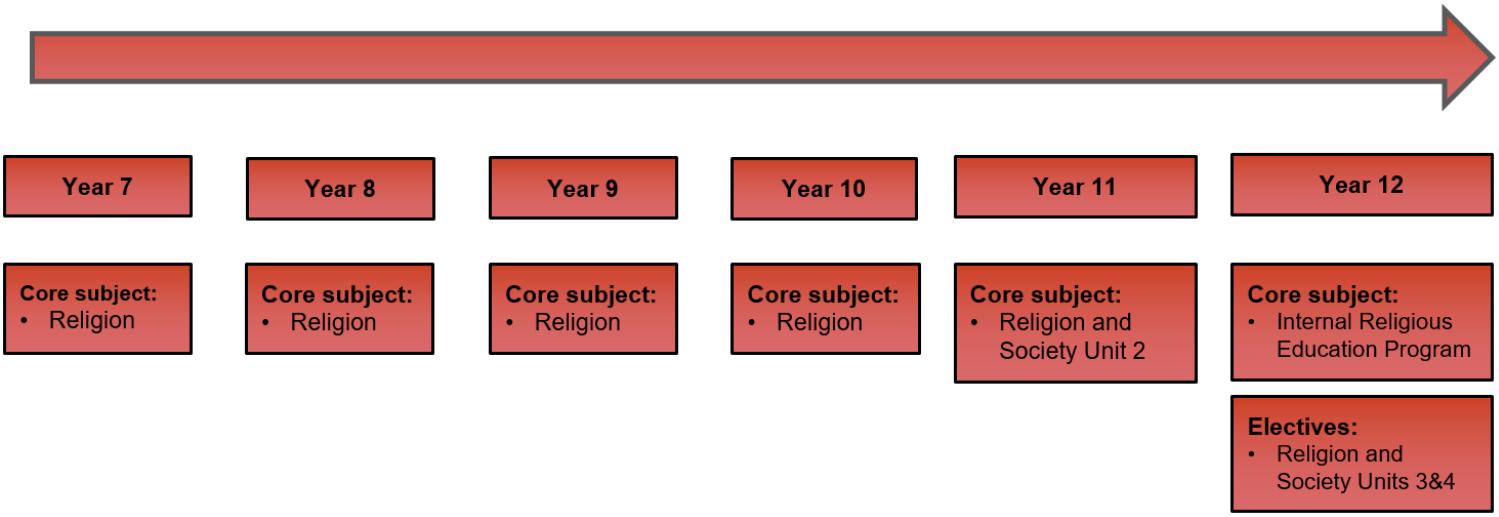
Help can be obtained from Resources (as per the previous page) and Staff. Unit 1 & 2 – students should spend 2-3 hours a night on homework and Units 3 & 4 requires 3-4 hours' homework a night. Several hours of homework a weekend is also necessary to keep on top of the workload. Study is essential and is an integral part of the work, not left until exam time.

IMPORTANT:

All Subject selections MUST be completed online **via Web preferences** by Friday 16th August 2024.

Refer to your student email from web preferences for access to your student portal.

Religious Education



Enrolment at Marian College is an invitation to "come and see" in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social, Church & Tradition, God Religion and Society, Prayer, Liturgy and Sacraments, and Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of Religion that counts towards their VCE.

Our Year 12 students participate in an internal Religious Education Program. Students studying VCE VM are also involved in Personal Development Units aligned with their Program.

Religious Education

Year 11

Core Subject:

Religion and Society

Unit 2: Religion and Ethics

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

Year 12

Core Subject:

Religious Education

In Year 12, our students complete a Marian College based Religious Education program which also centres around the text – "The Road Ahead", which includes the following areas of study:

- Retreat
- Meditation
- Easter Mass/Liturgy
- Study Skills
- Decision Making
- Social Justice – Fred Hyde Day
- Resilience
- Pastoral Care
- Careers
- Graduation

Religious Education

Year 12 *continued*

VCE Electives:

Religion and Society

Unit 3: The search for meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

The beliefs of religion are the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife. These beliefs, together with their expressions through the other aspects, form the distinctive identity of a religious tradition or religious denomination.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Religious traditions or religious denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Religious Education

Year 12 *continued*

VCE Electives continued:

Religion and Society

Unit 4: Religion, challenge and change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Religious traditions and religious denominations are in a constant state of development as members apply their talents and faith to extend the intellectual and aesthetic nature of a tradition's or denomination's beliefs, of the expression of these beliefs and of the application of these beliefs to their lives. Opportunities for development also come from significant challenges in the interaction of religious traditions and religious denominations and society, including the needs and insights of their members and other people and groups within wider society. A challenge is a situation that stimulates a response from society and/or religious traditions and religious denominations. These challenges and the religious tradition and religious denomination are influenced by broader contexts such as changing economic and environmental conditions, and political, social or technological developments.

Religious traditions and religious denominations can take stances for or against challenges, or they can take a stance of indifference. Consequently, actions that involve different aspects of the religious tradition or religious denomination are implemented. These actions may resist or embrace change and affect wider society and/or the religious tradition or religious denomination itself. A key aim beyond resolution of the challenge itself is for religious traditions to retain integrity, authenticity, authority, adherents and, ultimately, identity. However, the interaction between religious traditions and religious denominations and society may not always achieve these aims and there may be a series of interactions as a challenge is negotiated.

In this unit students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

Religious traditions or religious denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Applied Learning Hub

(VET and VCE VM)

Vocational Education and Training

VET in School Program

VCE/VET Cert II in Community Services ***VCE Scored VET***

RTO: IVET - Length of Course 2 years

This course allows students to develop the skills and knowledge to undertake community services work. This includes providing support and assistance to a variety of clients from different sectors, including childcare, disability and aged care sectors. This program is the perfect building block for developing a sound educational base in community services across a range of sectors. This course can be completed in one year, with the second year contributing to a Certificate III qualification (partial qualification) and is examinable as a VCE Unit 3/4 sequence.

VET Cert II in Building and Construction ***Not ATAR scored***

RTO: Federation University - Length of Course 2 years

The VCE VET Building and Construction program provides partial completion of the 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

Certificate III Business ***Not ATAR scored***

RTO: IVET

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 1-2 years depending on the individual school and time allocated within the school framework.

Vocational Education and Training

VET in School Program *(continued*

VET Cert III in Early Childhood ***Not ATAR scored***

RTO: Foundation Education - Length of Course 1 year

It is mandatory to complete 120 Hours of work placement for the duration of the course. The Certificate III in Early Childhood Education and Care is for students seeking roles in a range of early childhood education settings, working within the requirements of the Education and Care Services National Regulations and the National Quality Standard. Students gain a range of knowledge and skills including caring for children, developing relationships with babies and toddlers, keeping children safe as well as supporting children's play and learning. This program based on the Certificate III in Early Childhood Education and Care will enable secondary school students to plan and implement appropriate care and educational experiences for young children.

VCE/VET Cert III in Sport & Recreation ***VCE Scored VET***

RTO: IVET - Length of Course 2 years

The VCE/VET Sport and Recreation is a two-year course offering students a vocational qualification as well as credit for VCE units 1-4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as developing a comprehensive understanding of the Sport and Recreation industry. This program is examinable at the end of the Unit 3/4 sequence.

VET Certificate II in Engineering Pathways ***Not ATAR scored***

RTO: AEIT- Length of Course 2 years

This qualification is designed to develop trade-like skills and offers an introduction to essential engineering practices. Students explore the world of welding, machining, and utilising engineering tools and equipment to create and modify objects. With a focus on safe practices and simulated work environments, this qualification is ideal for those seeking exposure to the engineering industry. Students gain valuable knowledge and skills that enhance their employability in engineering or related workplaces.

Vocational Education and Training

VET in School Program *(continued*

VCE/VET Certificate III in Sport, Aquatics And Recreation ***VCE Scored VET***

RTO: IVET - Length of Course 2 years

This qualification is designed for individuals with well-developed skills and a passion for delivering recreational services. This program empowers students to work independently and make informed decisions guided by established plans, policies, and procedures. Through this qualification, students gain comprehensive knowledge of the sporting industry and develop essential workplace skills. They learn about session preparation, equipment requirements, client interaction, and first aid. The flexibility of this qualification allows students to cater to their own sporting interests. Upon completion, students can pursue opportunities in fitness centres, sporting grounds, leisure and aquatic centres, and community recreation centres. The VCE/VET Sport and Recreation is a two-year course offering students a vocational qualification as well as credit for VCE units 1-4.

Vocational Education and Training

VET Cluster Program

***Important Note - Any VET that is undertaken by the Ballarat or Horsham Cluster will incur a fee for parents that will need to be paid upfront before commencing the 2025 school year.**

Students and parents will also be required to attend an interview with the Principal prior to enrolling in these VET subjects. Enrolments close 15th August 2024.

***NOTE: VET subjects do not contribute to an ATAR score unless they say they are "VCE Scored VET" subjects.**

VET Certificate II Cookery ***Not ATAR scored***

(Ararat College)

RTO: IVET

Students will develop a range of food preparation and cookery skills to prepare menu items. The course emulates the role of a cook working in a kitchen, under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare and present simple dishes. Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

VET Certificate III in Health Services Assistance ***VCE Scored VET***

(Ararat College)

RTO: IVET

This certificate allows students to be educated and engaged in the Health Services Industry. IVET have developed an interactive simulated work environment, which allows students to assume numerous roles and tasks in the health services assistance field. Throughout the learning process students will have access to a purpose built simulated workplace practice via the 'IVET Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry. Note: Completion of assessment will require a structured school excursion to a clinical facility, or individual work placement in a clinical environment.

Vocational Education and Training

VET Cluster Program (*continued*)

VET Cert II in Automotive Vocational Preparation ***Not ATAR scored***

(Stawell Secondary College)

RTO: Educational Living - Length of Course 2 years

Completion of Certificate II in Automotive Studies (Pre-vocational) provides a pathway for students into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic. Higher education pathways can lead to roles such as an automotive engineer.

VET Certificate II in Salon Assistance ***Not ATAR scored***

(Stawell Secondary College)

RTO: Federation University

This program provides a pathway into a hairdressing apprenticeship. Students develop basic skills and knowledge to assist with client services in the hair and beauty industry. Routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

VET Certificate II in Agriculture ***Not ATAR scored***

(Stawell Secondary College)

RTO: Skillinvest – Length of course 2 years

The Certificate II in Agriculture is a hands-on course where students learn practical skills such as how to operate quad bikes, tractors, and front-end loaders, apply chemicals, care for livestock and learn about crop establishment to give confidence and skills to work in this industry.

VCE Vocational Major

VCE VM

What is VM?

The Vocational Major (VM) gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. VM is a fully recognised senior secondary qualification and will result in a full VCE Certificate.

The VM flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy - English
- Numeracy Skills - Maths
- Personal Development Skills - Interpersonal and Community Skills
- Work Related Skills - OH&S and Work Placement Skills

Literacy

Unit 1 - Literacy for Personal Use

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

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

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

Literacy *(continued)*

Unit 2 - Understanding Issues and Voices

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

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

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

Unit 3 - Accessing and understanding informational, organisational and procedural texts

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

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

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

VCE Vocational Major

Literacy *(continued)*

Unit 4 - Understanding and engaging with literacy for advocacy

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

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Numeracy

Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

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

VCE Vocational Major

Numeracy *(continued)*

Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

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

Personal Development Skills

Unit 1 - Healthy Individuals

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.

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

VCE Vocational Major

Personal Development Skills *(continued)*

Unit 2 - Connecting with community

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

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

Unit 3 - Leadership and Teamwork

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

Unit 4 - Community Project

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

VCE Vocational Major

Work Related Skills

Unit 1 - Careers and learning for the future

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

Unit 2 - Workplace skills and capabilities

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

Unit 3 - Industrial relations, workplace environment and practice

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

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

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

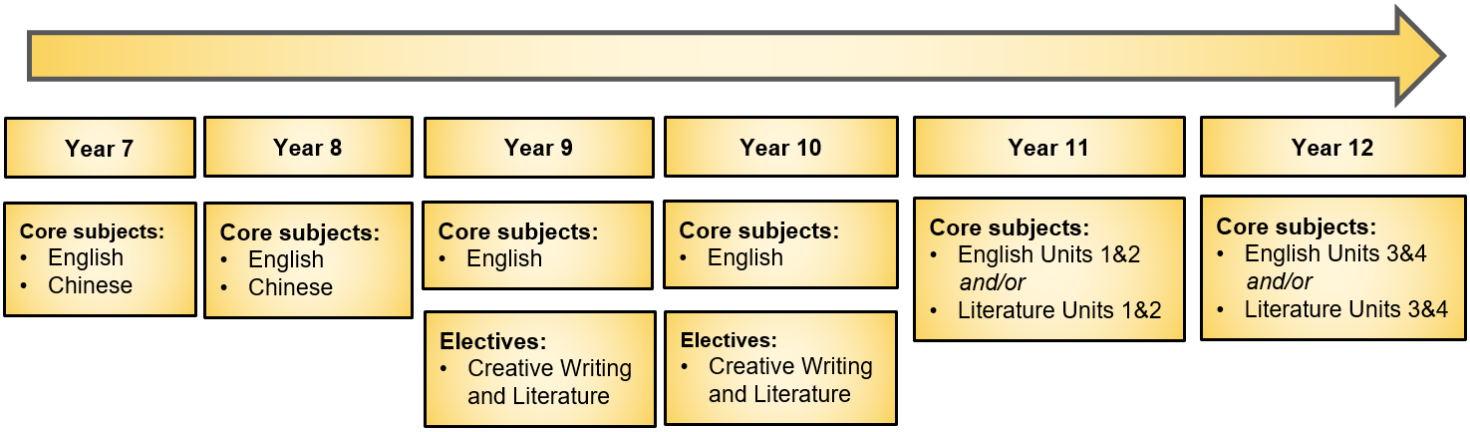
Unit 4 - Portfolio preparation and presentation

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

CAL Hub

(Culture and Languages)

English



Core Subject:

English

The study of English contributes to the development of literate individuals capable of reading, writing, speaking and listening in different contexts. It prepares students to think critically and creatively and to appreciate aesthetics in a contemporary world with compassion and understanding. The VCE English course (Units 1 & 2 and Units 3 & 4) develops students' ability to engage with texts from a range of times, cultures, forms and genres and develop insights into a range of ideas and extend their skills in responding to and creating texts, thus expanding their ability to reflect accurately and consolidate knowledge and skills acquired in Years 7 - 10.

Unit 1:

In this unit, students focus on making personal connections to texts. They discuss ideas and values presented by authors and strengthen inferential reading and viewing skills as well as considering how a text's vocabulary, structures and language features create meaning. Students also engage with and develop an understanding of effective and cohesive writing. They refine and challenge their understanding of imaginative, persuasive and informative texts with consideration of context, purpose and audience.

English

English *(continued)*

Unit 2:

In this unit students develop their reading skills, building their capacity for inferential reading and viewing and extending their writing in response to texts. They also consider the way arguments are developed and delivered in the media by reading and listening to a range of persuasive texts. They closely examine the language and visuals and their effect on the audience as well as applying their knowledge to a point of view oral presentation.

Unit 3:

In this unit students apply reading and viewing strategies to engage with texts while considering the complexities and the motivations of characters. They analyse the way authors construct meaning through vocabulary, text structure, language features, conventions and the presentation of ideas. They explore the historical context and the social and cultural values of texts, recognising how these aspects position readers.

Students also build on the skills and knowledge of writing developed through Unit 1 by reading and engaging imaginatively and critically with mentor texts and developing effective and cohesive writing. They study closely the ways that purpose, audience, vocabulary, text structure and language features and conventions and ideas can work together to create compelling texts before experimenting with and applying this knowledge to their own writing.

Sustained writing, collaboration and class discussions are key features of this unit.

Unit 4:

In this unit students refine their skills of reading and viewing as developed in Unit 3. They consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values. They apply reading and viewing strategies to engage, analyse and identify ideas, concerns, conflicts and implicit and explicit ideas and values of a text. They consider how these values influence audience responses.

Students also analyse the use of argument and language and visuals in a variety of persuasive texts. They consider audience, purpose and context, the arguments and the ways in which written and spoken language are employed for effect. They also apply their knowledge to create a point of view for an oral presentation.

Sustained writing, collaboration and class discussions are key features of this unit.

Literature

VCE Elective:

Literature

Unit 1 - *Area of Study 1: Reading practices*

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

Area of Study 2: Exploration of literary movements and genres

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

Unit 2 - *Area of Study 1: Voices of Country*

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

Area of Study 2: The text in its context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Literature

Literature *(continued)*

Unit 3 - *Area of Study 1: Adaptations and transformations*

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

Area of Study 2: Developing interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. They also consider their own views and values as readers. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

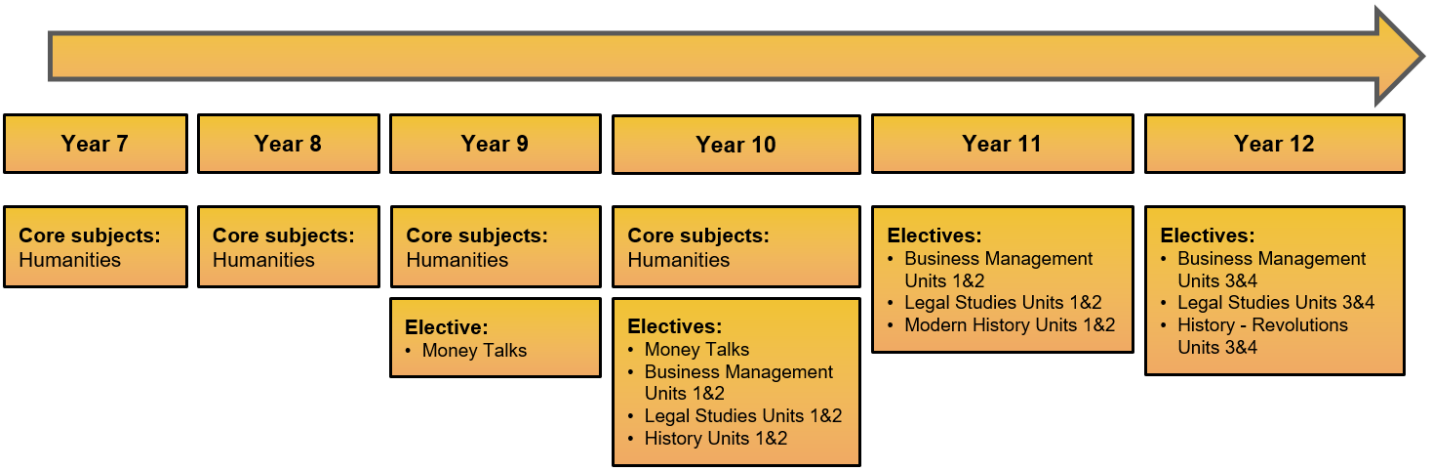
Unit 4 - *Area of Study 1: Creative responses to texts*

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

Area of Study 2: Close analysis of texts

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

Humanities



VCE Electives:

Business Management

Unit 1: Planning a Business

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

Unit 2: Establishing a Business

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

Humanities

Business Management *(continued)*

Unit 3: Managing a Business

In this unit students explore the key processes and considerations for managing a business efficiently.

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

Unit 4: Transforming a Business

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

Humanities

Legal Studies

Unit 1: The presumption of innocence

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

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

Unit 2: Wrongs and rights

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

Unit 3: Rights and justice

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

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

Humanities

Legal Studies *(continued)*

Unit 4: The people, the law and reform

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

Modern History

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the latter part of the 19th century and the first half of the 20th century. Students explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defied the modern world. They examine the end of empires and the emergence of new nation states before and after World War One, the emergence of conflict, and the causes of World War Two. They also focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period.

Unit 2: The changing world order

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students focus on the causes and consequences of the Cold War, the competing ideologies that underpinned the events, and the causes of the end of the Cold War and the collapse of the USSR. They also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students consider the extent to which ideas, values and political systems remain the same and/or change was resisted as well as exploring the causes of significant political and social events and movements and their consequences for nations and people

Humanities

History – Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society.

Two revolutions will be studied across the year. These will be the Russian revolution and the Chinese revolution.

Units 3 and 4: Revolutions

The Outcomes and skills practiced in Unit 3 are repeated in Unit 4 but are applied to a different revolution.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyze the complexity and multiplicity of the causes and consequences of revolutions, and to evaluate the extent to which the revolution brought change to the lives of people.

Students analyze the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

Area of Study 1: Unit 3 and 4

In this area of study students focus on the long-term causes and short-term triggers of revolution. They analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider the revolutionary ideologies that emerged in opposition to the existing and dominant order and the motivations and unintended actions of individuals who shaped and influenced the course of revolution.

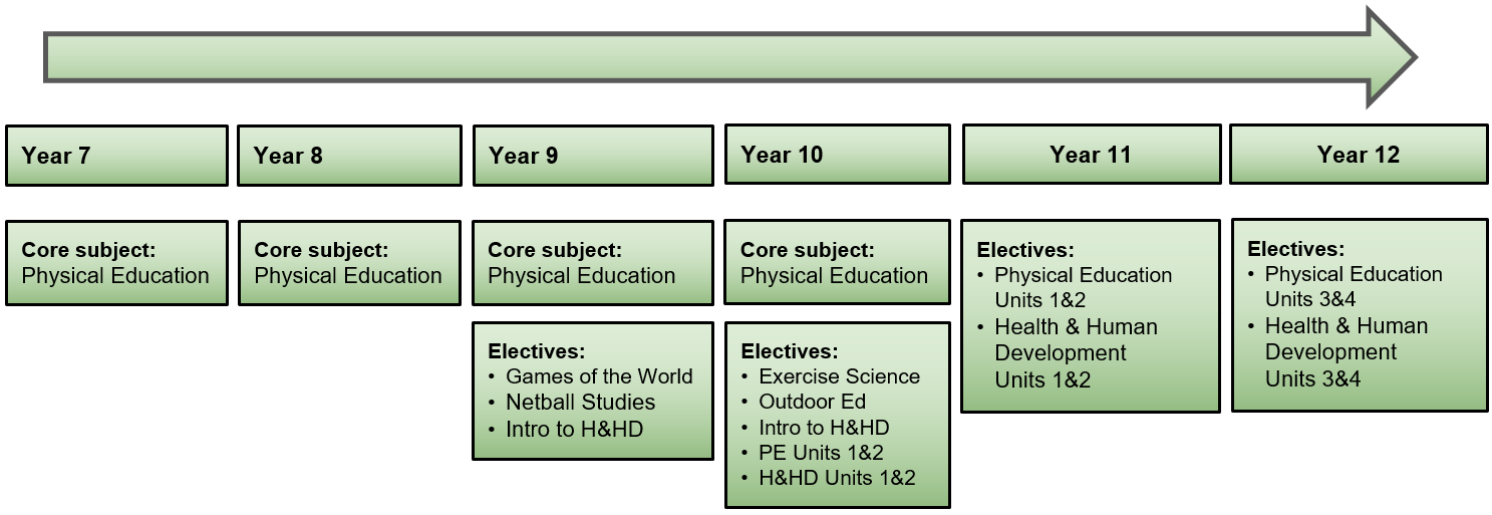
Area of Study 2: Units 3 and 4

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. Students analyse the significant challenges that confronted the new regime after the initial outbreak of the revolution and the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in change, progress or decline. Furthermore, students analyse the historical perspectives of those who lived in the post-revolutionary society and experiences and evaluate historical sources about the success and outcomes of the revolution.

PEAT Hub

(Physical Education, The Arts, Technology)

Health / Physical Education



VCE Electives:

Health and Human Development

Unit 1: Understanding health and wellbeing

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

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

Health / Physical Education

Health and Human Development *(continued)*

Unit 2: Managing health and development

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

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

Unit 3: Australia's Health in a globalised world

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

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

Unit 4: Health and human development in a global context

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

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

Health / Physical Education

Physical Education

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport, exercise and society

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

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

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

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

Health / Physical Education

Physical Education *(continued)*

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

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

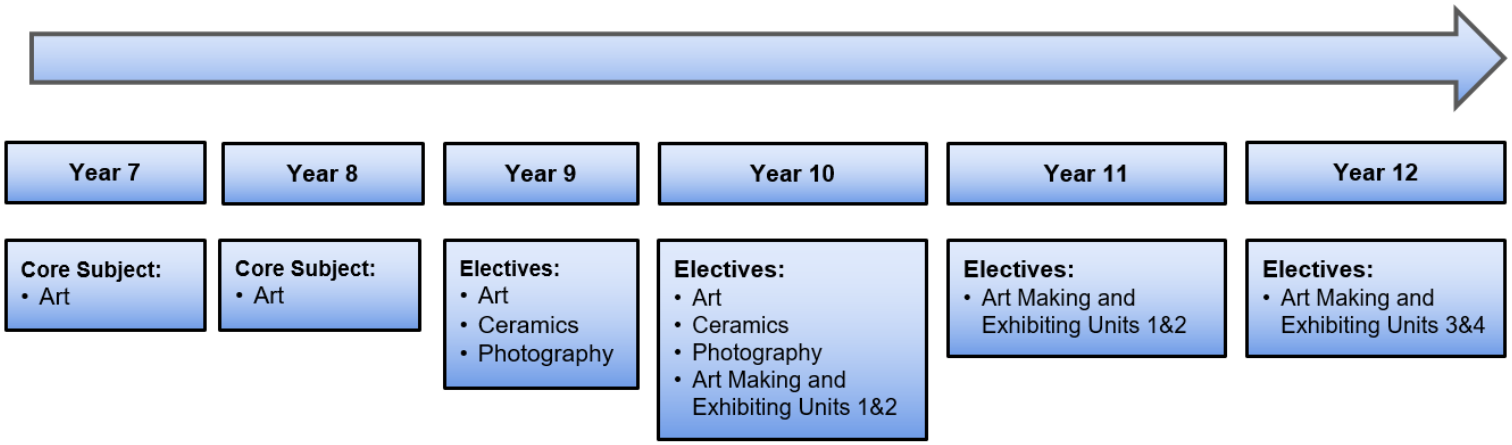
Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore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

Unit 4: Training to Improve Performance

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

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

Art



VCE Electives:

Art Making and Exhibiting

Unit 1: Explore, expand and investigate

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.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, develop and resolve

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. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Art

Art Making and Exhibiting *(continued)*

Unit 2: Understand, develop and resolve (continued)

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Unit 3: Collect, extend and connect

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.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. More information about the critique is available in the online Support materials for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Art

Art Making and Exhibiting *(continued)*

Unit 4: Consolidate, present and conserve

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.

The Visual Arts journal in Unit 4 includes:

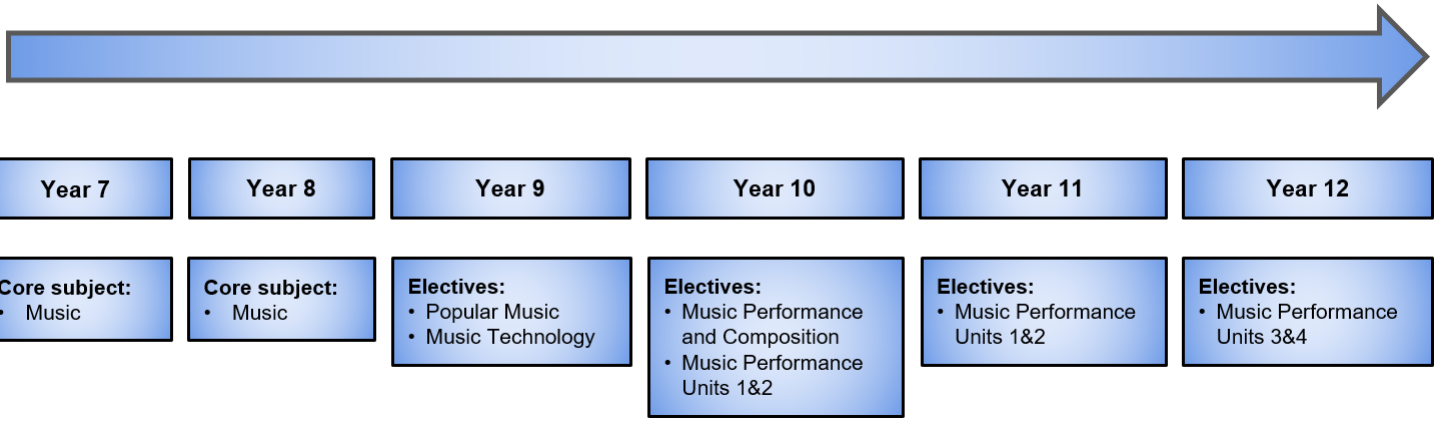
- The continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Music



VCE Electives:

Music Performance

Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Music

Music Performance *(continued)*

Unit 3: Influence in music

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others.

Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

Music

Music Performance *(continued)*

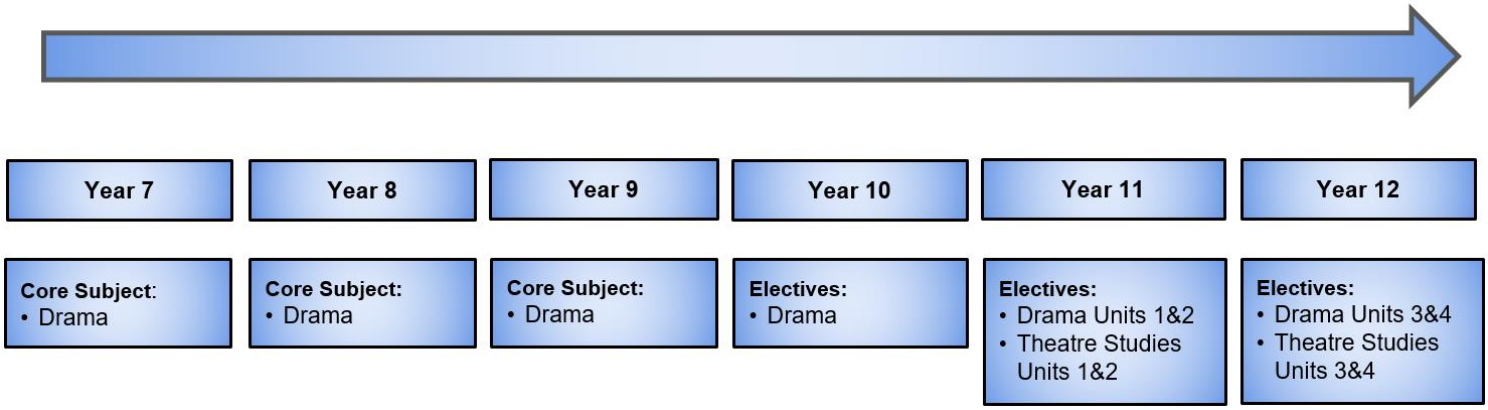
Unit 4: Project (continued)

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

They perform on their chosen instrument. The works performed will come from their chosen area of investigation. They create/arrange a music work. The work should demonstrate direct connections to the chosen Area of Investigation.

Students continue to respond to a wide variety of music excerpts from a range of different music traditions, times and locations. In their responses, they continue to develop skills in identifying and describing similarities and differences between musical approaches.

Drama



VCE Electives:

VCE Drama

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material

that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Drama

VCE Drama *(continued)*

Unit 2: Australian identity (continued)

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Drama

VCE Drama *(continued)*

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Drama

Theatre Studies

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Drama

Theatre Studies *(continued)*

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Design and Digital Technology

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Core subjects: • Digital Technology • Home Economics • Textiles • Wood, Metal & Plastics	**Core subjects:** • Digital Technology • Home Economics • Textiles • Wood, Metal & Plastics	**Electives:** • Computer Aided Design • Digital Media • Systems-Mechatronics • Metal • Wood • Textiles • Cooking for Celebrations • Multicultural Cooking	**Electives:** • Computer Aided Design • Asian Foods • Survival Foods • Food for Fitness • My Kitchen Hamper • Textiles • Furniture Making • Systems-Mechatronics Advanced • Digital Media • Product Design & Technology Units 1&2 (Textiles *OR* Wood, Metal & Plastics) • Systems Engineering Units 1&2 • Food Studies Units 1&2	**Electives:** • Product Design & Technology Units 1&2 (Textiles *OR* Wood, Metal & Plastics) • Systems Engineering Units 1&2 • Food Studies Units 1&2	**Electives:** • Product Design & Technology Units 3&4 (Textiles *OR* Wood, Metal & Plastics) • Systems Technology Units 3&4 • Food Studies Units 3&4

Design and Digital Technology

VCE Electives:

Product Design and Technology (Textiles *OR* Wood, Metal, Plastics)

Unit 1: Sustainable Product Redevelopment

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

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

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option.

In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2: Collaborative Design

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

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement. In Area of Study 2 the finished product is evaluated.

Design and Digital Technology

Product Design and Technology (Textiles *OR* Wood, Metal, Plastics) *(continued)*

Unit 3: Applying the Product Design Process

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

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

In Area of Study 1, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

In Area of Study 2, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

In Area of Study 3, students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Design and Digital Technology

Product Design and Technology (Textiles *OR* Wood, Metal, Plastics) *(continued)*

Unit 4: Product development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors. In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

Design and Digital Technology

Systems Engineering

Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2: Electrotechnology Systems

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

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

Design and Digital Technology

Systems Engineering *(continued)*

Unit 3: Integrated and Controlled Systems

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

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electro technological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function.

Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Unit 4: Systems Control

In this unit students complete the creation of the mechanical and electro technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3.

Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electro technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Design and Digital Technology

Food Studies

Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance
of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

Design and Digital Technology

Food Studies *(continued)*

Unit 3: Food in Daily Life

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

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food Issues, Challenges and Futures

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

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

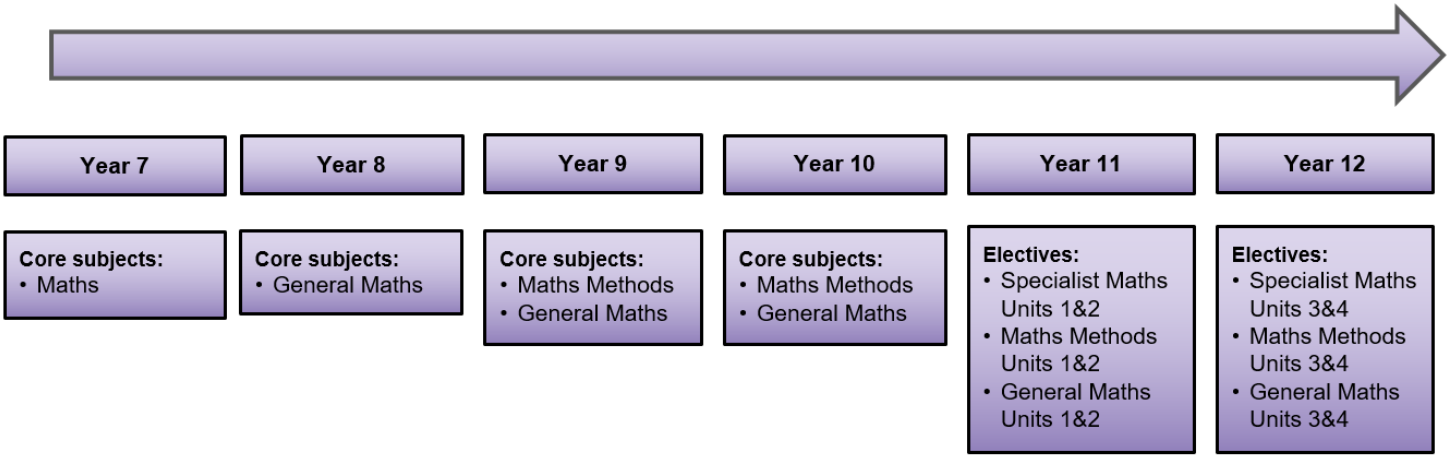
In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

STEM Hub

(Science and Mathematics)

Mathematics



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

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

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

Mathematics

Combinations of mathematics units:

Units 1 and 2	**Units 3 and 4**
General Maths	General Maths
Maths Methods	Maths Methods *or* General Maths
General Maths *and* Maths Methods	General Maths *and* Maths Methods
Maths Methods *and* Specialist Maths	Maths Methods *and* Specialist Maths or General Maths

VCE Electives:

General Mathematics

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.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Mathematics

Mathematical Methods

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.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

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

Mathematics

Specialist Mathematics

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

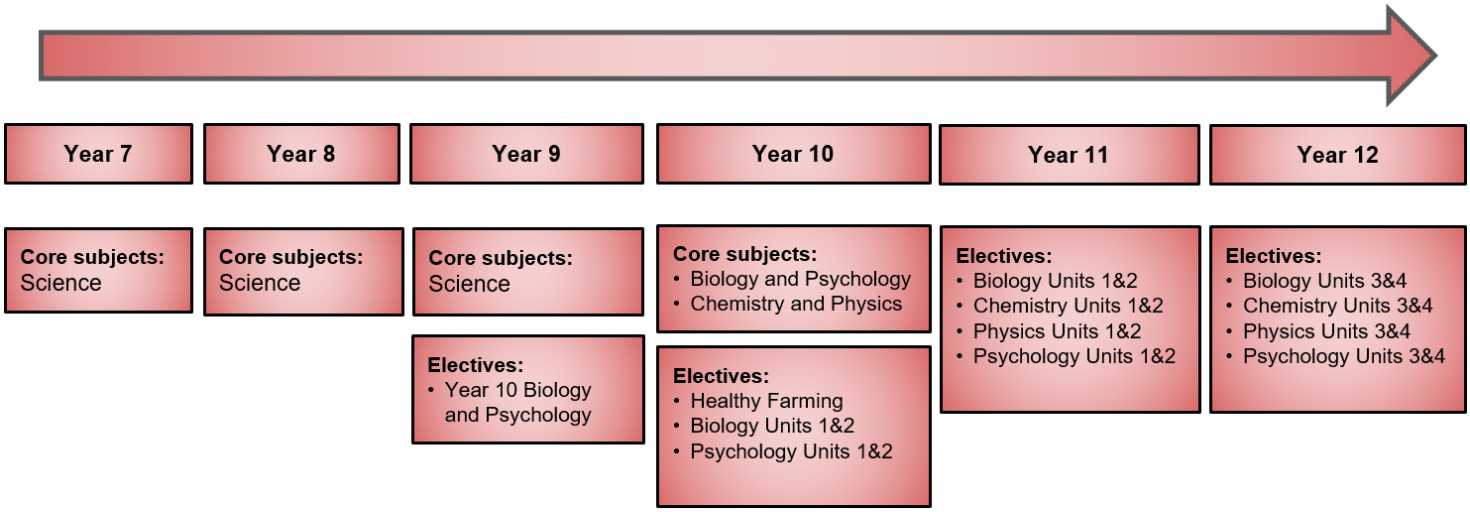
The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

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

Science



VCE Electives:

Biology

Unit 1: How do organisms regulate their functions?

In unit 1, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

In unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Science

Biology *(continued)*

Unit 3: How do cells maintain life?

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

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

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Science

Biology *(continued)*

Unit 4: How does life change and respond to challenges? (continued)

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

Science

Chemistry

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

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.

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

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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

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

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

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Science

Chemistry *(continued)*

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

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.

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

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

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

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Science

Physics

Unit 1: How is energy useful to society?

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

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

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.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit 3: How do fields explain motion and electricity?

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.

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

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

Science

Psychology

Unit 1: How are behaviour and mental processes shaped?

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

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

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

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

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

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Science

Psychology *(continued)*

Unit 4: How is mental wellbeing supported and maintained?

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

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Wellbeing

Wellbeing – Oak Program

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement states the following:

"We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices, wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students' growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens."

Year 11

In Year 11 Wellbeing, students take on the vital role of PEER Leaders, providing guidance and support to Year 7 students as they transition into secondary school. This leadership role involves mentoring, fostering a positive school environment, and facilitating activities that enhance the younger students' social and emotional wellbeing. Through this experience, Year 11 students develop key skills such as empathy, communication, and teamwork, while also gaining confidence and leadership abilities that will benefit them in various aspects of their lives.

Year 12

Year 12 Wellbeing focuses on equipping students with the knowledge and skills to maintain a healthy, balanced lifestyle. The curriculum includes workshops centered around personal safety and making sound choices. Additionally, students explore aspects of mental and emotional wellbeing while thinking critically about real issues that they may face as emerging young adults.

Web Preferences Access Guide

*(A **SAMPLE** of the email your child will receive):*

The following steps outline how to enter your subject preferences online.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.
2 Log In	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: **Your Access Code will be here** Password: **Eg: 1a2b3c**
3 Home Page	To view your subject information, click "**View Subject Details**" at the top right of the screen. To select/change your preferences, click "**Add New Preferences**" at the top right of the screen.
4 Preference Selection	Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click "**Proceed**". Note: You are not finished yet.
5 Preference Validation	If you are happy with your preferences click "**Submit Valid Preferences**" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "**Cancel**" and this will take you back to the Preference Selection page.
6 Preference Receipt	You can print your "Preference Receipt" by clicking "**Open Print View**" and clicking "**Print Receipt**". To continue click "**Return to Home Page**". If you want to change your preferences, repeat the process by clicking "**Add New Preferences**", otherwise exit by clicking "**Log Out**". End of steps.

IMPORTANT:

All Subject selections **MUST** be completed online **via Web preferences** by 16th August 2024.

Students will receive an email from web preferences regarding access to the student portal.