

Pakenham Secondary College 2023 Curriculum Handbook Senior School



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Welcome

At Pakenham Secondary College we are committed to ensuring that the students who attend our College leave with an appropriate qualification(s), together with a pathway to further study and employment that is important to them. We are committed to ensure that we provide a tailored approach to all of our students as they seek learning and pathways opportunities that relate to their future hopes and aspirations.

The Victorian Curriculum and Assessment Authority (VCAA) have been working with schools relating to the Victorian Senior Secondary Certificate Reform:

‘Victoria is moving to a new integrated senior secondary certificate in 2023, which will be fully integrated by 2025. This will bring together the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCE VM) certificates. These reforms will ensure every student has the skills they need to find rewarding careers and reach their full potential (Victorian Curriculum and Assessment Authority, VCAA)’.

As a result, our students will have the opportunity to select from a variety of study options moving into 2023. These include the Victorian Certificate of Education (VCE), the new VCE Vocational Major (VM), and the new Victorian Pathways Certificate (VPC). Students can also choose to complete Vocational Education and Training (VET) and School Based Apprenticeship and Training (SBAT). We are proud to be able to provide a Senior School Curriculum that best meets the needs of all of our students as they strive to follow a learning pathway that suits their skills and interests.

I encourage all parents and students to become familiar with the contents of this Handbook, particularly the changes that will see the introduction of the new VCE Vocational Major and Victorian Pathways Certificate for 2023. Furthermore, I urge families to take up the opportunity to participate in Course Counselling sessions that will be made available to parents/carers and students.

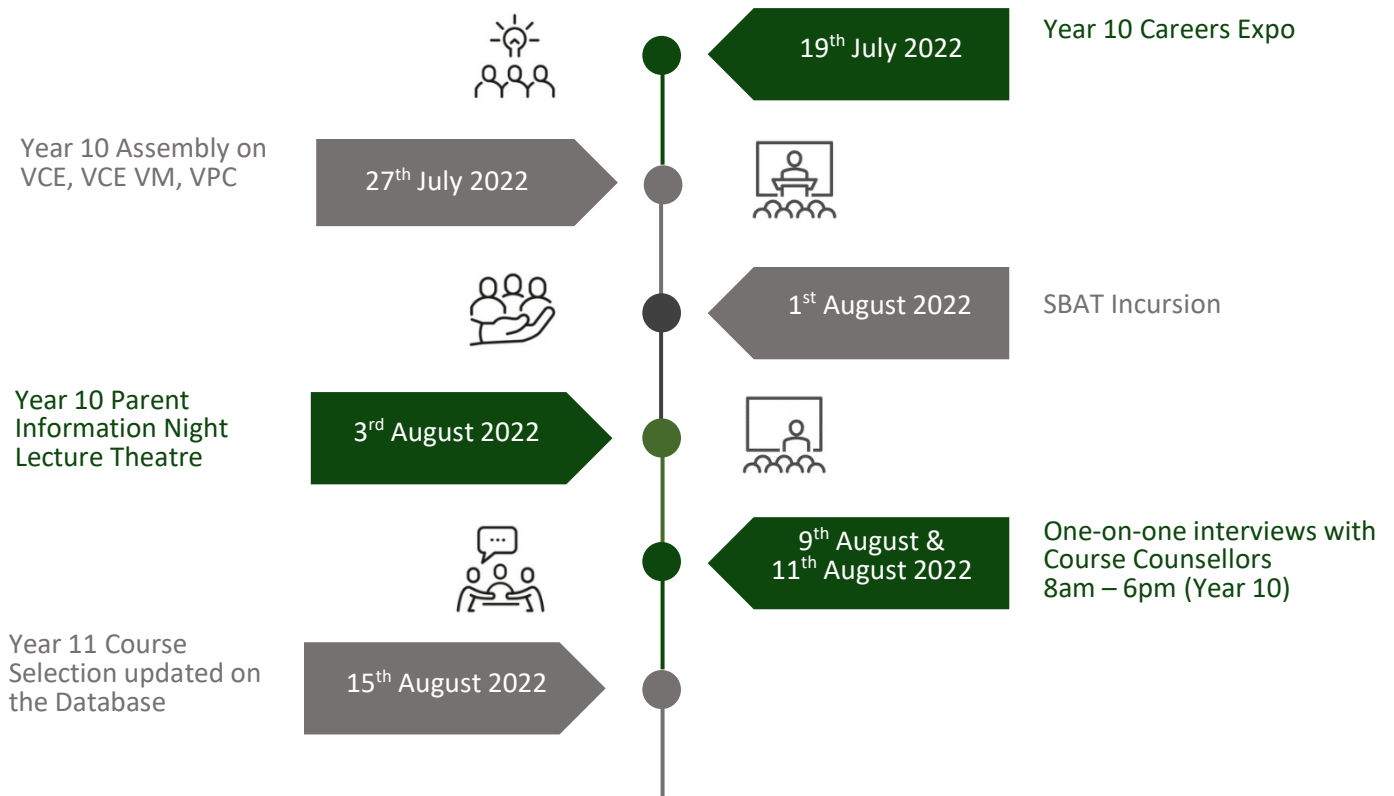
As a College, we look forward to working with our students in order to support them in achieving a pathway and future that is important to them.

Aaron Smith
Principal
Pakenham Secondary College



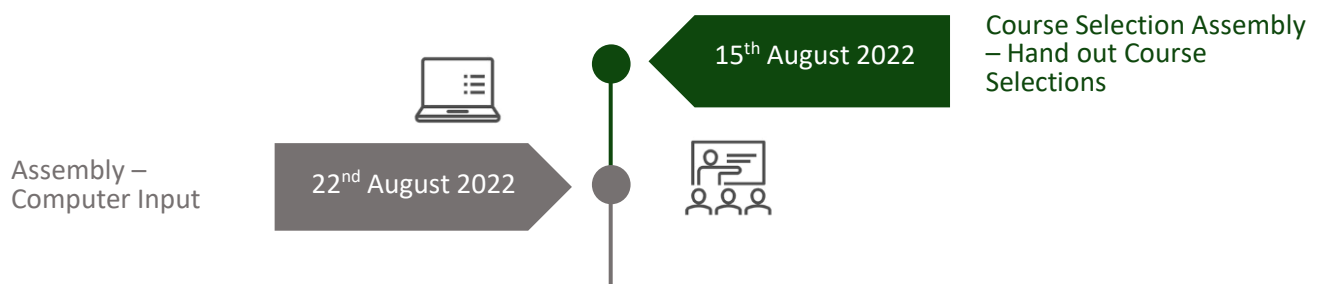
Course Selection Timeline 2023

Year 10 → Year 11



Students under consideration for the VPC will be allocated an individual interview time.

Year 11 → Year 12



Glossary

COMMON ASSESSMENT TASKS

Pieces of work that are undertaken over a designated period of time, and are graded to determine the student's level of performance.

ATAR

Australian Tertiary Admissions Rank. A rank that is generated from a student's result. This rank is used by most tertiary institutions as a primary criterion for selection purposes.

GAT

A general knowledge examination, undertaken by all students who are studying any Unit 3 & 4 sequence. The GAT is used by VCAA as a means of verifying grades.

LEARNING OUTCOMES

Learning Outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do as a result of undertaking a study.

PREREQUISITE SUBJECTS

These are units that must be satisfactorily completed before the student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.

SAC

School Assessed Coursework are assessment tasks that are specified in a study design and set by subject teachers which students must satisfactorily complete. This work is completed in class and will be assessed by your subject teacher.

SAT

School Assessed Tasks are completed in subjects that produce a product or model. This Unit 3 & 4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and is confirmed externally.

STUDY SCORE

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50.

UNIT

A self-contained study of approximately one semester's length.

VCAA

Victorian Curriculum and Assessment Authority

VCE

Victorian Certificate of Education

VET

Vocational Education and Training Studies

VTAC

The Victorian Tertiary Admissions Centre

Choosing Your Later Years Pathway

What is a Later Years Pathway?

A Later Years Pathway is a term used to describe your choice in Education, Training and Employment. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

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

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCE VM programs.

Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.

VCE or VCE VM?

Your pathway should reflect your interests and goals, and whether these include further study/training or employment. For example, if you hope to study at a university or a TAFE institution after leaving school, you must check carefully that you are doing studies (subjects) that are required by the institution you wish to enter (these are known as prerequisites).

Universities and TAFE have published information about the studies they wish you to include in your program, if you wish to be considered for selection when you leave school. These requirements are called the Tertiary Entrance Requirements and are published every year. These are referred to as Essential requirements for selection and application.

When organising your pathway, you should consider your career options and ensure that your course selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

Resources to consult in your decision making

- Course Counsellor
- Senior School Handbook 2023
- My Future – <https://myfuture.edu.au>
- Job Outlook – <http://joboutlook.gov.au>
- The Good Universities Guide – <https://www.gooduniversitiesguide.com.au/careers-guide>
- “Where To Now?” Your guide to Senior Secondary School Pathways in Victoria 2023



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult.

This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you have an interest in.

Structure of the VCE

To graduate with your VCE you must satisfactorily complete:

- A minimum of 16 units and complete:
 - Three units from the English group which include a Unit 3 & 4 sequence,
 - Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

At Pakenham Secondary College, students are normally required to attempt 12 units in the first year and 10 units in the second year of their VCE studies. Students need to have 10 credits at Year 11 to advance to Year 12.

All studies are offered and the program for each VCE year is determined by student choice, school facilities and staff qualifications.

The following VCE Units are offered at Pakenham Secondary College:

ENGLISH

- English/EAL
- Literature

ARTS

- Art Making and Exhibiting
- Visual Communications and Design

HEALTH & PE

- Health and Human Development
- Physical Education

HUMANITIES

- Business Management
- Politics
- History
- Legal Studies
- Sociology

MATHEMATICS

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

SCIENCE

- Biology
- Chemistry
- Physics
- Psychology

TECHNOLOGY

- Applied Computing
- Data Analytics
- Food Studies
- Product Design and Technology: Textiles
- Product Design and Technology: Wood

Details of each of the subjects offered appear in the appendix at the back of this booklet.

Assessment in the VCE

‘For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit.’ – VCE and VCAL Administrative Handbook (2021).

Outcomes

- Every Unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.
- Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each Unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

Graded Assessment Tasks

- For students undertaking Units 1 & 2, there will be a variety of tasks in each unit that will be graded. In addition to this there is a school-based examination to be undertaken at the end of each unit. Note that all school-based examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.

- For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

Note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.

It is from these grades in each study that the VCAA determines the student’s study score which is then used to derive their ATAR.

VCE Frequently Asked Questions

What is the VCE?

VCE is a two-year / four semester course of study, usually completed during Years 11 and 12 of schooling.

- In Year 11, you study 6 subjects in each semester (for a total of 12 units).
- In Year 12, you study 5 subjects in each semester (for a total of 10 units).

Therefore, over the 2 years (4 semesters) of VCE you will have enrolled in a total of 22 units.

How do I qualify to graduate with a VCE Certificate?

To receive your certificate, you must satisfactorily complete at least 16 units over the two years, provided:

- At least 3 (three) are English units (i.e. English or Literature or EAL) and
- At least 6 (six) are Unit 3 / 4 combinations (i.e. at Year 12 level).

How do I pass a unit?

- To pass a unit you must satisfactorily achieve all outcomes in that unit. These outcomes are stipulated by the Victorian Curriculum and Assessment Authority (VCAA) in the study designs for each subject.
- You will have achieved these outcomes when you demonstrate the necessary key skills and knowledge in your coursework tasks. You will then receive an 'S' or 'N' result for that unit.
- There is also an attendance requirement (see below) in each unit before a teacher can award an 'S' for the unit.
- In addition to the 'S' or 'N' result for each unit, you will also receive assessment task grades (A+, B, C+ ...etc) that will represent the quality of the work you completed during the semester.

- An assessment task will be reported as 'NA' (Not Assessed) if students:
 - Do not complete work by the due date
 - Do not attend a test or exam
 - Cannot have their work authenticated

What is the attendance requirement to obtain an 'S' result in a unit?

The attendance requirement is 90%. Students must attend all timetabled classes. If an absence has occurred, the student must provide a medical certificate to the school for approval of the absence. It is the responsibility of the student to ensure they find out the work that was covered in missed classes.

A student may obtain an N result for a unit if attendance is below 90% due to the teacher being unable to authenticate the work.

What happens if I am absent for School Assessed Coursework?

A medical certificate is required for any absence from a SAC task. Without a medical certificate, a student can sit the SAC task for an 'S' but may not obtain a score.

What is an ATAR?

ATAR stands for Australian Tertiary Admission Rank. Students who complete VCE and satisfy the requirements receive an ATAR score which can be used for entry into a range of tertiary courses.

For an ATAR, students must satisfactorily complete Units 3 & 4 of an English course within the English group. The English group consists of: English Units 1-4, EAL Units 3-4, English Language Units 1-4 and Literature Units 1-4. Students may not obtain credit for both English Units 3 & 4 and English (EAL) Units 3 & 4.

VCE Frequently Asked Questions

How is the ATAR calculated?

It is calculated using:

- The scaled score in English, English Literature or EAL
- The next best three scaled scores
- 10% of any 5th and/or 6th scaled scores

Which studies are used to get an ATAR?

- All VCE Units 3 / 4 studies, however, no more than two Languages at Unit 3 and 4 level.
- No more than two VCE Mathematics studies at Unit 3 and 4 level may count in the primary four. Any other Mathematics or Languages are counted as a 5th or 6th subject.
- Approved tertiary study.

How do I choose my units?

You may choose any units from the list that interests you. In doing so, you should consider:

- Which units represent subjects that you enjoy and would perform well in?
- Is it logical to combine certain subjects? e.g. Physics and Mathematical Methods should be taken together.
- Which subjects are necessary pre-requisites for entry into a future career in which you are interested?

Can I choose any subjects?

Some subjects require some preparation in Year 10 and a recommendation from your teacher before you can attempt them in Year 11.

These include English Literature, Mathematical Methods, Specialist Mathematics, Physics and Chemistry. On the other hand, some subjects may be chosen at Unit 3 level without having been

completed at Unit 1 / 2 level (Year 11), provided you can demonstrate an excellent academic record in other subjects at Year 11.

You may then:

- Choose one of these at Year 12 level (Unit 3) while you are enrolled in Year 11. This is only recommended for high achieving students with proven organisational and study skills or;
- Pick up a subject at Unit 3 level when you enter Year 12 without having attempted that subject at Unit 1 / 2 (Year 11) level. Again, this is only recommended for high achieving students with proven organisational and study skills.

In addition, students who perform well in a Year 12 subject while they were in Year 11 may choose to enrol in the Higher Education Studies Programs at a university such as Monash, Melbourne or Deakin and obtain credit towards their VCE result.

Higher Education Studies Program (also called University Enhancement Subject)

Students selected to study two VCE Unit 1 / 2 subjects in Year 10, and subsequently two VCE Unit 3 / 4 subjects in Year 11, can apply for the Higher Education Studies program at the end of Year 11 for their Year 12. These students will be identified by the senior team and individual discussions will be organised.

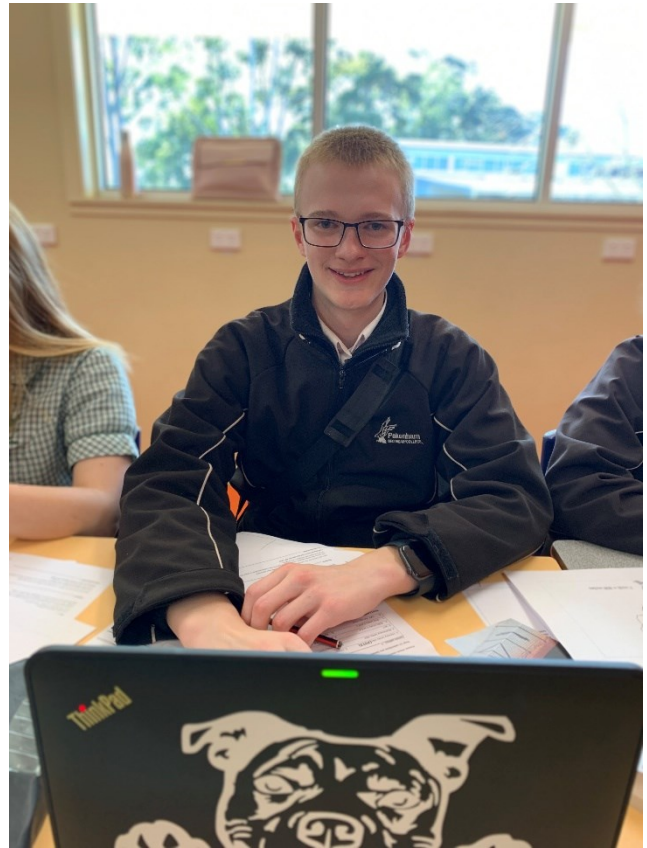
VCE Frequently Asked Questions

How will the College help me?

The College will support you in many ways to make an informed and suitable choice of VCE Program and to construct an individual pathway that meets your needs.

This support will include:

- Careers, Pathway planning and pre-requisite advice from the college's Careers and Pathways Coordinator.
- General advice about courses of study and organisation from any Year Level Heads and the Head of Senior School.
- Advice about promotion, eligibility and the course selection process from the Head of Senior School.
- Assistance with organisation and personal management from the Wellbeing Team.





VCE VOCATIONAL MAJOR (VM)

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Victorian Certificate of Education Vocational Major (VM)

What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'.

Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. Students studying the VCE Vocational Major are expected to complete the Literacy and Numeracy GAT external assessment.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 3 other Unit 3-4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Details of each of the subjects offered appear in the appendix at the back of this booklet.

VCE VM Frequently Asked Questions

Who decides if I have satisfactorily completed a VCE or VCE VM Unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL will be included in the VM program for students at the College and students may undertake an SBAT in the VCE VM.

Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.



VOCATIONAL EDUCATION & TRAINING (VET)

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Pakenham
SECONDARY COLLEGE

Vocational Education & Training (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the South Eastern Cluster.

Scored VCE VET programs include:

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering
- Equine Studies
- Furnishing
- Health
- Hospitality
- Information, Digital Media & Technology
- Integrated Technology
- Laboratory Skills
- Music Industry
- Sport and Recreation

Programs that have a study score component have either a 90-minute written exam or a performance exam at the end of the year for those who choose to sit this exam. If a program does not have a scored assessment, an increment based on 10% of the average primary four study scores is added to their ATAR.

Non VCE VET Programs (Block Credit)

Students who undertake VET qualifications that are not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE or VCAL by way of Block Credit recognition. Block Credit recognition is calculated by issuing one unit for every 90 hours of study.

Some examples of Non VCE VET programs include:

- Agriculture
- Animal Studies
- Applied Fashion
- Automotive
- Beauty Services
- Building and Construction
- Computer Assembly & Repairs
- Design Fundamentals
- Early Childhood
- Electrotechnology
- Plumbing
- Make up
- Salon Assistant

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1-4 structure
- Up to 13 Units. VCE/VET units can contribute to a student's VCE. This includes two Units 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived by calculating 10% of the lowest study score of the primary 4 subjects. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

Vocational Education & Training (VET)

Selecting a VET Study

VET units contribute to the satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count towards the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your Statement of Results.

If you are thinking about taking any combinations of VET and VCE studies, talk to the Careers and Pathways Counsellor about the credit arrangements. Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary Institutions. Students cannot enter a VET course at the Units 3 & 4 level.

Assessment in VET

‘Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE/VET Units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE/VET programs consist of four VCE/VET Units containing one Units 3 & 4 sequence.’ – VCE and VCAL Administrative Handbook (VCAA).

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory result. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task.

USI: Unique Student Identifier

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to:

<https://www.usi.gov.au/students/create-your-usi>

Students will create an account and this will generate a 10 digit code. STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR AND THEIR VET TEACHER.

The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand. A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code

School-based Apprenticeships and Traineeships (SBAT)

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program.

Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.

An SBAT combines part-time, practical experience in the workplace with recognised, structured training from a Registered Training Organisation.

Please note, SBATs must be endorsed by your school and meet the guidelines published by the Department of Education and Training. A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program. SBATs are an Australian Government incentive that enables secondary students to complete part-time employment, whilst completing a nationally recognised qualification. Students must be 15 years or over and be an Australian citizen or permanent resident of Australia.

An SBAT combines:

- Part-time, practical experience in the workplace
- Recognised, structured training with a Registered Training Organisation.

School-based apprentices and trainees need to complete a minimum of 13 hours per week in their program, consisting of 7 hours in employment and 6 hours in training.

Any student wishing to undertake an SBAT needs to secure an employer. However, the College receives a limited number of SBATs each year from various organisations. If a student is interested, they must go through the screening process which requires a resume, interview and, on occasions, written assessment.

Examples of School Based Apprenticeships or Traineeships include:

- Agriculture
- Allied Health
- Automotive
- Business
- Community Recreation
- Early Childhood Education and Care
- Education Support
- Engineering
- Food Processing
- Hospitality
- Horticulture
- Retail

If you require further information about VET courses you can contact Ms Clare Vega or for information on School Based Apprenticeships, you can contact Ms Lesley McKay at the College on 5945 1433.

Transition Arrangements for 2023

Current students completing VCAL units in 2022 at the Intermediate or Senior levels can receive credit into the VCE VM.

The transition arrangement for the award of Intermediate VCAL for Year 12 students in 2023 is only available to students enrolled in Foundation VCAL or Intermediate VCAL in Year 11 in 2022.

The VCAA will allow an Intermediate VCAL Certificate to be awarded to Year 12 students in 2023 who meet the following eligibility requirements.

Eligibility requirements

- Year 11 students enrolled in Foundation VCAL in 2022 who will complete Intermediate VCAL in 2023 as their final year.
- Year 11 students enrolled in Intermediate VCAL in 2022 who will complete Intermediate VCAL over two years.

Completion Requirements

The completion requirement for the award of Intermediate VCAL remain unchanged.

To be awarded a VCAL qualification at Intermediate level, students must successfully complete a learning program that contains a minimum of 10 credits. A credit is gained for successful completion of a unit of study.

A unit of study can be:

- One VCAL unit
- One VCE unit
- 90 hours of completed VET modules or units of competence and/or General Education modules.

The 10 credits must include:

- A minimum of one credit in each of the following strands: Personal Development Skills strand, Work Related Skills strand and Industry Specific Skills strand.
- A minimum of two credits for Literacy and Numeracy Skills strand – one for Literacy Skills and one for Numeracy Skills.

Foundation VCAL units completed in 2022 can provide credit into Intermediate VCAL but cannot be delivered in 2023 as Foundation VCAL will be replaced by the Victorian Pathways Certificate.

Students who successfully gain an intermediate VCAL Certificate in 2022 and then move to complete the VM in 2023 will have their VCAI credits contribute towards their VM. In 2023 schools can teach either the VCAL or VM curriculum under a credit arrangement applicable to the 2023 year only.

Credit arrangements for Intermediate and Senior VCAL units in 2023.

Credit Arrangements for Intermediate and Senior VCAL Units in 2023

Intermediate

Intermediate VCAL 2022	VCE VM 2023
Intermediate Literacy Reading and Writing	VCE VM Literacy Unit 1 or 2
Intermediate Literacy Oral Communication	VCE VM Literacy Unit 1 or 2
Intermediate Numeracy	VCE VM Numeracy Unit 1 or 2
Intermediate PDS	VCE VM PDS Unit 1 or 2
Intermediate WRS	VCE VM WRS Unit 1 or 2
90 nominal hours of VET at Cert II or above	1 x VCE VM Unit 1 or 2

Senior

Senior VCAL 2022 or 2023	VCE VM 2023
Senior Literacy Reading and Writing	VCE VM Literacy Unit 3 or 4
Senior Literacy Oral Communication	VCE VM Literacy Unit 3 or 4
Senior Numeracy	VCE VM Numeracy Unit 3 or 4
Senior PDS	VCE VM PDS Unit 3 or 4
Senior WRS	VCE VM WRS Unit 3 or 4
Skills For Further Study	1 x VCE VM Unit 3
Portfolio Enhancement Unit	1 x VCE VM Unit 3

In 2023 Pakenham Secondary College has decided to teach the VCAL curriculum at the Year 12 level to maximise the opportunities for all students.



VICTORIAN PATHWAYS CERTIFICATE (VPC)

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Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It is not part of the Victorian Certificate of Education and is not a senior qualification.

It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in Year 11 and 12, but it is flexible so it can be finished over a longer period than 2 years.

The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Selection to participate in the VPC is done on a case by case basis and students CANNOT choose the program, which has eligibility criteria as part of the enrolment process.

The College may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible.

You should discuss the VPC's suitability for you with your school and your family.

If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.

Getting the VPC

You must complete at least 12 units, including:

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

Many students will undertake more than 12 units in their VPC.



VCE ENGLISH

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Pakenham
SECONDARY COLLEGE

English/EAL Units 1-4

WHAT'S IT ALL ABOUT?

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

WHAT WILL I LEARN?

UNIT 1:

The focus of this unit is on students making personal connections with different types of texts.

- Students create their own texts such as stories, essays, blogs etc. based around an idea framework, such as “play” or “personal journeys”.
- Students will develop their writing skills through exploring the writing process for different purposes.

UNIT 2:

The focus of this unit is on analysing ideas in texts and how argument is used to persuade.

- Students examine the language of persuasion through analysing written, visual and spoken examples,
- in addition to creating and presenting their own argument on an issue.



UNIT 3:

The focus of this unit is on building and developing students’ skills and knowledge from Unit One:

- examining ideas and meaning from reading texts
- creating and crafting their own texts for specific audiences and needs.

UNIT 4:

The focus of this unit is on further extending students’ skills and knowledge from Unit Three:

- the ability to explore ideas and arguments in a variety of texts and styles of presentation
- the ability to construct and present a structured argument expressing a point of view; such as a debate, discussion, dialogue etc.

VCE – Literature

Literature Units 1 - 4

WHAT'S IT ALL ABOUT?

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text.

Literature enables students to examine the historical and cultural contexts and to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience.

Students develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

WHAT WILL I LEARN?

UNIT 1: Approaches to Literature

This unit focus is on the ways in which the interaction between text and reader creates meaning; the ideas and concerns raised in texts; and the ways social and cultural contexts are represented.

- Students consider a variety of texts including novels, poetry, plays, film and non-fiction texts to see different aspects of the human condition
- At least one assessment will be in oral form

UNIT 2: Context and connections

This unit focus is on the ways literary texts connect with each other and with the world

- Students study texts from different eras and/or cultures and the ideas and concepts presented
- Students will need to complete an extended written response of approximately 1000 to 1500 words

Entry

Unit 1 and 2 No pre-requisite



VCE ARTS

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Pakenham
SECONDARY COLLEGE

VCE – Art Making and Exhibiting

WHAT'S IT ALL ABOUT?

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

Students use inquiry learning to explore, develop and refine the use of art materials, how we use the art materials (techniques) and processes to develop their knowledge and understanding of the ways artworks are made.

This subject provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. Students will visit and view exhibitions and displays of artwork in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content. This will provide an opportunity to view and research artworks and artists from local, national and international contexts. Students gain an understanding of how their own and others' artworks are curated, displayed and conserved.

WHAT WILL I LEARN?

UNIT 1: EXPLORE, EXPAND & INVESTIGATE

- Area of Study 1 Explore – materials, techniques and art forms
How do artists use materials and techniques in their art making?
- Area of Study 2 Expand – make, present and reflect
How do artists use materials and techniques to represent ideas and achieve a style in their artworks?
- Area of Study 3 Investigate – research and present
What role do artworks and their presentation play in society?

UNIT 2: UNDERSTAND, DEVELOP & RESOLVE

- Area of Study 1 Understand – ideas, artworks and exhibition
How are thematic exhibitions planned and designed?
- Area of Study 2 Develop – theme, aesthetic qualities and style
How does an artist develop aesthetic qualities and style in artworks?
- Area of Study 3 Resolve – ideas, subject matter and style
How does an artist develop ideas and a personal style in artworks?

UNIT 3: COLLECT, EXTEND & CONNECT

- Area of Study 1 Collect – inspirations, influences and images
How do artists use selected art forms and ideas to create visual language?
- Area of Study 2 Extend – make, critique and reflect
How are ideas, reflection and feedback used in art making to develop artworks?
- Area of Study 3 Connect – curate, design and propose
How are artworks selected and presented for exhibition?

UNIT 4: CONSOLIDATE, PRESENT & CONSERVE

- Area of Study 1 Consolidate – refine and resolve
How do artists refine and resolve artworks?
- Area of Study 2 Present – plan and critique
How are ideas presented in finished artworks on exhibition?
- Area of Study 3 Conserve – present and care
What role does conservation and care have in the presentation of artworks

VCE – Art Making and Exhibiting

SATISFACTORY COMPLETION

UNIT 1

SAT Outcome 1 – Visual Arts journal

Students record and document art making in the Visual Arts journal using written and visual material.

SAT Outcome 2 - Finished artworks

Students develop at least one finished artwork from the experimental works completed in Area of Study 1.

SAC Outcome 3 – Information for an exhibition

Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist.

UNIT 2

SAC Outcome 1 – Thematic exhibition

Students design and curate a thematic exhibition of six artworks. The documentation of the development of the presentation is recorded in the Visual Arts journal and included in the assessment.

SAT Outcome 2 - Experimental artworks and documentation

Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a theme in their Visual Arts journal.

SAT Outcome 3 – Finished artworks

Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making in their Visual Arts journal. The artworks are developed from the experimental works made in Area of Study 2.

UNIT 3

SAT Outcome 1 – Collect – inspirations, influences and images

Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making within their Visual Arts journal.

SAT Outcome 2 – Extend – make, critique and reflect

Students make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

SAT Outcome 3 – Connect – curate, design and propose

Students research and plan an exhibition of the artworks of three artists. The task must be presented with an annotated curatorial exhibition proposal.

UNIT 4

SAT Outcome 1 – Consolidate – refine and resolve

Students make at least one finished artwork in a specific art form that expands on the artworks that they completed in Unit 3. Students document the refinement and resolution, reflection and evaluation of at least one finished artwork within their Visual Arts journal.

SAT Outcome 2 – Present – plan and critique

Students plan and display at least one finished artwork in a specific art form, and present a critique.

SAT Outcome 3 – Conserve – present and care

Students present a case study, with written and visual material, outlining the conservation and care of a selected artwork viewed in an exhibition in the current year of study and discuss the conservation methods used for the display of their own artworks.

External assessment

End of year examination for Units 3 & 4.

VCE – Visual Communication Design

WHAT'S IT ALL ABOUT?

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

Visual communication design aims to develop a variety of drawing skills to visualise thinking and to present potential solutions. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.

Throughout the study students explore manual (hand drawn) and digital methods (such as iPad) to develop and refine presentations. During their study students investigate the work and practices of contemporary designers in which they research and build an understanding of the important role of visual communication design within society.

WHAT WILL I LEARN?

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

- Area of Study 1 Drawing as a means of communication
- Area of Study 2 Design elements and design principles
- Area of Study 3 Visual communications in context

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

- Area of Study 1 Technical drawing in context
- Area of Study 2 Type and imagery in context
- Area of Study 3 Applying the design process

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

- Area of Study 1 Analysis and practice in context
- Area of Study 2 Design industry practice
- Area of Study 3 Developing a brief and generating ideas

UNIT 3: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION & PRESENTATION

- Area of Study 1 Development, refinement and evaluation
- Area of Study 2 Final presentations

SATISFACTORY COMPLETION

The **School Assessed Coursework** contributes to 25% per cent to the study score:

Unit 3 SAC Outcome 1 and Outcome 2 - 100 mark total allocation

The **School Assessed Task (SAT)** contributes 40% to the study score:

Unit 3 SAT Outcome 3 – 100 mark total allocation for the 3 outcomes

Unit 4 SAT Outcome 1

Unit 4 SAT Outcome 2

End-of-year **examination** for Units 3 and 4 contributes 35% (90 marks)

ENTRY

Although there are no prerequisites for entry to Units 1, 2 and 3. It is highly recommended that satisfactory completion of any of the following Year 10 elective subjects will aid in this study:

Year 10 Digital Art and Design, Year 10 Art, Year 10 Photography,

Students must undertake Unit 3 and Unit 4 as a sequence.



VCE HEALTH & PE

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VCE – Health & Human Development

WHAT'S IT ALL ABOUT?

- Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society
- Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions.
- Students consider Australian and global contexts as they investigate variations in health status between populations and nations.
- Students will examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

WHAT WILL I LEARN?

UNIT 1: UNDERSTANDING HEALTH & WELLBEING

- Concepts of health and wellbeing
- Health status indicators
- Nutrition and youth health and wellbeing
- Promoting youth health and wellbeing

UNIT 2: MANAGING HEALTH & WELLBEING

- The human lifespan
- Healthy and respectful relationships
- Parenting and development
- Australia's healthcare system

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

- Understanding health and wellbeing
- Health status and burden of disease
- Variations between population groups
- Models of Health promotion
- Australia's healthcare system

UNIT 4: HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

- Global trends
- Health and sustainability
- United Nation's Sustainable Development Goals
- International aid programs
- Social action

SATISFACTORY COMPLETION

Unit 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

ENTRY

Satisfactory completion of year 10 health and physical education.

VCE – Physical Education

WHAT'S IT ALL ABOUT?

- Students explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement.
- Students examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity, sport and exercise.
- Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

WHAT WILL I LEARN?

UNIT 1: THE HUMAN BODY IN MOTION

- The musculoskeletal system
- Injury prevention
- The cardio respiratory system
- Performance enhancement of the musculoskeletal and cardiorespiratory systems

UNIT 2: PHYSICAL ACTIVITY, SPORT & SOCIETY

- Physical activity and sedentary behaviour
- Health promotion strategies
- Contemporary issues in sport
- Cultural diversity and inclusion in sport

UNIT 3: MOVEMENT SKILLS & ENERGY PRODUCTION FOR PHYSICAL ACTIVITY

- Biomechanical principles
- Skill acquisition
- The three energy systems
- Energy production during physical activity

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

- The fitness components
- Activity analysis
- Foundations of an effective training program
- Effective implementation of training to improve fitness
- Chronic adaptations to physical activity

SATISFACTORY COMPLETION

Unit 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome School Assessed Coursework/Tasks VCAA Examination	S or N 50% 50%

ENTRY

Satisfactory completion of Year 10 Health & Physical Education.



VCE HUMANITIES

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VCE – Business Management

WHAT'S IT ALL ABOUT?

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

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager.

WHAT WILL I LEARN?

UNITS 1 & 2

- The concept of entrepreneurship
- Sources of finance available to establish a business and the factors affecting the type and source of finance chosen
- Technological considerations such as how the market may change in the future and how businesses adapt to developments in technology
- The need for policies and procedures to achieve compliance with legal requirements and establish business routines

UNITS 1 & 2 (CONTINUED)

- Technological developments in marketing such as social media, email marketing, search engine optimisation, artificial intelligence, data analytics and management of data
- Identification of the staffing needs of the business such as the knowledge, skills and ideas staff can contribute to the business
- Selection methods such as interview, psychological testing, work testing, online selection, and the advantages and disadvantages of each
- And the opportunity to analyse case studies, contemporary examples, advertisements, branding and advertising and apply knowledge to practical and simulated business situations

UNITS 3 & 4

- Units 3 and 4 explores the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.
- A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.
- Students also experience a factory site tour where they learn and research the operations management of a large business.

VCE – Business Management

SATISFACTORY COMPLETION

Unit 3	25 marks
Outcome 1 Business Foundations	20% SAC
Outcome 2 Human Resource Management	40% SAC
Outcome 3 Operations Management	40% SAC
Unit 4	25 marks
Outcome 1 Reviewing Performance – The Need for Change	50% SAC
Outcome 2 Implementing Change	50% SAC
Total Units 3 & 4	50 marks
Final 2 hour examination	50 marks

ENTRY

Unit 1 and 2 Business Management preferred but not required.

VCE – Politics: Australian & Global

WHAT'S IT ALL ABOUT?

VCE Politics introduces students to the key ideas relating to the exercise of political power. This subject provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy.

They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media both Australian and globally. VCE Politics is contemporary in focus and students must use examples and case studies from within the last 10 years.

VCE politics students will describe and analyse the extent to which global actors manage cooperation, conflict and instability in relation to selected case studies. On completion students should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with non-democratic political systems overseas.

WHAT WILL I LEARN?

UNITS 1 & 2

- Liberal democracy, representative democracy, constitutional monarchy, socialism, fascism, authoritarianism, theocracy, ideology, political power, authority, legitimacy, federalism, separation of powers and representative government. global community, national interest, multilateralism, unilateralism, realism, cosmopolitanism, global actors, non-state actors, instability, global cooperation, crisis diplomacy.

UNITS 1 & 2

- The political spectrum and associated labels such as left, right, conservative, moderate, progressive, radical, liberal and reactionary both in Australia and overseas.
- Ideas which shape political systems: liberal democracy, socialism, fascism, authoritarianism, and theocracy.
- The characteristics of liberalism in relation to individual rights and freedoms and constitutionalism in relation to limiting the power of government and globally.
- The characteristics of Australian democracy and compared with other forms of government.
- A case study of a non-democratic political system such as Cuba, China, North Korea, Iran.
- The roles and functions of at least two interest groups in Australia, one of which should have international links, such as Amnesty International, the Red Cross and Greenpeace.
- The key features of the theories of realism and cosmopolitanism, focusing on the debate around the concept of states' obligations to the global community.
- The extent to which Australia has cooperated with or opposed the global community in at least one of the following areas: environment, terrorism, people movement, free/fair trade, international law, aid.
- The finally case study in the subject will examine global politics in relation to at least one case study drawn from the following types of international conflict: border disputes, war, separatism, terrorism, human rights – people movement.

VCE – Modern History (Units 1 & 2)

WHAT'S IT ALL ABOUT?

VCE Modern History explores the significant events, ideas, individuals and movements that have made a lasting impact on the world we know today. This subject focuses on significant conflicts that have shaped our society, as well as cultural, political and economic changes that have influenced the way that we live. VCE Modern History focuses on events in the 20th century, and students will develop a deep understanding of the causes and consequences of important historical events such as the Holocaust, the Vietnam War, and the Civil Rights Movement. In studying VCE Modern History, students develop knowledge and skills that enhance their critical thinking abilities, as well as allow them to connect with and empathise with people from different backgrounds across the world. Students will learn about the significant events that still have an impact on the world we live in today, and will be able to use this knowledge to inform the ways that they connect and interact with each other and society.

WHAT WILL I LEARN?

UNITS 1 & 2

- Consequences of World War I, such as the rise of fascism in Italy and Nazism in Germany.
- Significant individuals that contributed to political change, such as Woodrow Wilson, Josef Stalin, Benito Mussolini, Adolf Hitler and Winston Churchill.
- Significant causes of World War II, such as the peace treaties, actions and failure of the League of Nations, the Great Depression and the failure of diplomacy.
- Significant changes in how society was organised and the ways this influenced how people lived their lives, such as working conditions, worker's rights, law and order, social control and personal freedoms.

UNITS 1 & 2

- The methods and consequences of inclusions and/or exclusion of certain groups from participating in society, such as the Nuremberg laws in Germany and the Holocaust, the Great Purge in Stalinist Russia, and racial segregation in the USA.
- The significance of individuals or movements that contributed to social or political change.
- Causes of the Cold War.
- Competing ideologies of Communism and Capitalism.
- Proxy wars and conflicts such as the Korean War and the Vietnam War.
- Terrorist groups and their campaigns, such as the IRA, Shining Path, Al Qaeda, Boko Haram and the Japanese Red Army.
- Decolonisation and self-determination movements, such as in Algeria, Indonesia, India, Cambodia, Hong Kong and the Former Republics of the Soviet Union.
- Regional conflicts, such as the Arab-Israeli dispute, the anti-Apartheid movement in South Africa, the Northern Irish Troubles and the USA War on Drugs.
- Social and political movements, such as the Civil Rights campaigns in Australia, USA, South Africa or Northern Ireland.

VCE – Australian History (Units 3 & 4)

WHAT'S IT ALL ABOUT?

In Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story. They construct arguments about the past using historical sources as evidence to analyse and evaluate the extent to which change occurred in the lives of Australians.

Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They also consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

WHAT WILL I LEARN?

UNIT 3

- Unit 3 'From Custodianship to the Anthropocene 60 000 BCE-2010' – 2 Outcomes
- In Unit 3, students will learn about the significant events that contributed to environmental changes in Australia including Aboriginal management of country, European settlement, Black Thursday, the Federation Drought and climate change.

ENTRY

Unit 1 and 2 History preferred by not required.

UNIT 4

- Unit 4 'Power and Resistance 1788-1998' – 2 Outcomes
- In Unit 4, the students will learn about power, authority and political changes including the creation of unions, campaigns for female suffrage, visions for a social laboratory and a workingman's paradise, the establishment of legislation after Federation. Also, they will research a wide range of social, political and economic rights and reforms throughout Australia's history.

SATISFACTORY COMPLETION

Unit 3	50 marks
Outcome 1: 'From Custodianship to the Anthropocene Foundations 60 000 BCE-1901' (Evaluation of Historical Sources SAC)	50%
Outcome 2: 'From Custodianship to the Anthropocene Transformations 1950-2010' (Essay SAC)	50%
Unit 4	50 marks
Outcome 1: 'Power and Resistance Foundations 1788-1913' (A Historical Inquiry SAC)	50%
Outcome 2: 'Power and Resistance Transformations 1957-1998' (Extended Responses SAC)	50%
Total Units 3 & 4	50 marks
Final 2 hour examination	70 marks

Unit 3 (25 marks) plus Unit 4 (25 marks) plus Exam (50 marks) = 100 marks

VCE – Legal Studies

WHAT'S IT ALL ABOUT?

By undertaking Legal Studies, in Units 1 and 2, students are exposed to the processes of law-making as a response to the transformation of societal values in the Australian community to make it more culturally inclusive. They develop an awareness of the impact that the Criminal Justice System has upon citizens' lives, and therefore their own futures. The study will create a lens for them to explore how law enforcement impacts behaviour in the community through criminal law, all the way to their own personal exposure to contractual obligations in the occupational world.

Students will be encouraged to analyse the function of law-enforcing institutions and understand the balance with individual rights and powers, allowing them to learn of their own personal legal obligations and responsibilities.

In Units 3 and 4, Legal Studies teaches students to applying knowledge of legal concepts and principles to a range of actual and hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

They consider and recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

WHAT WILL I LEARN?

UNIT 1: GUILT AND LIABILITY

- Outcome 1: Legal Foundations
- Outcome 2: The Presumption of innocence
- Outcome 3: Civil liabilities
- Students learn about the 2 key branches of our justice system: Criminal law and civil law. Amongst this, the study will explore certain ideas such as:
 - How an effective law must reflect society's values.
 - The age of criminal responsibility.
 - Types of crime: against people vs. property.
 - Two types of criminal offences and possible defences for these crimes.
 - Two types of civil torts and their elements to determine liability.

UNIT 2: SANCTIONS, REMEDIES & RIGHTS

- Outcome 1: Sanctions
- Outcome 2: Remedies
- Outcome 3: Rights
- Both Criminal and Civil law exist to protect members of a society by empowering them, and the state to deliver penalties and seek retribution. Students will be exposed to:
 - Institutions which impose penalties and sanctions.
 - The role of a jury during criminal trials.
 - The types of sanctions: fines, CCOs and imprisonment.
 - The protection of human rights in Australia.
 - The Australian Constitution and the Human Rights Charter.

VCE – Legal Studies

UNIT 3: RIGHTS AND JUSTICE

- Outcome 1: The Victorian Criminal Justice System
- Outcome 2: The Victorian Civil Justice System
- Students will investigate legal cases to examine if *Fair* legal processes are in place, and all parties receive a fair hearing; *Equality* (all people treated equally before the law, with an equal opportunity to present their case); and *Access* (understanding of legal rights and ability to pursue their case).

UNIT 2: THE PEOPLE AND THE LAW

- Outcome 1: The People and the Australian Constitution.
- Outcome 2: The People, the Parliament and the Courts
- Criminal, Civil, Constitutional law reforms; the structure and function of the Australian parliamentary system; High court interpretation of the Constitution; changes to the Constitution and the relationship between courts and parliament.

ENTRY

Unit 1 and 2 Legal preferred but not required.

SATISFACTORY COMPLETION

Unit 3	25 marks
Outcome 1 The Victorian Criminal Justice system	50% (SAC)
Outcome 2 The Victorian Civil Justice system	50% (SAC)
Unit 4	25 marks
Outcome 1 People and the Constitution	40% (SAC)
Outcome 2 People, the Parliament and the Courts (Essay & SAC)	60%
Total Units 3 & 4	50 marks
Final 2 hour examination	50 marks

Unit 3 25 marks plus Unit 4 25 marks plus Exam 50 marks = 100 marks

VCE – Sociology (Units 1 & 2)

WHAT'S IT ALL ABOUT?

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change.

VCE Sociology introduces students to sociological theory, practice and interpretation. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective.

Sociology is a science but, unlike natural sciences and like the humanities, it is deeply concerned with interpretation and meaning.

WHAT WILL I LEARN?

UNITS 1 & 2

- The social category of youth and how the definition has changed over time
- How biological and psychological definitions of youth differ from a sociological construct.
- The sociological concept of an institution and the place and role of family as a social institution.

UNITS 1 & 2

- Definitions of family in its various forms including couples with children (for example, heterosexual or gender and sexuality diverse), couples only, single parent families, grandparents looking after grandchildren, step or blended families, extended families and cohabitation (for example, sibling families).
- Functionalist and feminist views of family
- deviance as a relative concept and the relationship between norms (social codes) and deviance.
- Emile Durkheim's functionalist theory of deviance.
- Howard S. Becker's interactionist theory of deviance involving the meaning and process of labelling.
- The meaning of the phenomenon of moral panic and its impact on individuals and groups considered deviant.
- The sociological concept of crime, including crimes against the person, crimes against property, victimless crime, white-collar crime and corporate crime and the relationship between norms (social codes), law and crime.
- The international nature of some types of crime, such as the illegal drug trade, people trafficking and terrorism Unit 2: Social norms: breaking the code VCE Sociology 2018–2023 14.
- A range of factors that lead people to commit crimes, including poverty, addiction, abuse, and rebellion.
- The sociological concept of punishment, including the rationale and aims of punishment.

VCE – Sociology (Units 3 & 4)

UNITS 3: CULTURE AND ETHNICITY

- Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study.
- Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

UNITS 4: COMMUNITIES, SOCIAL MOVEMENTS AND SOCIAL CHANGE

- In Area of Study 1 students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies.
- In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

SATISFACTORY COMPLETION

Unit 3	25 marks
Outcome 1 Australian Indigenous Culture	50% SAC
Outcome 2 Ethnicity	50% SAC
Unit 4	25 marks
Outcome 1 Communities	50% SAC
Outcome 2 Social movements and social change	50% SAC
Total Units 3 & 4	50 marks
Final 2 hour examination	50 marks

Unit 3 25 marks plus Unit 4 25 marks plus Exam 50 marks = 100 marks

ENTRY

Unit 1 and 2 Sociology preferred by not required.

$$18v^3 - 9^2 + 8v - 4$$

$$x^4 + 16x^2 + 64$$

$$x^4 + 4x^2 + 4$$

$$= (x^2)^2 + 4x^2 + 4$$

$$= u^2 + 4u + 4$$

$$= (u+2)^2$$

$$= (x^2+2)^2$$

VCE MATHEMATICS

VCE – Foundation Mathematics

WHAT'S IT ALL ABOUT?

Foundation Maths will focus on mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to current and future society.

WHAT WILL I LEARN?

UNITS 1 - 4

In VCE Maths units are assessed differently to other VCE subjects, as Outcomes are assessed in all Areas of Study.

The Outcomes include;

- Outcome 1 assesses a student's ability to use the skills learnt throughout topics.
- Outcome 2 assesses a student's ability to apply their mathematical knowledge to personal, work and everyday scenarios.
- Outcome 3 assesses a student's ability to use technology to demonstrate and support their understanding.

Areas of Study across Units 1-4 include:

- Algebra and Number, Data and Probability, Financial Maths, Space and Measurement and a Mathematical Investigation.

SPECIAL NOTE

VCE Unit 1-4 Foundation Maths is not accepted by some Universities minimum Mathematics entry requirements.

SATISFACTORY COMPLETION

Units 1 and 2: Satisfactory completion of each Outcome across all Areas of Study.

Units 3 and 4: Satisfactory demonstration of each Outcome. 3 Mathematical Investigations worth 60% of total Unit marks, and external VCAA examination worth 40% of total Unit marks.

ENTRY

Satisfactory completion of Year 10 Maths.

VCE – General Mathematics

WHAT'S IT ALL ABOUT?

General Maths will focus on building skills and knowledge around mathematics that could be used in a variety of workplaces and everyday understanding.

WHAT WILL I LEARN?

UNITS 1 - 4

In VCE Maths units are assessed differently to other VCE subjects, as Outcomes are assessed in all Areas of Study.

The Outcomes include;

- Outcome 1 assesses a student's ability to use the skills learnt throughout topics.
- Outcome 2 assesses a student's ability to apply their mathematical knowledge to personal, work and everyday scenarios.
- Outcome 3 assesses a student's ability to use technology to demonstrate and support their understanding.

Areas of Study across Units 1-2 include:

- Data Analysis, Number sequences and their use in Finances, Linear Graphing, Matrices, Network Graphs, Variation, Trigonometry and a Mathematical Investigation.

Areas of Study across Units 3-4 include:

- Data Analysis, Number sequences and their use in Finances, Matrices and Network Graphs.

ENTRY

Satisfactory completion of Year 10 Maths.

NOTE

CAS Calculator REQUIRED ~\$250

SATISFACTORY COMPLETION

Units 1 and 2: Satisfactory completion of each Outcome across all Areas of Study.

Units 3 and 4: Satisfactory demonstration of each Outcome. 4 application, modelling or problem solving tasks worth 30% of total Unit marks, and 2 external VCAA examinations worth 60% of total Unit marks.

VCE – Mathematical Methods

WHAT'S IT ALL ABOUT?

Maths Methods provide students 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.

WHAT WILL I LEARN?

UNITS 1 - 4

In VCE Maths units are assessed differently to other VCE subjects, as Outcomes are assessed in all Areas of Study.

The Outcomes include:

- Outcome 1 assesses a student's ability to use the skills learnt throughout topics.
- Outcome 2 assesses a student's ability to apply their mathematical knowledge to unfamiliar scenarios.
- Outcome 3 assesses a student's ability to use technology to demonstrate and support their understanding.

Areas of Study across Units 1-4 include:

- Functions, relations and graphs, Algebra, Calculus, Probability and Data Analysis and a Mathematical Investigation.

NOTE

CAS Calculator REQUIRED ~\$250

SATISFACTORY COMPLETION

Units 1 and 2: Satisfactory completion of each Outcome across all Areas of Study

Units 3 and 4: Satisfactory demonstration of each Outcome. 3 application, modelling or problem solving tasks worth 40% of total Unit marks, and 2 external VCAA examinations worth 60% of total Unit marks.

ENTRY

Satisfactory completion of Year 10 Maths, with a 70% average across all units.

VCE – Specialist Mathematics

WHAT'S IT ALL ABOUT?

In Specialist Maths students conduct an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

WHAT WILL I LEARN?

UNITS 1 - 4

In VCE Maths units are assessed differently to other VCE subjects, as Outcomes are assessed in all Areas of Study.

The Outcomes include:

- Outcome 1 assesses a student's ability to use the skills learnt throughout topics.
- Outcome 2 assesses a student's ability to apply their mathematical knowledge to unfamiliar scenarios.
- Outcome 3 assesses a student's ability to use technology to demonstrate and support their understanding.

Areas of Study across Units 1-4 include:

- Proof and number, Graph theory, Logic and algorithms, Discrete maths, Functions and graphs, complex numbers, Calculus, Vectors, Data Analysis and a Mathematical investigation.

ENTRY

Satisfactory completion of Year 10 Maths, with an 80% average across all units.

Previous or current enrolment in VCE Maths Methods.

NOTE

CAS Calculator REQUIRED ~\$250

SATISFACTORY COMPLETION

Units 1 and 2: Satisfactory completion of each Outcome across all Areas of Study

Units 3 and 4: Satisfactory demonstration of each Outcome. 3 application, modelling or problem solving tasks worth 40% of total Unit marks, and 2 external VCAA examinations worth 60% of total Unit marks.



VCE SCIENCE

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Pakenham
SECONDARY COLLEGE

VCE – Biology

WHAT'S IT ALL ABOUT?

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

WHAT WILL I LEARN?

UNITS 1 & 2

- Scientific inquiry investigation
- How do organisms regulate their functions?
- How do plant and animal systems function?
- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How to explore and communicate bioethical issues?

UNITS 3 & 4

- Scientific inquiry investigation
- How do cells maintain life?
- How are biochemical pathways regulated?
- How do organisms respond to pathogens?
- How are species related over time?

SATISFACTORY COMPLETION

Unit 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

Unit 3	80 marks
Outcome 1 - DNA and Genetics (SAC)	40 marks
Outcome 2 - Biochemical Pathways (SAC)	40 marks

Unit 4	120 marks
Outcome 1 - Immune Response (SAC)	40 marks
Outcome 2 - Evolution and Genetics (SAC)	40 marks
Outcome 3 - Extended Practical Investigation (SAC)	40 marks

Total Units 3 & 4 SAC = 200 marks (50% of final score)
Final 2 hour examination = 50% of final score

ENTRY

Satisfactory completion of Year 10 Science.

VCE – Chemistry

WHAT'S IT ALL ABOUT?

Chemistry deals with the properties, composition, and structure of substances (defined as elements and compounds), the transformations they undergo, and the energy that is released or absorbed during these processes.

In this study, students will use experiments, research and analysis to test the theories they learn about and use theory and mathematical skills to evaluate and solve problems based on scientific models.

The study of Chemistry is linked to careers related to Chemical engineering, Forensic scientists, Research scientist, Toxicologist, Chemical technician, science teacher, Laboratory assistant, Doctors, Pharmacist, Food scientist, Mining engineering and many more.

WHAT WILL I LEARN?

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

- Areas of study: Periodic table and atomic structure, types of bonding, separation of mixtures, counting atoms, organic chemistry and polymers. How to create a sustainable future using principles of Chemistry-a research assignment.

UNIT 2: HOW DO THE CHEMICAL STRUCTURES OF MATERIALS EXPLAIN THEIR PROPERTIES AND REACTIONS?

- Areas of study: Properties of water, acids and bases, measuring gases, analysing acids, bases and salts.
- Investigation into a Chemistry application, Student-designed investigation

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

- Areas of study: Fuels, batteries, electroplating

UNIT 4: HOW ARE CARBON BASED COMPOUNDS DESIGNED FOR PURPOSE

- Areas of study: Organic compounds and how they are made and used, Student-designed Investigation

SATISFACTORY COMPLETION

To achieve a satisfactory completion of Unit 1 and 2, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes. These could include tests, reports, annotation of practical activities, analysis of chemistry phenomena, a written response to a media article or issue or a scientific poster.

To achieve a satisfactory completion of Unit 3 and 4, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes and a final exam. The SACs will consist of an explanation of the Chemistry behind a concept or device, analysis of a set of data, a written report based on experiments, a comparison of two similar chemicals and a scientific poster.

Unit 3	80 marks
Outcome1 - Fuels and Energy	40 marks (SAC)
Outcome 2 - Rates of Reaction	40 marks (SAC)
Unit 4	120 marks
Outcome 1 - Organic Chemistry	40 marks (SAC)
Outcome 2 - Analysis of Organic Compounds	40 marks (SAC)
Outcome 3 - Extended Practical Investigation	40 marks (SAC)

Total Units 3 & 4 SAC = 200 marks (50% of final score)
Final 2 hour examination = 50% of final score

ENTRY

Satisfactory completion of Year 10 Science and Mathematics.

VCE – Physics

WHAT'S IT ALL ABOUT?

Physics is the study of how the universe works. Physicists will use observations, experiments, measurements and mathematics to develop explanations for how and why things happen. In this study, students will use experiments, research and analysis to test the theories they learn about and use mathematics to evaluate and solve problems based on scientific models.

The study of Physics is linked to careers related to sound, space, engineering, education, medical diagnosis and treatment, lasers, communication, forensics, materials, renewable energy, sports science and transport.

WHAT WILL I LEARN?

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

- Areas of study: Light and Heat, Nuclear Physics, Electricity

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

- Areas of study: Motion, Investigation into a Physics application, Student-designed investigation

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

- Areas of study: Motion, Fields, Electricity Generation

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

- Areas of study: Light and Matter, Student-designed Investigation

SATISFACTORY COMPLETION

To achieve a satisfactory completion of Unit 1 and 2, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes. These could include tests, reports, annotation of practical activities, analysis of physics phenomena, a written response to a media article or issue or a scientific poster.

To achieve a satisfactory completion of Unit 3 and 4, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes and complete a final exam. The SACs will consist of an explanation of the physics behind a theory or device, analysis of a set of data, a problem-solving task, a comparison of two solutions to a problem and a scientific poster.

Unit 3	120 marks
Outcome 1 - Motion (SAC)	40 marks
Outcome 2 - Fields (SAC)	40 marks
Outcome 3 - Electricity (SAC)	40 marks
Unit 4	80 marks
Outcome 1 - Light and Matter (SAC)	40 marks
Outcome 2 - Extended Practical Investigation (SAC)	40 marks

Total Units 3 & 4 SAC = 200 marks (50% of final score)
Final 2 hour examination = 50% of final score

ENTRY

Satisfactory completion of Year 10 Science and Mathematics.

VCE – Psychology

WHAT'S IT ALL ABOUT?

Psychology is the study of thoughts feelings and behaviour. Psychologists use observations, experiments and scientific method to explain why humans behave and feel in the ways that we do.

In this study, students will use theories, experimentation and practical analysis to understand the human mind.

The study of Psychology is linked to careers in therapy, social work, childcare, education, advertising, and forensics.

WHAT WILL I LEARN?

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

- Areas of study: psychological development, mental processes, behaviour and psychological research

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

- Areas of study: Perception, social cognition, prejudice and discrimination and scientific communication

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

- Areas of study: Nervous system, stress and memory and learning

UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

- Areas of study: Sleep, mental wellbeing and scientific inquiry

SATISFACTORY COMPLETION

To achieve a satisfactory completion of Unit 1 and 2, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes. These will include tests, scientific posters, annotation of practical activities and written responses to data and scientific research.

To achieve a satisfactory completion of Unit 3 and 4, students will need to pass all School-Assessed Coursework (SACs) to demonstrate satisfactory understanding of all learning outcomes. These SACs will consist of tests, practical investigations, scientific posters, and data analyses.

Unit 3	80 marks
Outcome1 - Nervous System	40 marks (SAC)
Outcome 2 - Memory	40 marks (SAC)
Unit 4	120 marks
Outcome 1 - Sleep	40 marks (SAC)
Outcome 2 - Mental Wellbeing	40 marks (SAC)
Outcome 3 - Extended Practical Investigation	40 marks (SAC)

Total Units 3 & 4 SAC = 200 marks (50% of final score)
Final 2 hour examination = 50% of final score

ENTRY

Satisfactory completion of Year 10 Science.



VCE TECHNOLOGY

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VCE – Applied Computing (Units 1 & 2) Data Analytics (Units 3 & 4)

WHAT'S IT ALL ABOUT?

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

WHAT WILL I LEARN?

UNIT 1: APPLIED COMPUTING

- Study 1 - Introduction to Data Analytics
- Study 2 - Use of a programming language to create a working software solution

UNIT 2: APPLIED COMPUTING

- Study 1 - Work collaboratively to develop innovative solutions for a selected topic of interest
- Study 2 - An introduction to cybersecurity, investigation of networks, threats and risks to data and information

UNIT 3: DATA ANALYTICS

- Study 1 – Develop data visualisations and use appropriate software tools to present findings
- Study 2 – Propose a research question, prepare a project plan, collect, analyse and present data

UNIT 2: APPLIED COMPUTING

- Further development of proposed research question in Unit 3
- Cyber Security – Data and Information Security

SATISFACTORY COMPLETION

Unit 1 & Unit 2- Completion of all learning outcomes

Unit 3 & Unit 4:

School-assessed Coursework	20%
School-assessed Task	30%
End of Year Exam	50%

ENTRY

Satisfactory completion of Year 10 Digital Technology is preferred however, not required for Units 1 & 2.

VCE – Food Studies

WHAT'S IT ALL ABOUT?

Food Studies explores food from a wide range of perspectives. This includes the origins of food in Australia and how it has changed over time. Students evaluate techniques to compare class products to commercially prepared food products and investigate food production industries in contemporary Australia. The emphasis is to build on practical food skills in planning, preparing and cooking, ensuring food safety. Students apply principles of nutrition, food science and sensory evaluation to planning and preparation.

UNIT 1 & 2

- Unit 1 – Food Origins
- Unit 2 – Food Makers

SATISFACTORY COMPLETION

A range of practical activities (compulsory)

Research Inquiry

Historical Timeline/ Media Analysis

Comparative Dietary Analysis

Product Evaluations

Design Tasks

Practical demonstrations

End of semester exams

ENTRY

Satisfactory completion of Year 10 Food Studies is preferred however, not required.



VCE – Product Design & Technology: Textiles

WHAT'S IT ALL ABOUT?

In VCE Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials and the tools, equipment and machines needed to transform these materials in a safe manner into useful products.

WHAT WILL I LEARN?

UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT

- Redesign a product to suit the changing needs and demands of users
- Develop sustainable product design thinking skills

UNIT 2: COLLABORATIVE DESIGN

- Work in teams to design and develop a product with the focus on factors such as function, purpose, materials, sustainability and design solutions.
- Examine the use of ICT to facilitate collaborative teamwork

SATISFACTORY COMPLETION

Completion of all learning outcomes.

ENTRY

Satisfactory completion of Year 10 Textiles and Product Design Technology is preferred however, not required.

VCE – Product Design & Technology: Wood

WHAT'S IT ALL ABOUT?

In VCE Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials and the tools, equipment and machines needed to transform these materials in a safe manner into useful products.

WHAT WILL I LEARN?

UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT

- Redesign a product to suit the changing needs and demands of users
- Develop sustainable product design thinking skills

UNIT 2: COLLABORATIVE DESIGN

- Work in teams to design and develop a product with the focus on factors such as function, purpose, materials, sustainability and design solutions.
- Examine the use of ICT to facilitate collaborative teamwork

SATISFACTORY COMPLETION

Completion of all learning outcomes.

ENTRY

Satisfactory completion of Year 10 Wood and Product Design Technology is preferred however, not required.



VCE VOCATIONAL MAJOR

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VCE VM – Literacy (Units 1 & 2)

WHAT'S IT ALL ABOUT?

Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. Literacy empowers students to read, write, speak, listen and to understand the different ways in which knowledge and opinion are represented and developed – including print, visual and film – and the personal reasons readers may have for engaging with these texts.

Students build on their digital literacy skills through developing their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Students will engage with issues that are characterised by disagreement and discussion, developing their abilities to 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 practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions. They will be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

WHAT WILL I LEARN?

UNIT 1

- Area of Study 1: Literacy for personal use
- Area of Study 2: Understanding and creating digital texts

UNIT 2

- Area of Study 1: Understanding Issues and voices
- Area of Study 2: Responding to opinions

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit. On completion of unit 1 students should be able to demonstrate understanding of how text types are constructed for different purposes, audiences through a range of written, digital, oral and visual responses.

ENTRY

Satisfactory completion of Year 10 English.

VCE VM – Literacy (Units 3 & 4)

WHAT'S IT ALL ABOUT?

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. Students read and respond to a variety of technical content from a vocational, workplace or organisational settings and will be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

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. They will negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning. They explore the elements 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.

WHAT WILL I LEARN?

UNIT 3

- Area of Study 1: Accessing and understanding informational, organisational and procedural texts
- Area of Study 2: Creating and responding to informational, organisational and procedural texts

UNIT 4

- Area of Study 1: Understanding and engaging with literacy for advocacy
- Area of Study 2: Speaking to advise or advocate

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit.

ENTRY

Satisfactory completion of Year 10 English.

VCE VM – Numeracy (Units 1 & 2)

WHAT'S IT ALL ABOUT?

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities and also extends to applications such as the workplace and community. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel, understanding scheduling and timetabling, direction, planning, monetary risk and reward.

There is a focus on personal, financial, civic, health, recreational and vocational numeracies.

WHAT WILL I LEARN?

UNIT 1

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

UNIT 2

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

SATISFACTORY COMPLETION

Demonstrated achievement of the key knowledge and skills for each Learning Outcome. At the end of Units 1 and 2, students should be able to select the appropriate method required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should be able to make calculations manually and using technology. Students will be required to demonstrate Outcomes in both (classroom) and practical/hands on settings.

ENTRY

Satisfactory completion of Year 10 Mathematics.

VCE VM – Numeracy (Units 3 & 4)

WHAT'S IT ALL ABOUT?

In Units 3 and 4 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

WHAT WILL I LEARN?

UNIT 3

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures

UNIT 4

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

SATISFACTORY COMPLETION

Demonstrated achievement of the key knowledge and skills for each Learning Outcome. At the end of Units 3 and 4, students should be able to select the appropriate method required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should be using mathematical processes both manually and using technology. They should be able to evaluate and critically reflect on the outcomes and results of their numeracy tasks and investigations and be aware of any real-world implications and consequences.

ENTRY

Satisfactory completion of Units 1 and 2 Numeracy.

VCE VM – Personal Development Skills (Units 1 & 2)

WHAT'S IT ALL ABOUT?

Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities, with a focus on health and wellbeing in Units 1 and 2. Students explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. They will develop skills in self-knowledge and care, accessing reliable information, teamwork, identifying their goals and future pathways, effective leadership, project planning and teamwork in their work, community and personal environments. There is a focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students explore different types of communities at a local, national and global level and examine some of the current and future challenges issues affecting these.

WHAT WILL I LEARN?

UNIT 1

- Area of Study 1: Personal identity and emotional intelligence
- Area of Study 2: Community health and wellbeing
- Area of Study 3: Promoting a healthy life

UNIT 2

- Area of Study 1: What is community?
- Area of Study 2: Community cohesion
- Area of Study 3: Engaging and supporting community

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit.

ENTRY

Satisfactory completion of Year 10.

VCE VM – Personal Development Skills (Units 3 & 4)

WHAT'S IT ALL ABOUT?

In PDS Units 3 and 4, students will examine leadership qualities and the characteristics of effective, ethical 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.

Students will participate in an extended project relating to a community issue and will engage in a process of developing detailed planning, implementation and evaluation criteria and documentation of their project. They will present the findings of their work to their peers and others.

WHAT WILL I LEARN?

UNIT 3
<ul style="list-style-type: none">• Area of Study 1: Social awareness and interpersonal skills• Area of Study 2: Effective leadership• Area of Study 3: Effective teamwork
UNIT 4
<ul style="list-style-type: none">• Area of Study 1: Planning a community project• Area of Study 2: Implementing a community project• Area of Study 3: Evaluating a community project

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit.

ENTRY

Satisfactory completion of PDS Units 1 and 2.

VCE VM – Work Related Skills (Units 1 & 2)

WHAT'S IT ALL ABOUT?

Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. As the nature of work changes over time, so do the skills and capabilities needed for success. WRS Units 1 and 2 focus on developing viable future career pathways and an awareness of the employability skills, knowledge and training relevant for their chosen industry. Students will collect evidence relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Students will be able to identify and discuss information relating to future employment, including skills shortages and industry growth areas, emerging industries and current and future trends.

WHAT WILL I LEARN?

UNIT 1

- Area of Study 1: Future Careers
- Area of Study 2: Presentation of career and educational goals

UNIT 2

- Area of Study 1: Skills and capabilities for employment and further education
- Area of Study 2: Transferable skills and capabilities

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit.

ENTRY

Satisfactory completion of Year 10.

VCE VM – Work Related Skills (Units 3 & 4)

WHAT'S IT ALL ABOUT?

Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. WRS Units 3 and 4 focus 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 and will investigate workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will practice teamwork and communication skills and contribute to developing healthy, collegiate and productive workplaces.

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. Unit 4 culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

WHAT WILL I LEARN?

UNIT 3

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 2: Workplace responsibilities and rights
- Area of Study 3: Communication and collaboration

UNIT 4

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation

SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for each unit.

ENTRY

Satisfactory completion of WRS Units 1 and 2.



COSTS & CHARGES

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2023 Indicative Costs and Charges

English/EAL	\$0
Literature	\$0
Art Making and Exhibiting	\$65 per unit
Visual Communication Design	\$55 per unit
Health and Human Development	\$0
Physical Education	\$20 per unit excursions
Outdoor Environmental Studies	\$150 per unit
Business Management	\$20 per unit excursions
Sociology	\$20 per unit excursions
Politics	\$20 per unit excursions
History	\$25 per unit excursions
Legal Studies	\$25 per unit excursions
Foundation Mathematics	\$0
General Mathematics	\$300 Casio Calculator
Mathematical Methods	\$300 Casio Calculator
Specialist Mathematics	\$300 Casio Calculator
Biology	\$30 per unit excursions and field trips
Chemistry	\$30 per unit excursions and field trips
Physics	\$35 per unit excursions
Psychology	\$30 per unit excursions
Applied Computing	\$0
Data Analytics	\$0
Food Studies	\$180 per unit
Product Design and Technology Textiles	\$80 per unit
Product Design and Technology Wood	\$120 per unit

2023 Indicative Costs and Charges

VCE VM Literacy	\$20 per unit excursions
VCE VM Numeracy	\$20 per unit excursions
VCE VM Personal Development Skills	\$70 per unit
Work Related Skills	\$0 per unit
Structured Work Placement	Transport costs to and from work location

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