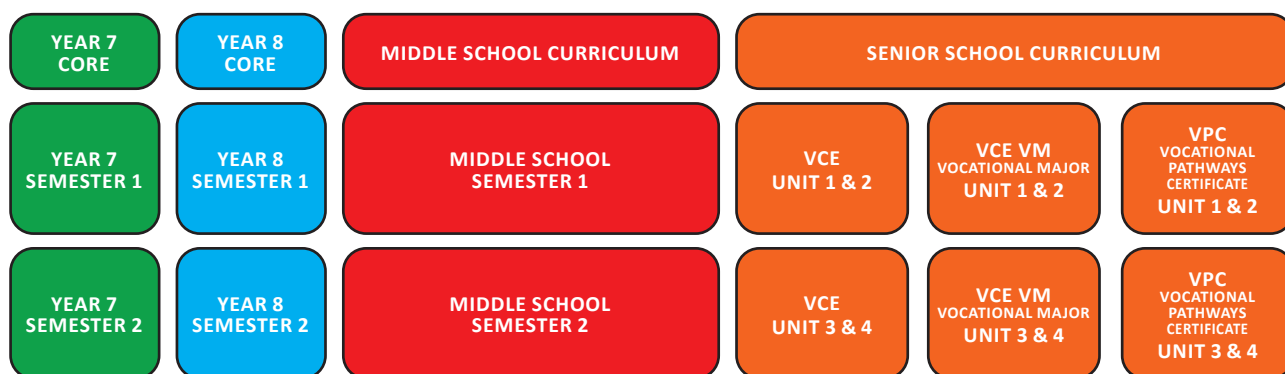


Baimbridge College

2024 Year 11 & 12 Pathway

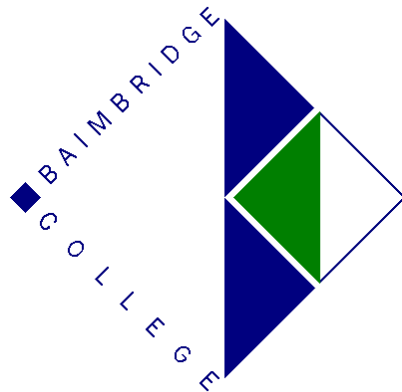


Student

2023 Form Group

Start your
Year 11 & 12 VCE
journey here

www.baimbridge.vic.edu.au 



Baimbridge College

Year 11 & 12 VCE Pathway

VCE 2024

How to select your subjects:

- In order to make your online selection you will need to go to the Baimbridge College website – www.baimbridge.vic.edu.au and click on the Griddle online subject selection link.
- You will be emailed an individual webcode for access to the portal.
- You will then choose a **VCE pathway**.
- Please note here that students may select a VET Course as a part of VCE studies, this should be done via discussion with a course counsellor.
- We strongly suggest talking to your teachers about your pathway, researching your selections and discussing your choices with your parents.
- The webchoice portal will open on Tuesday 25th July and close on Wednesday 2nd August at 5pm.
- You can change your selections right up until this time.
- Please contact the school if you have any issues in regards to this on 55 722 788.



2024 VCE Pathway

Year 11 VCE Selections:

(Victorian Certificate of Education)

CORE

ENGLISH

MATHS - GENERAL
UNITS 1 & 2

MATHS - METHODS
UNITS 1 & 2

ART MAKING & EXHIBITING
UNITS 1 & 2

MUSIC
UNITS 1 & 2

BIOLOGY
UNITS 1 & 2

OUTDOOR &
ENVIRONMENTAL STUDIES
UNITS 3 & 4

BUSINESS MANAGEMENT
UNITS 1 & 2

PHYSICAL EDUCATION
UNITS 1 & 2

CHEMISTRY
UNITS 1 & 2

PHYSICS
UNITS 1 & 2

ENVIRONMENTAL
SCIENCE - UNITS 1 & 2

PRODUCT DESIGN &
TECHNOLOGY - UNITS 1 & 2

FOOD STUDIES
UNITS 1 & 2

PSYCHOLOGY
UNITS 1 & 2

GEOGRAPHY
UNITS 1 & 2

VISUAL COMMUNICATION
& DESIGN - UNITS 1 & 2

HEALTH & HUMAN
DEVELOPMENT - UNITS 1 & 2

HISTORY
UNITS 1 & 2

Circle 5
(Preference 1-5)

and

Circle 3
(Reserve 1-3)

Year 12 VCE Selections:

(Victorian Certificate of Education)

CORE

ENGLISH

ART MAKING & EXHIBITING
UNITS 3 & 4

MATHS - GENERAL
UNITS 3 & 4

BIOLOGY
UNITS 3 & 4

MATHS - METHODS
UNITS 3 & 4

BUSINESS MANAGEMENT
UNITS 3 & 4

PHYSICAL EDUCATION
UNITS 3 & 4

CHEMISTRY
UNITS 3 & 4

PRODUCT DESIGN &
TECHNOLOGY - UNITS 3 & 4

FOOD STUDIES
UNITS 3 & 4

VISUAL COMMUNICATION
& DESIGN - UNITS 3 & 4

HEALTH & HUMAN
DEVELOPMENT - UNITS 3 & 4

HISTORY
UNITS 3 & 4

Circle 4
(Preference 1-4)

and

Circle 3
(Reserve 1-3)

VET Selections:

(Started in Year 10 & finish in Year 11 = 2 Year Subjects)

Please refer to the HDSC fee contribution schedule for further information.

HDSC - CERT II - YEAR 11
AUTOMOTIVE
(CONTINUE INTO 2nd YEAR)

HDSC - CERT III - YEAR 11
MAKE-UP
(CONTINUE INTO 2nd YEAR)

TAFE - CERTIFICATE II
AGRICULTURE
(CONTINUE INTO 2nd YEAR)

HDSC - CERT II - YEAR 11
BUILDING & CONSTRUCTION
(CONTINUE INTO 2nd YEAR)

RIST - CERT II - YEAR 11
AGRICULTURE
(CONTINUE INTO 2nd YEAR)

Optional VET Selections:

(Start in Year 11 & finish in Year 12 = 2 Year Subjects)

Please refer to the HDSC fee contribution schedule for further information.

TAFE - CERTIFICATE III
HEALTH SERVICES ASSISTANCE
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE III
VISUAL ARTS
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE III
EARLY CHILDHOOD
EDUCATION & CARE
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE II
AGRICULTURE
(START IN YEAR 11 & FINISH IN YEAR 12)

Descriptions of units and further information can be found online at www.baimbridge.vic.edu.au

Step 2: Go to page 4 or 5 and fill out the selection table.



2024 Year 11 VCE Pathway



Step 3: Select your VCE Program

What am I going to study next year?

Choose your subjects based on your further study or career aspirations.
Seek counselling advice to ensure your course prepares you for your future studies or career.

Instructions for students

You must select six subjects in Y 11.
Please select three reserves.
Using the options you circled on the previous pages, complete the table below.
Finally, you will need to get your subject teachers to endorse your program by signing the table below.

	Year 11 VCE Selections	Teacher Endorsed
1 - CORE: English	English: Compulsory	
Preference 2:		
Preference 3:		
Preference 4:		
Preference 5:		
Preference 6:		
Reserve 1:		
Reserve 2:		
Reserve 3:		

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING
Web choice login detail letters will be distributed.



**Step 4: Go to www.baimbridge.vic.edu.au
and click the Griddle logo on the home page.
Follow the directions to complete subject selections.**



2024 Year 12 VCE Pathway



Step 3: Select your VCE Program

What am I going to study next year?

Choose your subjects based on your further study or career aspirations.
Seek counselling advice to ensure your course prepares you for your future studies or career.

Instructions for students

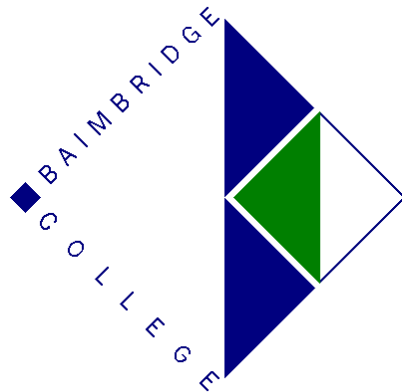
You must select five subjects in Y12. Please also select three reserves.
Using the options you circled on the previous pages, complete the table below.
Finally, you will need to get your subject teachers to endorse your program by signing the table below.

	Year 12 VCE Selections	Teacher Endorsed
1 - CORE: English	English: Compulsory	
Preference 2:		
Preference 3:		
Preference 4:		
Preference 5:		
Reserve 1:		
Reserve 1:		
Reserve 2:		

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING
Web choice login detail letters will be distributed.



**Step 4: Go to www.baimbridge.vic.edu.au
and click the Griddle logo on the home page.
Follow the directions to complete subject selections.**



Baimbridge College

Year 11 & 12 BMM Virtual Learning Network

BMM is a hybrid model developed in partnership with Mortlake SC and Murtoa SC.

Students participate in live online classes.

Year 11 & 12 Online Learning in 2024

- In 2024 we are continuing the BMM program delivering VCE subjects in a synchronous setting that is via face to face video link.
- Classes will be capped at 10 students.
- We cannot guarantee the running of every subject as they are dependent on the timetables of the schools synchronising, however, if you are wanting to study a particular subject, we will need to know as an indication during the subject selection process.
- Students will need to have a score of 3 or above in the Learning Independence component of their progress reports to be considered for any virtual subject.
- To select a synchronous subject please do this on the webchoice, if the subject does not run, your next preference will be used.
- The following subjects were offered via BMM Network learning in 2023. Please go to www.vcaa.vic.edu.au to read the study designs for these subjects.
 - Business Management 3 & 4
 - Health & Human Development 3 & 4
 - History Revolutions 3 & 4
 - Legal Studies 3 & 4
 - Maths Methods 3 & 4
 - Physical Education 3 & 4
 - Psychology 3 & 4
- Whilst we offer all of these subjects the BMM may provide an opportunity for students to study courses where clashes occur.

Baimbridge College also offers subjects via VVLN (Victoria Virtual Learning Network) and VSV (Virtual Schools Victoria), please contact Pathways Staff for more information.

2024 VCE Pathway

Typical Year 11 VCE Timetable

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English	Business Management	Biology	English	General Maths
2	English	Business Management	Biology	English	General Maths
3	Biology	Art	English	Business Management	Prod. Design
4	Biology	Art	General Maths	Business Management	Prod. Design
5	General Maths	Prod. Design	Art	Prod. Design	Biology
6	General Maths	Prod. Design	Art	Art	Business Management

Typical Year 12 VCE Timetable

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English	Private Study	Biology	English	General Maths
2	English	Private Study	Biology	English	General Maths
3	Biology	Art	English	Private Study	Prod. Design
4	Biology	Art	General Maths	Private Study	Prod. Design
5	General Maths	Prod. Design	Art	Prod. Design	Biology
6	General Maths	Prod. Design	Art	Art	Private Study

VCE REQUIREMENTS

VCE Year 11 & 12

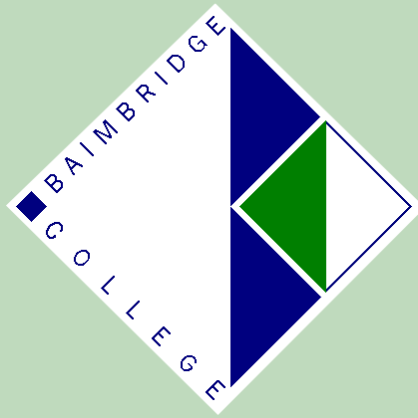
To receive your VCE, you must successfully complete at least 16 units including:

- 3 units from the English group, including a unit 3 and 4 sequence
- at least 3 other sequences of unit 3 and 4 studies.

Over Years 11 and 12, most students study between 20 and 24 units, usually 6 studies in year 11 and dropping back to 5 in Year 12 with some private study periods.

VET units can contribute towards a student's unit tally. Some VET Certificate III courses can be undertaken as a scored VCE subject (meaning they can contribute towards an ATAR score).

A maximum of six subjects will contribute to a student's ATAR (Australian Tertiary Admissions Rank).



Baimbridge College

The VCE VM Pathway

The senior certificate options for Victoria changed in 2023.

- The VCE will now include the Vocational Major (VM), a 2-year program that sits within the VCE.
- The Victorian Pathways Certificate (VPC) has been introduced for Year 11 and 12 students who would benefit from a more flexible, accessible and individualised program and will replace VCAL Foundation.
- In order to make your online selection you will need to go to the Baimbridge College website – www.baimbridge.vic.edu.au and click on the Griddle online subject selection link.
- You will be emailed an individual webcode for access to the portal.
- You will then choose a **VCE VM pathway**.
- Please note that students will be required to select VCE Product Design Technology or another study by negotiation and a VET Course.
- We strongly suggest talking to your teachers about your pathway, researching your selections and discussing your choices with your parents.
- The subject selection portal will open on Tuesday 25th July and close on Wednesday 2nd August at 5pm.
- You can change your selections right up until this time.
- Please contact the school if you have any issues in regards to this on 55 722 788.

Year 11 & 12 VPC Pathway

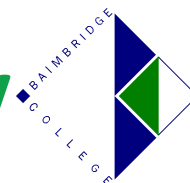
A new certificate, the Victorian Pathways Certificate (VPC) introduced in 2023 replaces Foundation VCAL and is designed to support students to transition to entry level VET or employment. This personalised pathway is nominated in collaboration with the Pathways Coordinator, Careers Coordinator, Year Level Coordinator, student and their family. This option encourages students to continue their studies at school who might otherwise join the workforce.





2024 VCE VM/VPC Pathway

VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC)



Typical Year 11 VCE VM/VPC Timetable

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	VCE	VM VPC Literacy	Work Placement	VM VPC Numeracy	VM VPC Literacy
2	VCE	VM VPC Literacy		VM VPC Numeracy	VM VPC Numeracy
3	VM VPC Numeracy	WRS		VM VPC Literacy	VCE
4	VM VPC Numeracy	WRS		VM VPC Literacy	WRS
5	PDS	Certificate Course		VCE	PDS
6	PDS	Certificate Course		VCE	PDS

Typical Year 12 VM/VPC Timetable

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	VM VPC Numeracy	Work Placement	Work Placement	VCE	VM VPC Numeracy
2	VM VPC Numeracy			VCE	VCE
3	VCE			VM VPC Literacy	PDS
4	VCE			VM VPC Literacy	PDS
5	PDS			VM VPC Numeracy	VM VPC Literacy
6	VM VPC Literacy			VM VPC Numeracy	VM VPC Literacy

VCE-VM/VPC REQUIREMENTS

VCE-VM Year 11 & 12

To receive your VCE Vocational Major, you must successfully finish at least 16 units. These will include units in:

- VCE VM Literacy or VCE English (minimum 3 units)
- VCE VM Numeracy or VCE Mathematics
- VCE VM Work Related Skills (WRS)
- VCE VM Personal Development Skills (PDS)
- VET at a Certificate II level or above (180 nominal hours)

VCE VM students will also undertake 1 additional VCE subject.

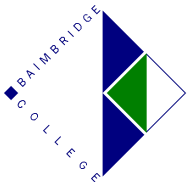
A VET course successfully completed in Year 10 can also contribute to requirements.

VPC Year 11 & 12

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

- at least two units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

The remaining four units may include other curriculum such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.



2024 VCE VM Pathway



VCE VM - VCE Vocational Major (VM)

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

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

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

Year 11 VCE VM Selections:

(Victorian Certificate of Education)

CORE

VCE ENGLISH OR
VCE VM LITERACY

VCE VM NUMERACY

PERSONAL DEVELOPMENT

WORK RELATED SKILLS

WORK PLACEMENT

VCE Subject

PRODUCT DESIGN &
TECHNOLOGY - UNITS 1 & 2

FOOD STUDIES
UNITS 1 & 2

Circle 1
(Compulsory)

Year 12 VCE VM Selections:

(Victorian Certificate of Education)

CORE

VCE VM LITERACY

VCE VM NUMERACY

PERSONAL DEVELOPMENT

WORK RELATED SKILLS

WORK PLACEMENT

VCE Subject

PRODUCT DESIGN &
TECHNOLOGY - UNITS 3 & 4

FOOD STUDIES
UNITS 3 & 4

Circle 1
(Compulsory)

VET Selections:

(Started in Year 10 & finish in Year 11 = 2 Year Subjects)

Please refer to the HDSC fee contribution schedule for further information.

HDSC - CERT II - YEAR 11
AUTOMOTIVE
(CONTINUE INTO 2nd YEAR)

HDSC - CERT II - YEAR 11
KITCHEN OPERATIONS
(CONTINUE INTO 2nd YEAR)

TAFE - CERTIFICATE III
HEALTH SERVICE
(CONTINUE INTO 2nd YEAR)

HDSC - CERT II - YEAR 11
BUILDING & CONSTRUCTION
(CONTINUE INTO 2nd YEAR)

HDSC - CERT III - YEAR 11
MAKE-UP
(CONTINUE INTO 2nd YEAR)

TAFE - CERTIFICATE II
AGRICULTURE
(CONTINUE INTO 2nd YEAR)

RIST - CERT II - YEAR 11
AGRICULTURE

Circle 1
(Compulsory)

Optional VET Selections:

(Start in Year 11 & finish in Year 12 = 2 Year Subjects)

Please refer to the HDSC fee contribution schedule for further information.

TAFE - CERTIFICATE III
HEALTH SERVICE
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE III
EARLY CHILDHOOD
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE III
VISUAL ARTS
(START IN YEAR 11 & FINISH IN YEAR 12)

or
Circle 1
(optional)

Optional VET Selections:

(Started in Year 11 & finish in Year 12 = 2 Year Subjects)

Please refer to the HDSC fee contribution schedule for further information.

TAFE - CERTIFICATE III
HEALTH SERVICE
(START IN YEAR 11 & FINISH IN YEAR 12)

TAFE - CERTIFICATE III
EARLY CHILDHOOD
(START IN YEAR 11 & FINISH IN YEAR 12)

or
Circle 1
(optional)

VPC Pathway

VPC - VICTORIAN PATHWAYS CERTIFICATE

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of those students not able or ready to complete a certificate at the VCE level. The VPC provides students with a standards-based certificate that will provide opportunities and support the transition to the VCE Vocational Major, entry level VET programs and/or employment. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

Step 3: Select your VCE VM Program

What am I going to study next year?

Choose your subjects based on your further study or career aspirations. Refer to the VCE, VCE VM or VET requirements in the Course Information booklet. Seek counselling advice to ensure your course prepares you for your future studies or career.

VCAL: Incorporates VET study and Work Placement or SBAT

Note: Students will need to make contact with prospective employers to be involved in this program.

Instructions for students

Using the options you circled on the previous pages, complete the table below.

Fill in: Subject Name

Finally, you will need to get your subject teachers to endorse your program.

Year 11 VCE VM	VCE VM Selections	Teacher Endorsed	Year 12 VCE VM	VCE VM Selections	Teacher Endorsed
CORE: VCE English OR VCE VM Literacy		CORE	Continue with VCE English Continue with VCE VM Literacy	CORE: VCE VM Literacy	CORE
CORE: Maths	CORE: VCE VM Numeracy	CORE	CORE: Maths	CORE: VCE VM Numeracy	CORE
CORE: Personal Development	CORE: Personal Development	CORE	CORE: Personal Development	CORE: Personal Development	CORE
CORE: Work Related Skills	CORE: Work Related Skills	CORE	CORE: Work Related Skills	CORE: Work Related Skills	CORE
CORE: Work Placement	CORE: Work Placement	CORE	CORE: Work Placement	CORE: Work Placement	CORE
SELECT: VCE Product Design or Food Studies		CORE	SELECT: VCE Product Design or Food Studies		CORE
VET Course (Compulsory)		CORE	VET Course?		

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING

Web choice login detail letters will be distributed.



Step 4: Go to www.baimbridge.vic.edu.au and click the Griddle logo on the home page. Follow the directions to complete subject selections.

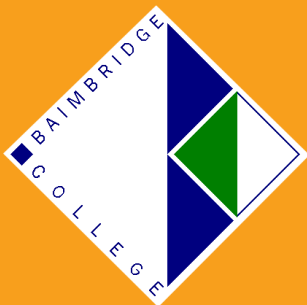


VCE VM: LITERACY

YEAR 11 & 12



*A work-based literacy program
to develop students; writing
and oral communication skills
for the workplace
and more...*



*Interpret and create
texts that
have purpose,
and are accurate
and effective,
with confidence
and fluency
and more...*

VCE VM: Literacy (2023-2027)

VCE Vocational Major: Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

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

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

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

Aims

This study enables students to:

- develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

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

Unit 3

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

Area of Study 2: Creating and responding to organisational, information, or procedural texts

Unit 4

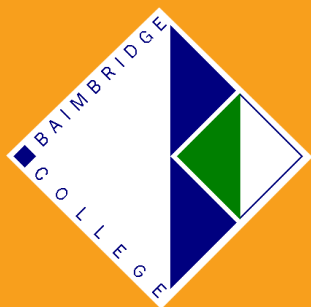
Area of Study 1: Understanding and engaging with literacy for advocacy

Area of Study 2: Speaking to advise or to advocate



VCE VM: PERSONAL DEVELOPMENT SKILLS

YEAR 11 & 12



*The development of skills
linked to community based projects
or activities, as well as school,
individual and team activities
and more...*

VCE VM: PERSONAL DEVELOPMENT SKILLS

YEAR 11 & 12

*Students seek
to understand
and optimise
their potential
as individuals and
as members of their
community
and more...*

VCE VM: Personal Development Skills (2023-2027)

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

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

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

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

Aims

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens.

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

Unit 3

Area of Study 1: Social awareness and interpersonal skills

Area of Study 2: Effective leadership

Area of Study 2: Effective teamwork

Unit 4

Area of Study 1: Planning a community project

Area of Study 2: Implementing a community project

Area of Study 3: Evaluating a community project



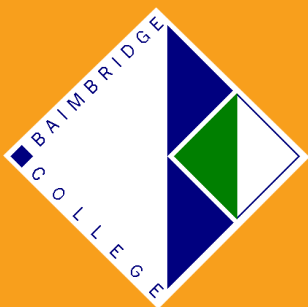


VCE VM: WORK RELATED SKILLS

YEAR 11 & 12



*A work-based program
that enables students to prepare
for the workplace
and more...*



VCE VM: WORK RELATED SKILLS



YEAR 11 & 12

*Examines a range
of skills, knowledge
and capabilities
relevant to achieving
individual career and
educational goals
and more...*



VCE VM: Work Related Skills - WRS (2023-2027)

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

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

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

Aims

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

Unit 1

Area of Study 1: Future careers

Area of Study 2: Presentation of career and education goals

Unit 2

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

Area of Study 2: Transferable skills and capabilities

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 development





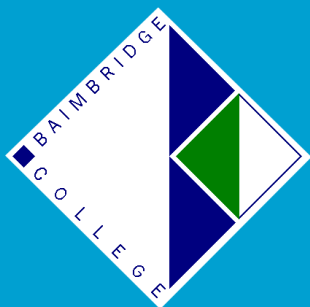
VCE: ART MAKING & EXHIBITING

YEAR 11 & 12



*Make artworks
and understand how
they are prepared,
curated and exhibited*

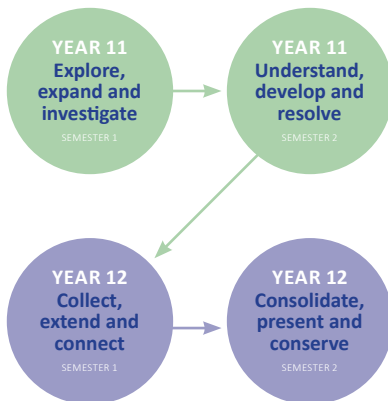
and more...



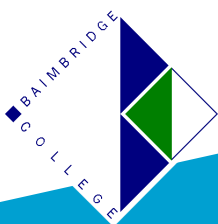
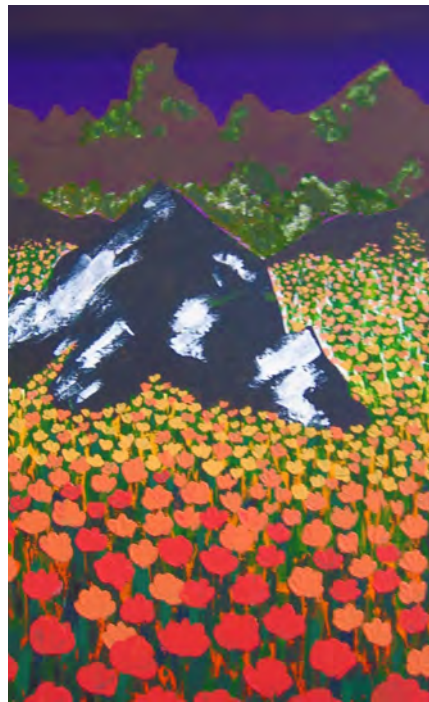
VCE: ART MAKING & EXHIBITING



YEAR 11 & 12



*Create aesthetic
qualities in artworks
and explore how
ideas are
communicated
through the use
of visual language
and more...*



VCE ART - Making and Exhibiting (2023-2027)

The focus of the year 11 and 12, VCE Art Making and Exhibiting course of study, is on the practical experiences of making artworks, combined with the preparation, planning and presentation of artworks in exhibitions. The new VCE Art Making and Exhibiting course of study aims to build a transferable skill set that enables the creation of pathways to further education, training, or employment.

Students create art projects that are based on, preferred artforms and personal interests: for example, you could: draw, digitally draw or paint, print, make sculptures, build ceramics, make videos, take photos, do fashion illustration or graphic design. Students learn to find and collect inspiration and artistic influences, to draw upon personal experiences and to use the imagination so that we can be, creative, resilient, and confident. Students are encouraged to work both independently and to collaborate with others, learning from each other could facilitate the development of innovation and exciting new ideas. Students also learn to create and express ideas, to develop subject matter, to explore and experiment with the unique qualities and characteristics of materials, tools, and equipment, to develop art making skills, techniques, and processes in which selected materials could be applied. Throughout VCE Art Making and Exhibiting course of study, students develop an understanding of the curation, presentation, and conservation and care of artworks, which are informed by visits to galleries or museum spaces.

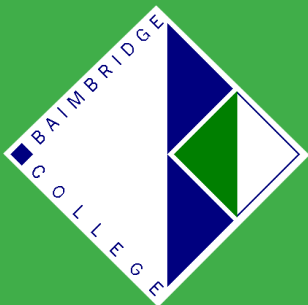


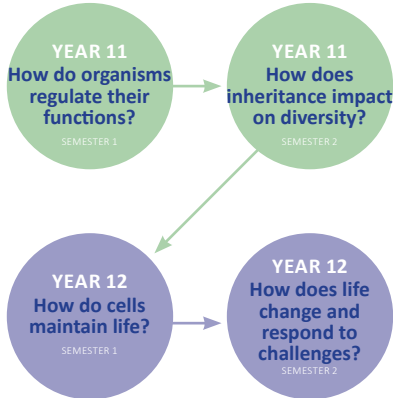
VCE: BIOLOGY

YEAR 11 & 12



*Dynamic relationships between
living things, their interdependence,
their interactions with the
non-living environment,
and the challenges of survival.
and more...*





*From familiar,
complex multicellular
organisms that live
in the many
different habitats
of our biosphere to
single celled
micro-organisms
and more...*



Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the challenges of survival.

YEAR 11 - Unit 1: How do organisms regulate their functions? (2022-2026)

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

YEAR 11 - Unit 2: How does inheritance impact on diversity? (2022-2026)

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

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

YEAR 12 - Unit 3: How do cells maintain life? (2022-2026)

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

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

YEAR 12 - Unit 4: How does life change and respond to challenges? (2022-2026)

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

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



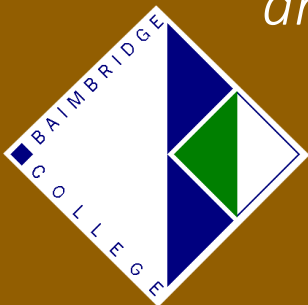
VCE: BUSINESS MANAGEMENT

YEAR 11 & 12

Sustainable
Plastic
Solutions
May 19th, 2023



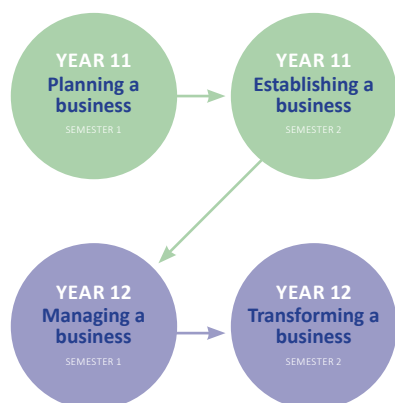
*Explore the factors affecting business ideas
and the internal and external environments
within which businesses operate
and more...*



VCE: BUSINESS MANAGEMENT



YEAR 11 & 12



Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed, and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

YEAR 11 - Unit 1: Planning a Business (2023-2027)

Students explore some of the issues that need to be considered before a business can be established and investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

YEAR 11 - Unit 2: Establishing a business (2023-2027)

This unit focuses on the establishment phase of a business's life. Establishing a business involves legal compliance as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students explore the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

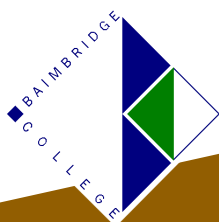
YEAR 12 - Unit 3: Managing a Business (2023-2027)

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

YEAR 12 - Unit 4: Transforming a Business (2023-2027)

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

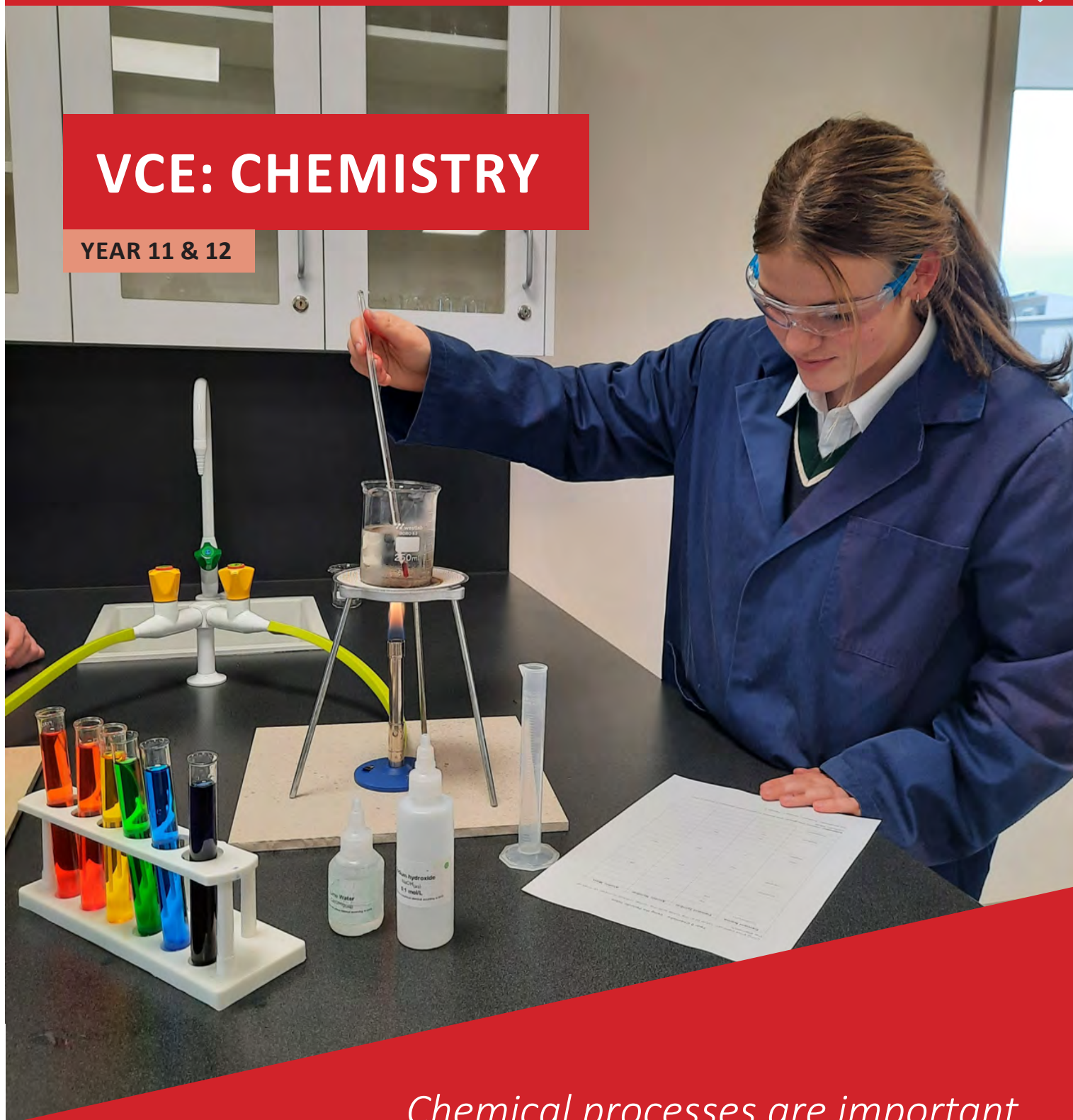
How businesses are formed, and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing and more...



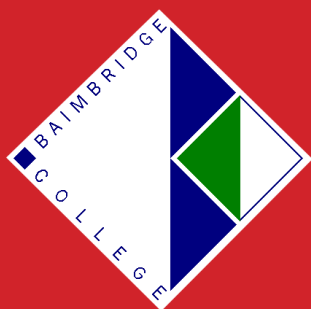


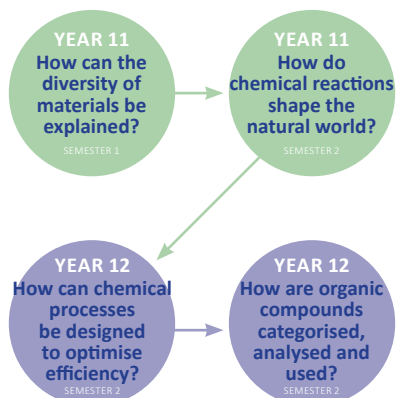
VCE: CHEMISTRY

YEAR 11 & 12



*Chemical processes are important
in improving human health,
preventing environmental problems
and rehabilitating degraded
environments
and more...*





*Investigate, explore
and solve qualitative
& quantitative problems
and discuss chemical
concepts and issues
and more...*



Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. They will also be involved in the design and performance of experiments.

YEAR 11 - Unit 1: How can the diversity of materials be explained? (2023-2027)

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

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

YEAR 11 - Unit 2: How do chemical reactions shape the natural world? (2023-2027)

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

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

YEAR 12 - Unit 3: How can chemical processes be designed to optimise efficiency? (2017-2023)

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

YEAR 12 - Unit 4: How are organic compounds categorised, analysed and used? (2017-2023)

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

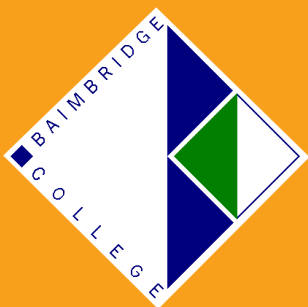


VCE: ENGLISH

AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

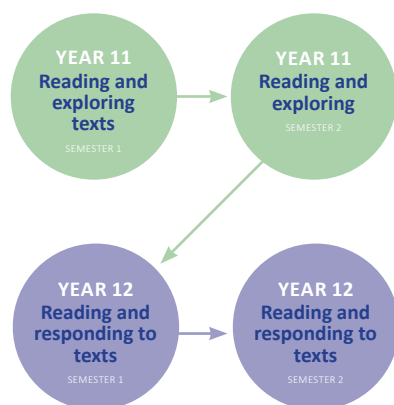
YEAR 11 & 12

*Create meaning in written,
spoken and multimodal texts
of varying complexity
and more...*





YEAR 11 & 12



*Develop literate
individuals
capable of critical
and creative
thinking
and more...*

VCE English focuses on how English language is used to create meaning in written, spoken, and multimodal texts of varying complexity.

YEAR 11 - Unit 1: Reading and exploring texts (2023-2027)

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

Outcome 1: On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2: On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

YEAR 11 - Unit 2: Reading and exploring texts (2023-2027)

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Outcome 1: On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2: On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

YEAR 12 - Unit 3: Reading and responding to texts (2024-2027)

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

Outcome 1: On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. To achieve the outcome the student will draw on knowledge and related skills outlined in Area of Study 1.

Outcome 2: Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and explain their decisions made through writing processes.

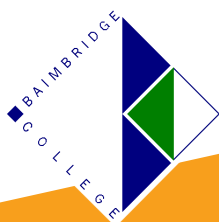
YEAR 12 - Unit 4: Reading and responding to texts (2024-2027)

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Outcome 1: On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Outcome 2: Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Students must analyse one written text (print or digital) and one other form of text (audio or audio visual) that have appeared in the media since September of the previous year.



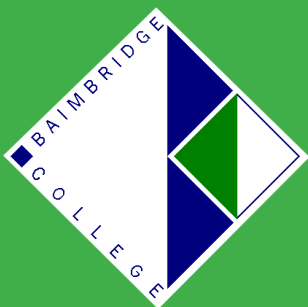


VCE: ENVIRONMENTAL SCIENCE

YEAR 11 & 12



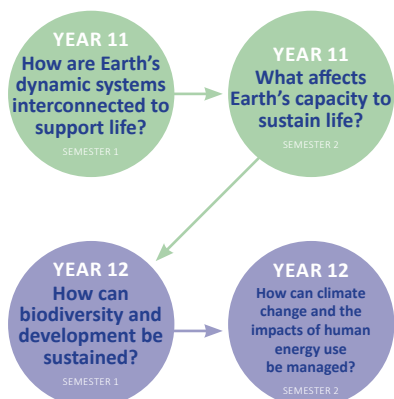
*Environmental science is an
interdisciplinary science
that explores the interactions
and interconnectedness between
humans and their environments
and more...*



VCE: ENVIRONMENTAL SCIENCE



YEAR 11 & 12



Examine how environmental actions affect, and are affected by, ethical, social and political frameworks and more...



Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

YEAR 11 - Unit 1: How are Earth's dynamic systems interconnected to support life? (2022-2026)

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

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

YEAR 11 - Unit 2: What affects Earth's capacity to sustain life? (2022-2026)

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

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

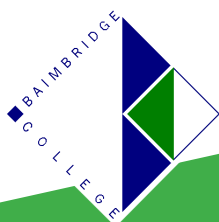
YEAR 12 - Unit 3: How can biodiversity and development be sustained? (2022-2026)

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

YEAR 12 - Unit 4: How can climate change and the impacts of human energy use be managed? (2022-2026)

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

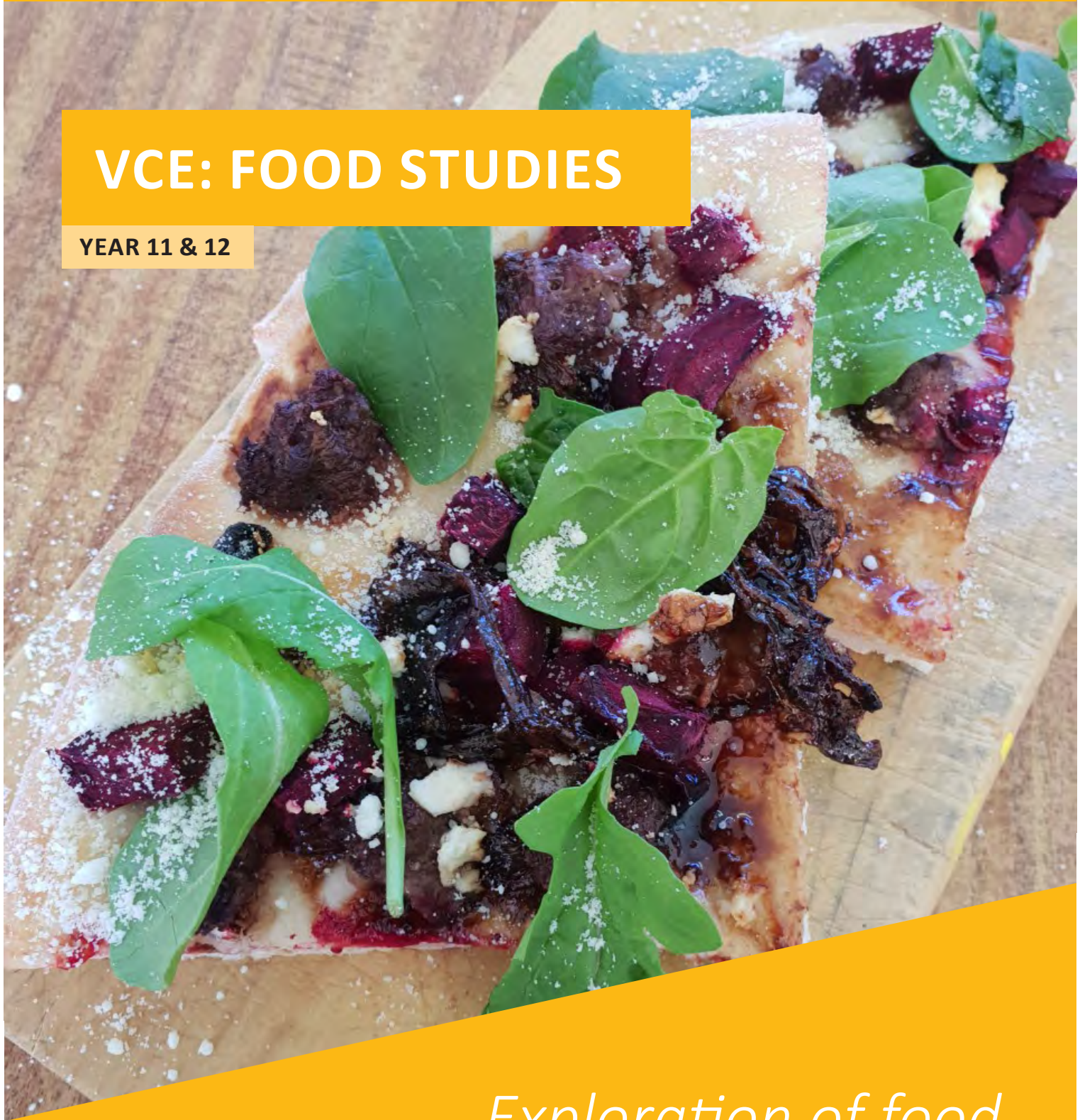
Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore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



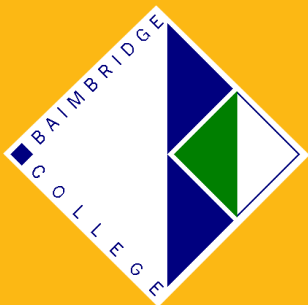


VCE: FOOD STUDIES

YEAR 11 & 12



*Exploration of food,
with an emphasis on
extending food knowledge
and skills
and more...*

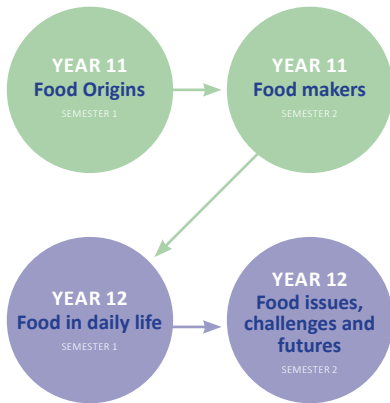


VCE: FOOD STUDIES



YEAR 11 & 12

Students complete Units 3 & 4 on Food Studies, they get credit in universities on their study score when studying Nutritionist, Dietitian subjects.



Examine how environmental actions affect, and are affected by, ethical, social and political frameworks and more...



YEAR 11 - Unit 1: Food Origins (2023-2027)

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

YEAR 11 - Unit 2: Food makers (2023-2027)

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

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. Students design new food products and adapt recipes to suit individual needs and circumstances, how to use this knowledge to turn to a business.

YEAR 12 - Unit 3: Food in daily life (2023-2027)

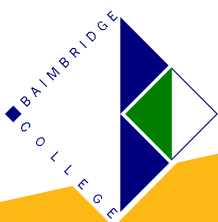
In this unit students investigate the many roles and everyday influences of food. Students focus on the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the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

Students focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns with practical activities.

YEAR 12 - Unit 4: Food issues, challenges and futures (2023-2027)

In this unit students will use the knowledge and skills about food labels, a range of food fads, trends and diets and will use the knowledge to produce healthy recipes based on ADG and TAGHE.

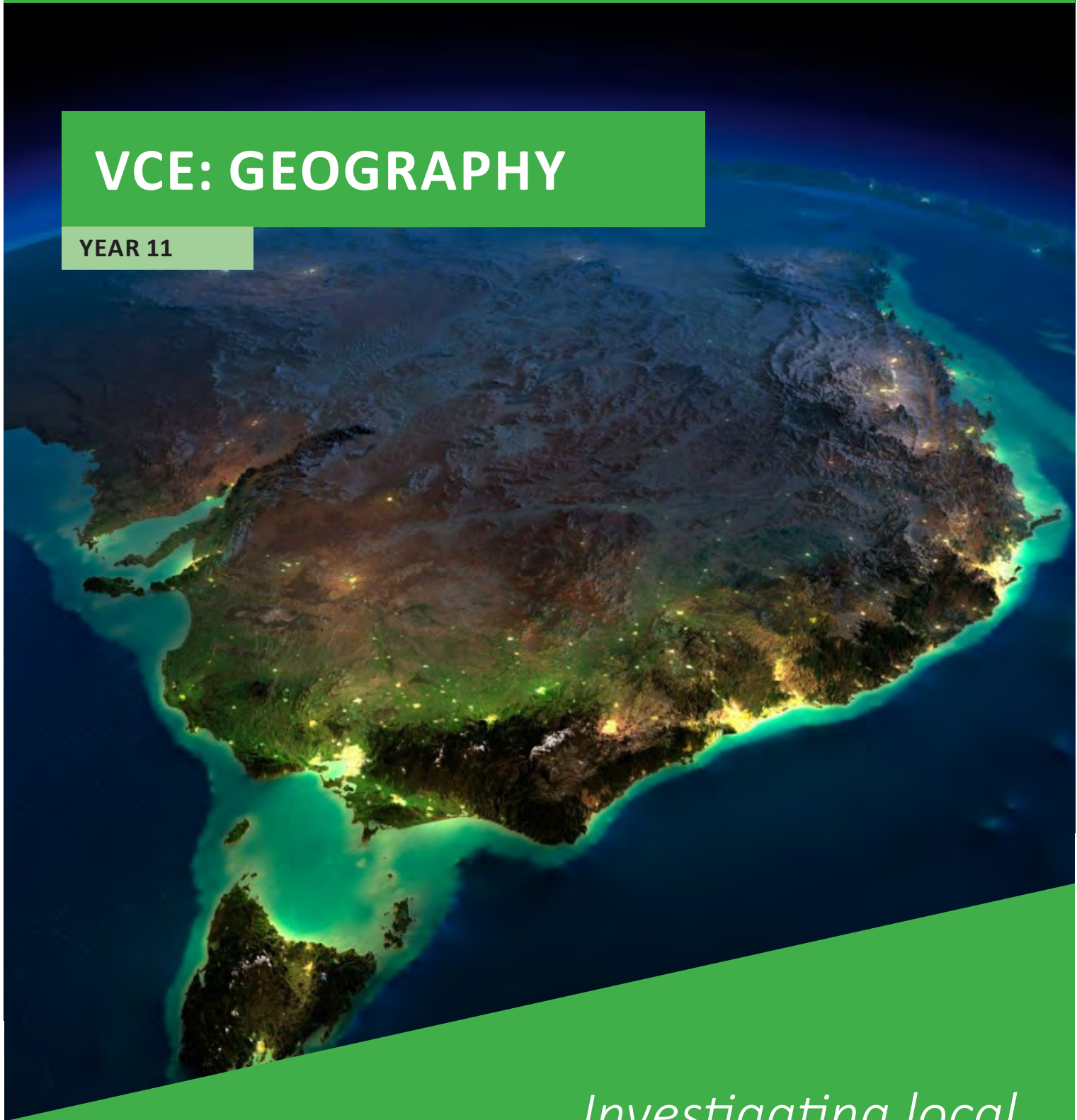
Students will focus on ecology, ethics, climate, environment, farming Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. They also consider the relationship between food security, food sovereignty and food citizenship.



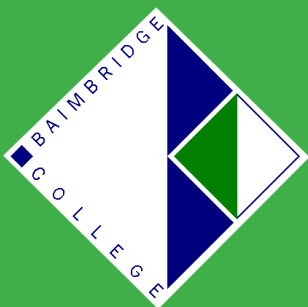


VCE: GEOGRAPHY

YEAR 11



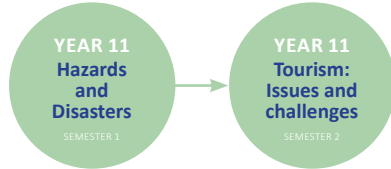
*Investigating local
and global connections
through inquiry based
learning
and more...*



VCE: GEOGRAPHY



YEAR 11



Geography allows students to explore, analyse and understand the characteristics of places that make up our world. and more...

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

YEAR 11 - Unit 1: Hazards and Disasters (2022-2026)

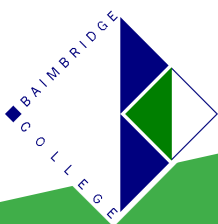
This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

YEAR 11 - Unit 2: Tourism: Issues and Challenges (2022-2026)

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.



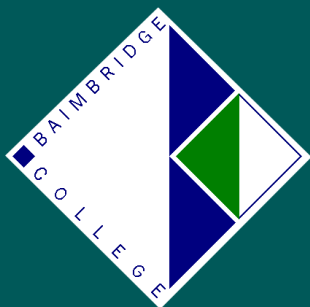


VCE: HEALTH AND HUMAN DEVELOPMENT

YEAR 11 & 12



*Explore the complex interplay
of biological, sociocultural
and environmental factors that support
and improve health and wellbeing
and those that put it at risk
and more...*



VCE: HEALTH AND HUMAN DEVELOPMENT

YEAR 11 & 12



View health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice and more...

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

YEAR 11 - Unit 1: Understanding Health and Wellbeing (2018-2024)

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

YEAR 11 - Unit 2: Managing Health and Development (2018-2024)

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

YEAR 12 - Unit 3: Australia's Health in a Globalised World (2018-2024)

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

YEAR 12 - Unit 4: Health and Human Development in a global context (2018-2024)

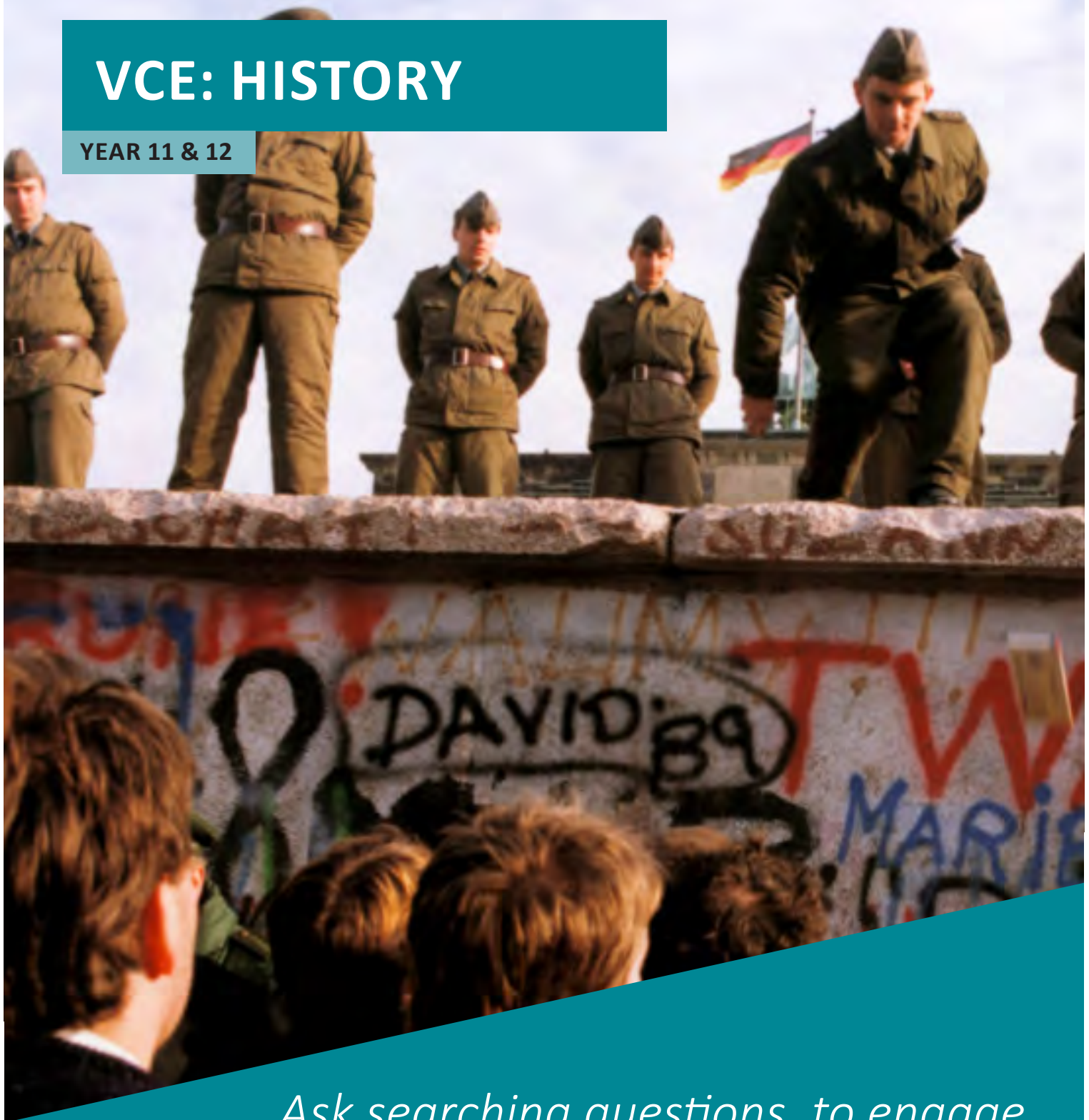
This unit focuses on Global health and sustainable human development. There is an in-depth look at factors that enhance access to health such as sanitation, education, peace and gender equality. Students examine Australia's role in International aid.



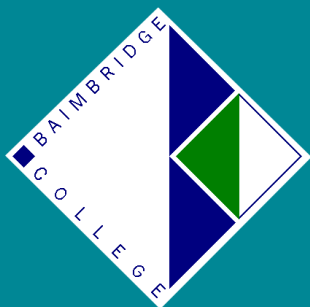


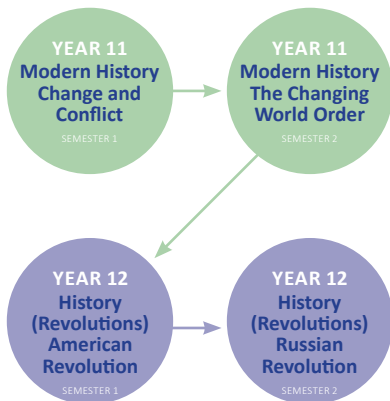
VCE: HISTORY

YEAR 11 & 12



*Ask searching questions, to engage
in independent research and to
construct arguments about the
past based on evidence from
historical sources
and more...*





*Make links
between the
historical source
and the
world context
in which it
was produced
and more...*

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

YEAR 11 - Unit 1: Change and Conflict (2022-2026)

Explore the emergence of nation states, such as Germany and Italy, which eventually become key players in Europe in the early twentieth century. Investigate the political, social and cultural changes globally between the world wars; a period where the world was reshaped with new borders, movements, ideologies and power structures. Analyse how the Great Depression contributed to the development of political movements and how writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes. Evaluate how, despite ideals about peace, the world was again overtaken by war in 1939.

YEAR 11 - Unit 2: The Changing World Order (2022-2026)

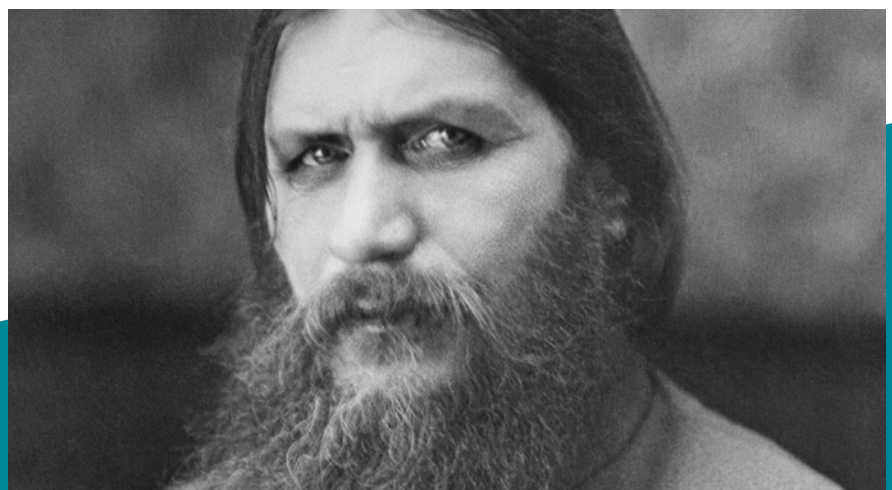
Explore the Cold War; a period dominated by the competing ideologies of democracy and communism. Analyse how decolonisation in Africa, the Middle East, Asia and the Pacific led to military and diplomatic independence. Investigate how terrorism became increasingly global and the conditions that enabled the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

YEAR 12 - Unit 3: American Revolution (2022-2026)

In the first area of study, students focus on the long-term causes and short-term triggers of the American revolution, such as the influence of Enlightenment ideals, colonial responses to the Boston Tea Party, the Boston Massacre and the Declaration of Independence. In the second area of study, we focus on an evaluation of the challenges faced by the new regime, such as the War of Independence, Shays' Rebellion, slavery, as well as the role of significant individuals including George Washington and Alexander Hamilton.

YEAR 12 - Unit 4: Russian Revolution (2022-2026)

In the first area of study, students explore the social, economic and political reasons that prompted a country with a population of over 100 million people to rebel against 300 years of Tsarist rule. Events such as Bloody Sunday, World War One and the rise of communist ideals are studied. We will also come across interesting characters such as Grigori Rasputin and Vladimir Lenin. In the second area of study, the class will consider the extent to which the aims of the revolution were achieved – or compromised – and the challenges faced by the new regime, such as famine, civil war and the Kronstadt uprising.



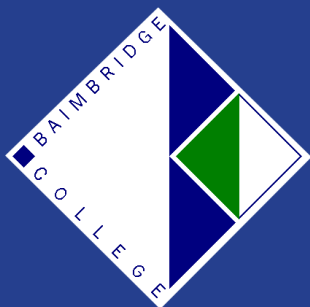


VCE: MATHEMATICS – GENERAL

YEAR 11 & 12



General preparation for employment or further study, in particular where data analysis, recursion and number patterns are important and more...



VCE: MATHEMATICS – GENERAL

YEAR 11 & 12

General preparation for employment or further study, in particular where data analysis, finance and networks are important and more...

MATHEMATICS – GENERAL Units 1 & 2 (2023-2027)

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus-based topics for a broad range of students and may be implemented in various ways to reflect student interests in and applications of mathematics. They provide preparation for Units 3 and 4 and cover assumed knowledge and skills for those units.

General Mathematics provides for different areas of student interests and prepares for the study of VCE Mathematics at Unit 3 and 4 levels. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data Analysis', 'Financial Mathematics', 'Networks and Graphs' and 'Space and Measurement'.

MATHEMATICS – General Units 3 & 4 (2023-2027)

General Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus-based content from four main modules across various application contexts. They provide general preparation for employment or further study, mainly where data analysis and financial decisions are.

The acquired knowledge and skills for the General Mathematics Units 3 and 4 are covered in specified topics from General Mathematics Units 1 and 2.

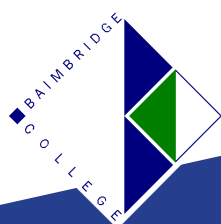
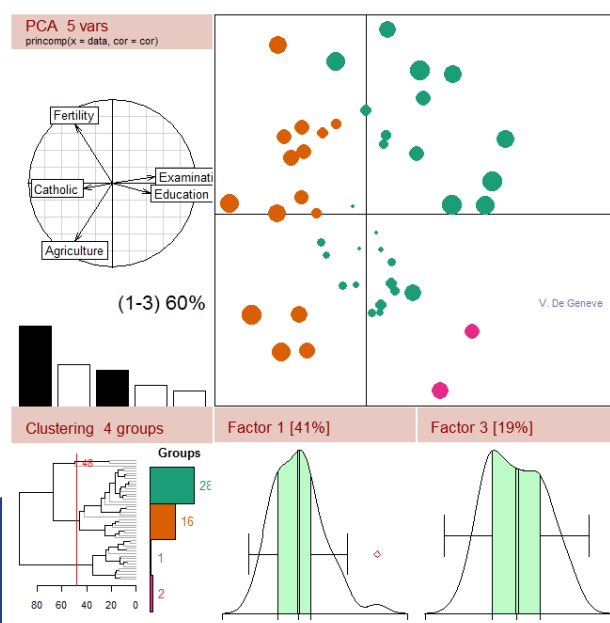
Students who have done only Mathematical Methods Units 1 and 2 will also have had access to essential knowledge and skills to undertake General Mathematics. Still, they may also need to undertake some additional study of statistics content.

General Mathematics 3 & 4 consists of two overarching areas of study to be completed. Unit 3 comprises Data Analysis and Financial Modelling, and Unit 4 includes Matrices and Networks and Decision mathematics.

There are two assessments, one application and one problem solving, for Unit 3, while Unit 4 requires two problem-solving ones.

The satisfactory completion of a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will provide a variety of learning activities and assessment tasks for students to demonstrate the critical knowledge and key skills in the outcomes.

*The core modules
are Univariate Data,
Bivariate Data,
Time Series,
Number Patterns
and Business-Related
Mathematics
and more...*





VCE: MATHEMATICS – METHODS

YEAR 11 & 12

$$2x^2 + 3x + 4 = y$$

$$\log_a 1 = 0$$

$$\log_c \left(\frac{a}{b} \right) = \log_c a - \log_c b$$

$$\sum_{k=1}^n k = \frac{1}{2}n(n+1)$$

$$f(-x) = a(-x) + b = -(ax - b)$$

$$(x+y)^n = \sum_{k=0}^n {}^nC_k x^k y^{n-k}$$

$$a^b a^c = a^{b+c}$$

$$3^0 = 1$$

$$\sin^2 y + \cos^2 y = 1$$

$$y = \frac{k}{x}$$

$$\sqrt[n]{x} = x^{\frac{1}{n}}$$

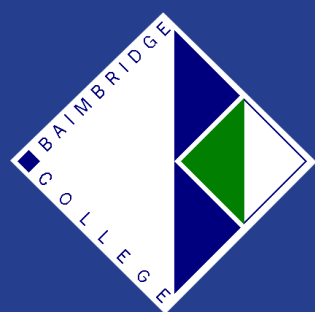
$$(a-b-c)^2 = a^2 + b^2 + c^2 - 2ab + 2bc - 2ca$$

$$y = \sin x$$

$$y = ax^2 + bx + c$$

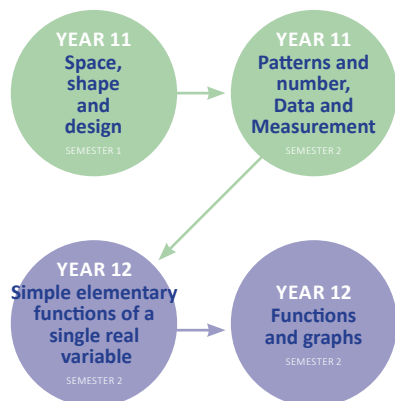
$$A = \frac{1}{2}ar + \frac{1}{2}l$$

*Simple elementary functions
of a single real variable, algebra,
calculus, probability and statistics and
their applications
and more...*



VCE: MATHEMATICS – METHODS

YEAR 11 & 12



*Develop confidence
and the disposition to
make effective use of
mathematical concepts
and more...*

MATHEMATICS – METHODS Units 1 & 2 (2023-2027)

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

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

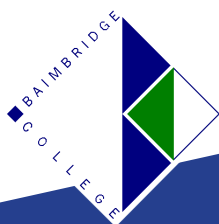
Important note: Students require a TI-nspire CAS calculator for this subject.

MATHEMATICS – METHODS Units 3 & 4 (2023-2027)

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

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

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

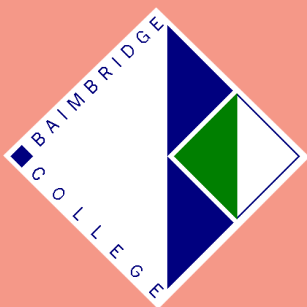


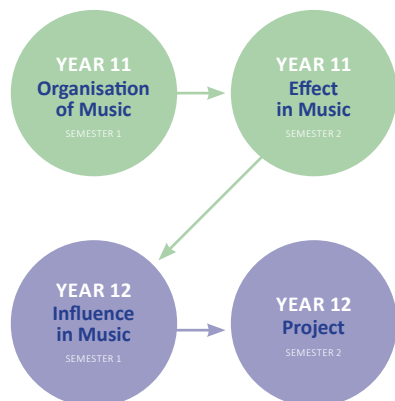
VCE: MUSIC

YEAR 11 & 12



Develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers and more...





*Analyse and evaluate
live and recorded
performances, and learn
to incorporate,
adapt and interpret
musical practices from
diverse cultures, times
and locations
and more...*

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

Year 11 – Unit 1: Organisation of music (2023 – 2027)

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

Year 11 – Unit 2: Effect in music (2023 – 2027)

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

Year 12 – Unit 3: Influence in music (2023 – 2027)

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

Year 12 – Unit 4: Project (2023 – 2027)

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

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

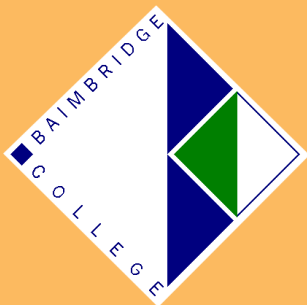
- a style
- a performer
- a creator
- a musical genre

VCE: OUTDOOR & ENVIRONMENTAL STUDIES

YEAR 11: UNIT 3 & 4



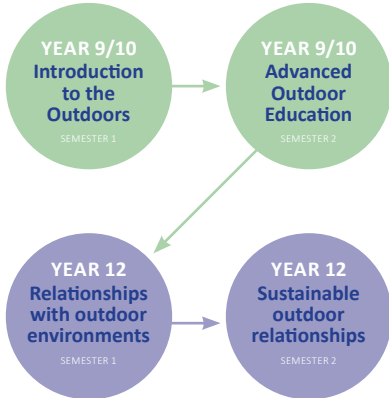
Outdoor & Environmental Studies
examines the ways
humans interact with
and relate to
outdoor environments
and more...



VCE: OUTDOOR & ENVIRONMENTAL STUDIES



YEAR 11: UNIT 3 & 4



Make critically informed comment on questions of environmental sustainability and more...

VCE Outdoor and Environmental Studies examines the ways humans interact with and relate to outdoor environments. It focusses on environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

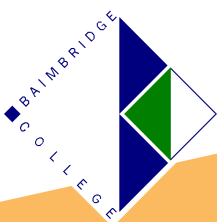
YEAR 11 - Unit 3: Relationships with outdoor environments (2024-2028)

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, **at least two different visited outdoor environments (camps) across both Units 3 and 4**, which is assessed in Unit 4, Outcome 3.

YEAR 11 - Unit 4: Sustainable outdoor relationships (2024-2028)

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

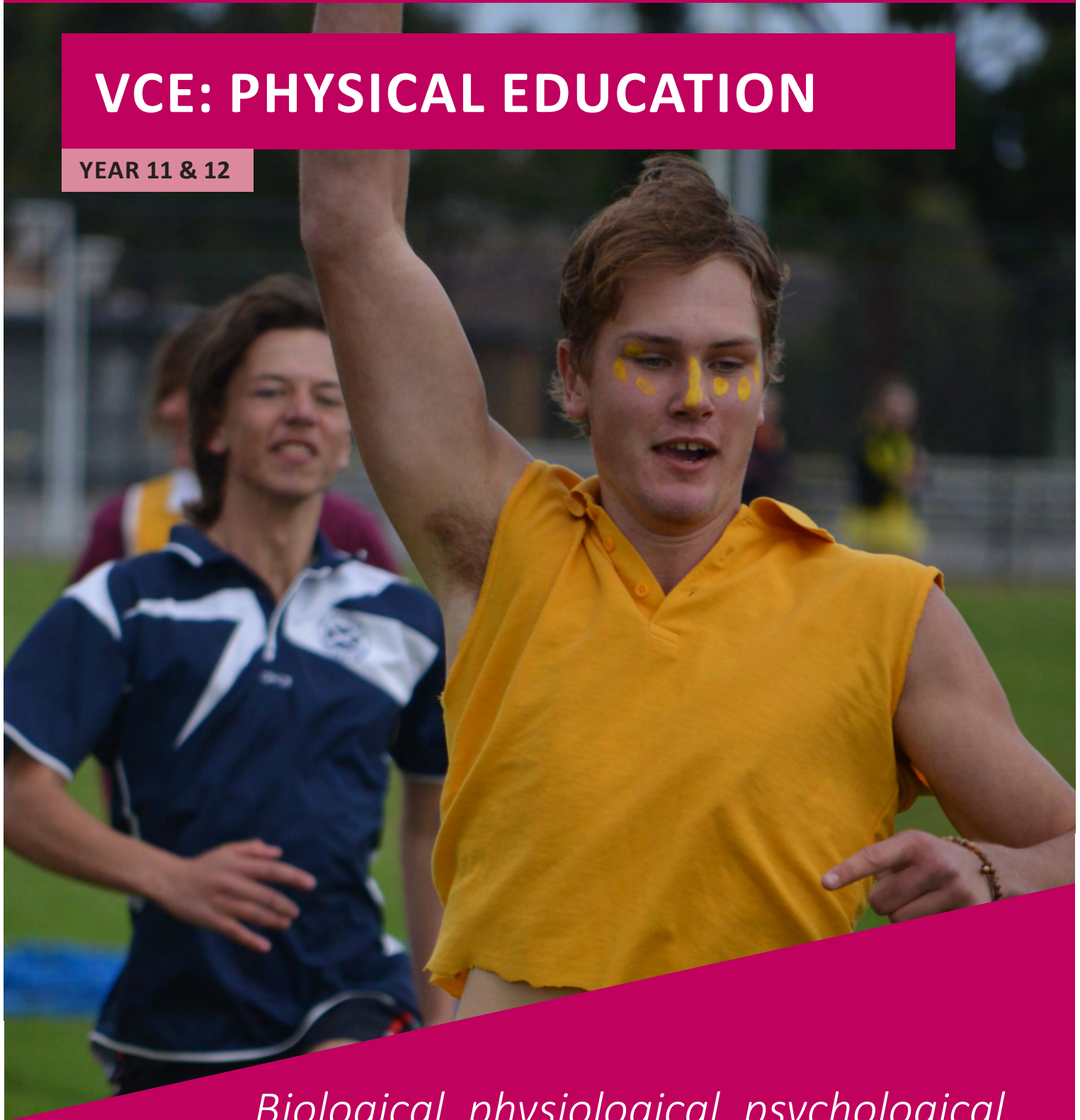
NOTE: Students undertake a number of excursions during these units. The estimated contribution of these excursions is approximately \$400-450 per semester. It is compulsory for students to attend these excursions if they choose this subject as the excursions are necessary to complete assessments.



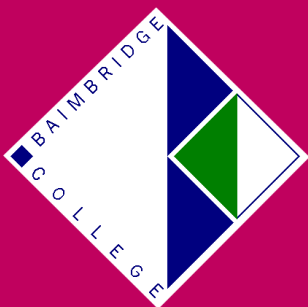


VCE: PHYSICAL EDUCATION

YEAR 11 & 12

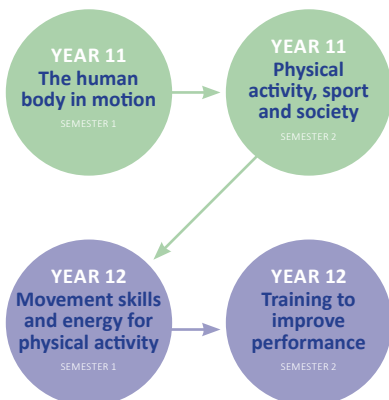


*Biological, physiological, psychological,
social and cultural influences on
performance and participation
in physical activity
and more...*



VCE: PHYSICAL EDUCATION

YEAR 11 & 12



*Factors that
influence physical
performances,
and participation in
physical activity
and more...*

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biochemical, physiological and sociological factors that influence physical performances, and participation in physical activity.

YEAR 11 - Unit 1: The human body in motion (2017-2024)

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

YEAR 11 - Unit 2: Physical activity, sport and society (2017-2024)

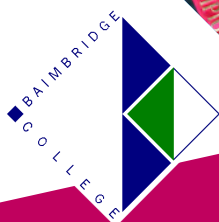
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other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

YEAR 12 - Unit 3: Movement skills and energy for physical activity (2018-2024)

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

YEAR 12 - Unit 4: Training to improve performance (2018-2024)

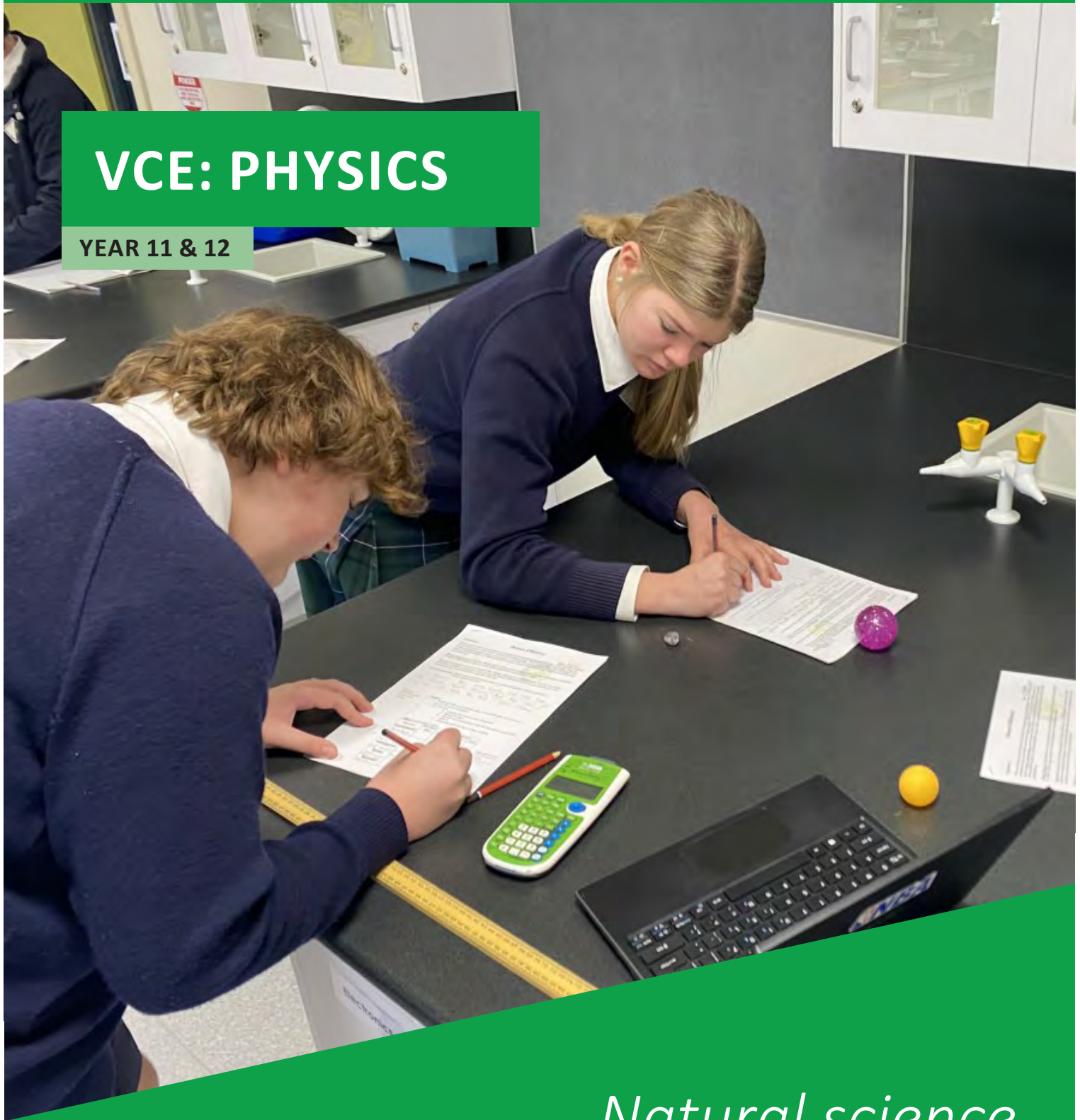
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness,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



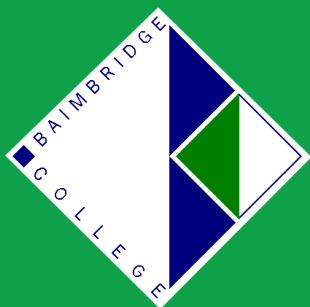


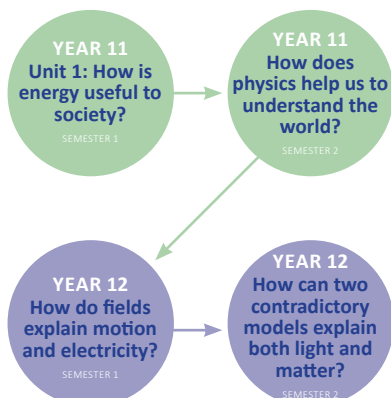
VCE: PHYSICS

YEAR 11 & 12



*Natural science
based on observations,
experiments, measurements and
mathematical analysis
and more...*





*Undertake
practical activities
and apply
physics principles
and more...*



Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

YEAR 11 - Unit 1: Unit 1: How is energy useful to society? (2023-2027)

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

Area of Study 1 KEY QUESTIONS

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

YEAR 11 - Unit 2: How does physics help us to understand the world? (2023-2027)

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

- How is motion understood?
- Options: How does physics inform contemporary issues and applications in society?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

YEAR 12 - Unit 3: How do fields explain motion and electricity? (2017-2023)

In this unit students explore the importance of energy in explaining and describing the physical world.

Areas of Study. KEY QUESTIONS:

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

YEAR 12 - Unit 4: How can two contradictory models explain both light and matter? (2017-2023)

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour

Areas of Study. KEY QUESTIONS:

- How can waves explain the behaviour of light?
- How are light and matter similar?
- A..... practical investigation

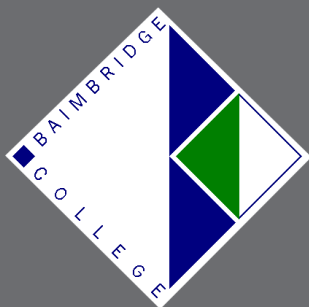
The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken.



VCE: PRODUCT DESIGN & TECHNOLOGY

YEAR 11 & 12

SAM LEHMANN
YEAR 12 2016
VCE PRODUCT DESIGN WOOD
ADIDAS SHOE BOX



www.baimbridge.vic.edu.au

Design & Create
Quantities & Costings
Plan & Prepare, Measure & Cut
Safe Work Practices
Evaluate
and more...

VCE: PRODUCT DESIGN & TECHNOLOGY



YEAR 11 & 12

FAMILIES WILL NEED TO PAY FOR MATERIALS



*Undertake
production activities
often related to
industrial and
commercial
practices
and more...*

This study provides opportunities for students to undertake production activities often related to industrial and commercial practices in the wood or metal area. Students will develop practical skills and produce a design folio which may be used for assisting entry into design related tertiary courses. The student will work as a designer and will ultimately produce products for a client. Factors that influence the work of designers will be covered including environmental impact and sustainability.

Unit 1: Design practices (2024-2028)

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

Unit 2: Positive impacts for end users (2024-2028)

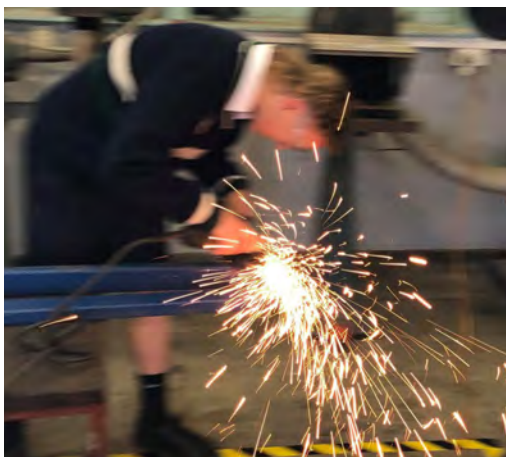
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability;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

Unit 3: Ethical product design and development (2024-2028)

Students work through the design process with a client to produce an end product. Factors influencing design, environmental considerations and research will be covered. Different manufacturing settings and processes will be included. Folio work will begin and will be completed in Unit 4.

Unit 4: Production and evaluation of ethical designs (2024-2028)

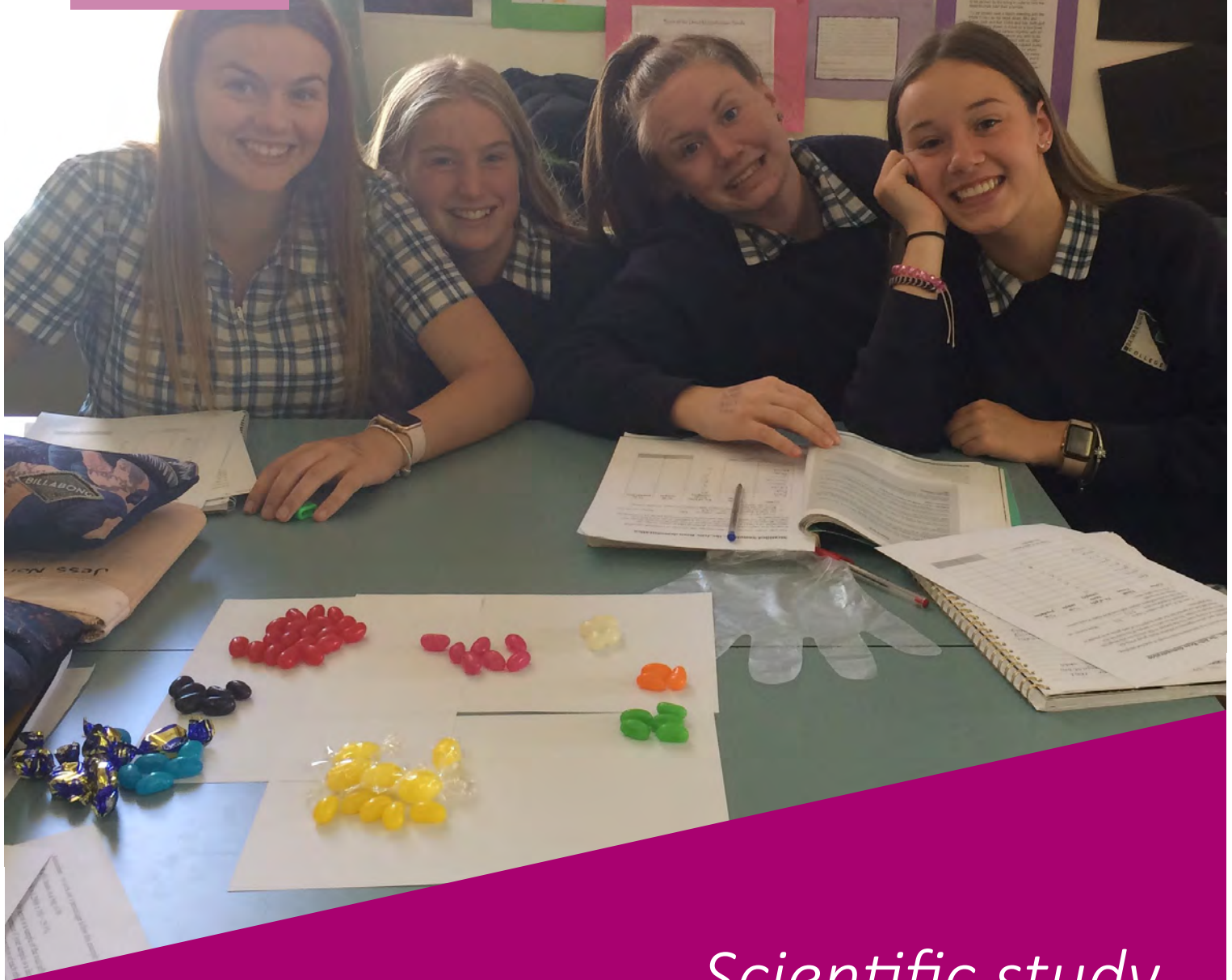
Whilst continually working on practical work with a client, the student will develop skills in evaluation, comparison and suitability of textile products. Students will evaluate their own practical work, skills and products and will make judgements about possible improvements. A major folio will be completed.



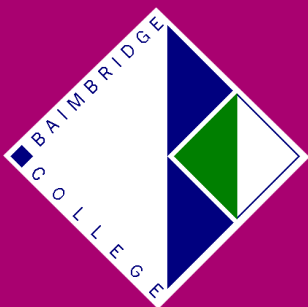


VCE: PSYCHOLOGY

YEAR 11 & 12

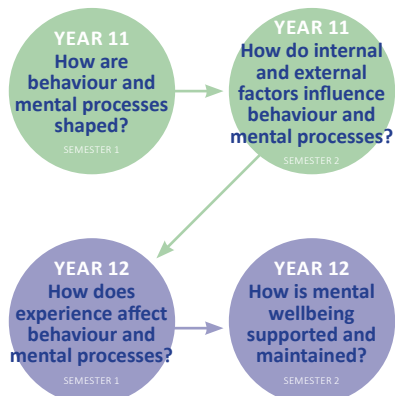


*Scientific study
of human behaviour through
biological, psychological
and social perspectives
and more...*



VCE: PSYCHOLOGY

YEAR 11 & 12



Explore complex
human behaviours
and thought
processes
and more...



Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

YEAR 11 - Unit 1: How are behaviour and mental processes shaped? (2023-2027)

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

YEAR 11 - Unit 2: How do internal and external factors influence behaviour and mental processes? (2023-2027)

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

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

YEAR 12 - Unit 3: How does experience affect behaviour and mental processes? (2023-2027)

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

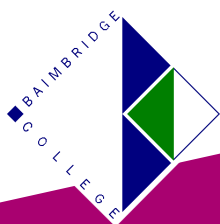
Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the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

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

YEAR 12 - Unit 4: How is mental wellbeing supported and maintained? (2023-2027)

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

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





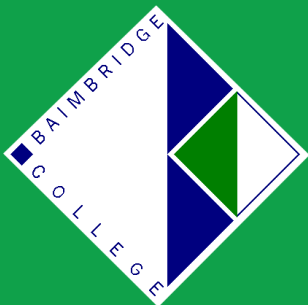
VCE: VISUAL COMMUNICATION DESIGN

YEAR 11 & 12



*Draw, Design & Create
in 2D & 3D.*

*Airbrushing, Photography,
Adobe Photoshop & InDesign,
Autodesk Maya
and more...*



VCE: VISUAL COMMUNICATION DESIGN



YEAR 11 & 12

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

YEAR 11 - Unit 1: Finding, reframing and resolving design problems (2024-2028)

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

YEAR 11 - Unit 2: Design contexts and connections (2024-2028)

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

YEAR 12 - Unit 3: Visual communication in design practice (2024-2028)

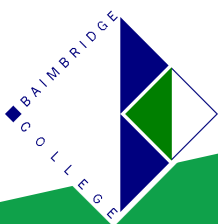
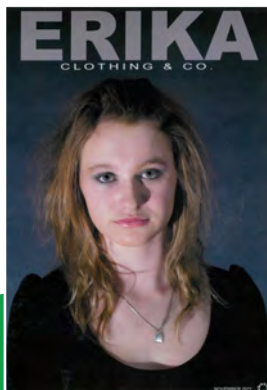
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects,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

YEAR 12 - Unit 4: Delivering design solutions (2024-2028)

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



Photography



Notes