



KAMBRYA

C O L L E G E

Course Handbook

VCE 2024-2025



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Welcome to the Senior School

Kambrya College, in partnership with parents, guardians and the wider community, aims to provide an environment conducive to learning, in which all students can attain knowledge, skills and attitudes that demonstrate high levels of achievement enabling them to be lifelong learners and effective, successful, active and happy participants in the international community. As students enter their senior years (Years 10-12) at Kambrya College, they have the opportunity to select the course they want to study within the guidelines of the VCAA.

For many students, the senior school course selection process is exciting, but for some it can be a daunting process. Students are asked to consider what they may like to do following secondary school completion and make course selections that align with their pathway goals. It is important that students make personal and informed choices based on their own research and planning when selecting subjects.

This handbook contains information about the structure of the VCE Certificate and a description of all of the VCE subjects and VET Certificates on offer at Kambrya College. Students are strongly encouraged to read this handbook carefully before making course selection decisions. 2024 Year 11 student course selections will be discussed with a member of the Senior School leadership team at an appointment in early Term 3. Adjustments to student selections will be able to be made at this appointment.

Kind regards,

Kelly Kinsella
Assistant Principal - Senior School

Senior School Contacts

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Victorian Certificate of Education (VCE)

Overview

From 2023, changes to Victorian senior secondary education came into effect. The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce. It is a minimum two-year certificate which in 2023 is expanding to include the Vocational Major.

The general VCE is a two year program where students undertake VCE subjects that have formal scored assessment including external examinations for Unit 3 & 4 studies. Students can undertake VET studies as part of the VCE (general certificate). Students who undertake the general VCE will receive an ATAR upon achieving their certificate.

The VCE - Vocational Major is a two-year applied learning program within the VCE. Students who undertake this major will develop academic and work-related skills, knowledge and confidence. It will prepare students for work and further education and training. Students who undertake the VCE Vocational Major will not receive an ATAR upon achieving their certificate.

Requirements for meeting the general VCE (certificate that generates an ATAR)

To be awarded a VCE and receive an ATAR, students must meet the following requirements:

- Satisfactorily complete at least 16 units of study (this means achieving an 'S' result for **all** of the outcomes assessed in the unit. A unit of study is one semester in duration.
- Satisfactorily complete three units from the English group, including a Unit 3 & 4 sequence. English units may be selected from English Units 1-4, English Additional Language Units 1-4, English Language Units 1-4 and Literature Units 1-4.
- Satisfactorily complete a minimum of four Unit 3 & 4 sequences, one of which **must** be an English sequence.

Requirements for meeting the VCE - Vocational Major (does not generate an ATAR)

To be awarded a VCE- Vocational Major, students must meet the following requirements:

- Satisfactorily complete at least 16 units of study (this means achieving an 'S' result for all of the outcomes assessed in the unit. A unit of study is one semester in duration.
- Satisfactorily complete three units of VCE VM Literacy including a Unit 3 & 4 sequence.
- Satisfactorily complete a minimum of four Unit 3 & 4 sequences, one of which must be a Literacy sequence
- Satisfactorily complete a minimum of two units of Numeracy (or General Mathematics)
- Satisfactorily complete a minimum of two units of Personal Development Skills
- Satisfactorily complete a minimum of two units of Work Related Skills
- Satisfactorily complete 180 nominal hours of VET

VCE Course Structure

VCE

Year 11 students: undertake 6 subjects at Unit 1 & 2 level. One of the 6 subjects must be from the English group. Students who commenced VCE study in year 10 may continue their study in that subject and undertake the Unit 3 & 4 level as part of their year 11 program. Students can opt to study a VET certificate as one of their subjects.

Year 12 students: undertake 5 subjects at Unit 3 & 4 level. Students can opt to study a VET certificate as one of their subjects. Students who completed a Unit 3 & 4 sequence in year 11 may be eligible to apply for a higher education study as one of their year 12 subjects.

VCE - Vocational Major

Year 11 students: undertake 6 subjects at Unit 1 & 2 level or 5 subjects plus Structured Workplace Learning (SWL) on a Wednesday or Friday. Students must undertake Units 1 & 2 Literacy, Numeracy (or General Mathematics), Personal Development Skills, Work Related Skills and at least one VET certificate. Students can then opt to complete a VCE subject from the VCE-General options or SWL as their 6th subject. Students who commenced a VET certificate in Year 10 may continue their study in that certificate and undertake the second year as part of their year 11 program.

Year 12 students: undertake 6 subjects at Unit 3 & 4 level or 5 subjects plus Structured Workplace Learning (SWL). Students must undertake Unit 3 & 4 Literacy. A typical VCE-Vocational Major student will also undertake Units 3 & 4 Numeracy, Personal Development Skills and Work Related Skills as part of their program.

Overview

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

Unit 1: Literacy for personal use; Understanding and creating digital texts

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

Unit 2: Understanding issues and voices; Responding to opinions

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

Unit 3: Accessing, understanding, creating and responding to texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Unit 4: Understanding and engaging with literacy; Speaking to advise or to advocate

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Overview

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

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. Eight areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
2. Outcome 1 is framed around working mathematically across six different numeracy contexts:
 - a. Personal numeracy
 - b. Civic numeracy
 - c. Financial numeracy
 - d. Health numeracy
 - e. Vocational numeracy
 - f. Recreational numeracy.
3. Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.
4. Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Students will cover the eight areas of study at least once across Units 1 and 2, and across Units 3 and 4 (four areas of study in each unit).

Unit 1: Number, Shape, Quantity and Measures, Relationships

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

Unit 2: Dimension and Direction, Data, Uncertainty, Systematics

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

Unit 3: Number, Shape, Quantity and Measures, Relationships

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

Unit 4: Dimension and Direction, Data, Uncertainty, Systematics

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

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

Overview

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

Unit 1: Healthy individuals

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

Unit 2: Connecting with community

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

Unit 3: Leadership and teamwork

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

Unit 4: Community project

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

Overview

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

Unit 1: Careers and learning for the future

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

Unit 2: Workplace skills and capabilities

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

Unit 3: Industrial relations, workplace environment and practice

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

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

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

Unit 4: Portfolio preparation and presentation

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

Overview

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

Unit 1: Explore, expand and investigate

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

Unit 2: Understand, develop and resolve

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

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

Unit 3: Collect, extend and connect

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

Unit 4: Consolidate, present and conserve

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

Overview

The study of Drama focuses on the creation and performance of characters and stories that communicate meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles and apply and manipulate conventions, dramatic elements, and production areas. They use performance skills and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners. Students must attend excursions to see selected professional plays as an essential part of this subject, most likely outside of class time.

Unit 1: Introducing performance styles

In this unit, students' study three or more performance styles from a range of social, historical and cultural contexts. Students create, present, and analyse a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves the viewing and analysis of work by professional drama performers.

Unit 2: Australian identity

Students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised performance. Students will use historical and contemporary Australian contexts as stimulus materials for their work, including people, texts, artworks, places, events, issues, and icons. Students will further develop their use of dramatic elements, production areas and theatrical conventions such as transformation of character, time and place, and the application of symbol.

Unit 3: Devised ensemble performance

Students will work collaboratively to develop a devised ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material and embed conventions from various and specific performance styles into their works and shape their work to have a specific impact on their audience. Students analyse their devised ensemble performance as well as a professional performance from the prescribed VCE playlist.

Unit 4: Non-naturalistic solo performance

Students develop a short solo performance in response to given stimulus, applying symbol, transformation and play-making processes. This is built upon when students develop a second solo for their end of year performance examination. Working with complex stimulus materials set by VCAA, students develop a longer solo performance in response to one of ten prescribed structures to devise plot and realise character, using all of the dramatic elements, theatrical conventions, performance and expressive skills. Students will also analyse their work.

Overview

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Using Media texts, technologies and processes students will consider various perspectives in the media process including structure and features, industry production and distribution, audience reception and the impact media has in society.

Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries are built upon the creation and distribution of narratives constructed using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume, and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption, and reception within the selected media form. They experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Overview

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.

Unit 1: Organisation of music

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

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

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

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

Unit 2: Effect in music

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

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

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

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

Units 3 and 4: Music contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music

Unit 3:

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4:

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Note:

Following the completion of Units 1 and 2, students may want to consider Units 3 and 4 Repertoire or Inquiry as an alternative to Music contemporary performance. Decisions regarding the possibility of enrolment into alternative Unit 3 and 4 Music streams will be made in consultation with the VCE Music teacher.

Overview

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas, and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts developing an understanding of the importance of presentation drawings.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications. Students create presentation drawings, develop skills in technical drawing, typography and imagery manipulation. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

Students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers, and specialists. Students analyse existing visual communications and gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

Overview

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

Unit 1:

Students undertake two areas of study in Unit 1. In the Reading and exploring texts area of study, students make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. In the Crafting texts area of study, students 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.

Unit 2:

In Unit 2 students further develop their reading and viewing skills in a Reading and exploring texts area of study. Students will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. In the Exploring argument area of study, students will explore and analyse persuasive texts within the context of a contemporary issues, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3:

In Unit 3 students undertake a Reading and responding to texts unit in which they analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students also study a Creating texts unit in which they are required to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and be able to explain their decisions made through writing processes.

Unit 4:

In Reading and responding to texts, students 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. In Analysing argument, students analyse the use of argument and language in persuasive texts, including one written text and one text in another mode; and develop and present a point of view text.

Overview

The Unit structure of English Additional Language (EAL) is the same as English. It is recommended that prior to enrolment in English Additional Language have demonstrated achievement at C3 or above on the Victorian Curriculum F-10: EAL.

EAL Eligibility

VCAA have strict eligibility requirements for English Additional Language enrolment. In order to be eligible to enrol in VCE EAL, students must meet the following criteria

A student:

- will not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* and
- has been enrolled in schools where English has been the students major language of instruction for a total period of seven years or less over the period of their education

** The period of seven years is to be calculated cumulatively over the students whole life.

Students who are unsure if they meet the eligibility requirements for EAL should contact the EAL coordinator Ms. Sarah Thomson or the Senior School Curriculum Leader Ms. Kate Bevis for confirmation of eligibility.

Overview

English Language provides you with the opportunity to explore the mechanics of language as well as building your understanding of how the English language has grown and changed over time. Throughout this subject, you will learn how different elements of language combine to make meaning, how language influences the way you think, your identity, your attitudes, and your ability to participate in society. You will also discover how languages are learned and the developmental stages of language acquisition in children as well as the consequences of being deprived of language learning.

Unit 1:

In this unit, students develop their understanding of the mechanics of English language. They look at the philosophy behind language structures and how the relationships between the individual modes of language are influenced by, and influence, situational and cultural contexts. Students will also investigate the developmental stages and theories of first and subsequent language acquisition.

Unit 2:

In this unit, students explore the way that language changes over time. They consider different factors that have contributed to the change of English over time as well as those contributing to the spread of English. Students will explore a range of texts from past to present and consider how the different elements of language are affected. Students will consider the cultural repercussions of the spread of English, understanding how it has caused the creation of ethnic varieties of English and contributed to the decline of indigenous languages.

Unit 3:

In this unit, students investigate contemporary Australian English in a range of settings. They learn the stylistic features of formal and informal language, considering how words convey meaning and messages, as well as, the significance of context. Students will be able to describe how texts are influenced by situational and cultural contexts and how language choices, attitudes, values, and beliefs are affected by our social and cultural contexts. Students will also learn how their choice of language can show relationships, power structures and purpose.

Unit 4:

In their final unit, students will consider the role of language in establishing and changing identities. They will learn how non-Standard English varieties help develop social and cultural identities, through the examination of a wide range of texts, and how their sense of identity changes in response to experiences. Students will also consider the way that identity is influenced by how we see ourselves and how others see us. Students will also explore the distinction language can make between 'us' and 'them' hypothesising how this creates a sense of solidarity and can be used to create social distance.

Overview

Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of various factors, many of which can be modified by health care and other interventions. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian Government's overseas aid program.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings to different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs, and practices, and look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing 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, and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health

Students begin to explore health and wellbeing as a global concept. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. They look at health promotion in population health over time, looking at various public health approaches for health improvement and evaluate successful programs.

Unit 4: Health and human development in a global context

Students use data to investigate health status and burden of diseases in different countries, exploring factors that contribute to health inequalities. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and investigate different worldwide trends that impact on health. They look at global action to improve health and wellbeing, focusing on the United Nations Sustainable Development Goals and the work of the World Health Organisation. They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context.

Overview

Physical Education explores the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand the role in producing movement, and examine behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity. There is an emphasis on the inclusion of practical learning opportunities across all 4 units of study.

Unit 1: The human body in motion

This unit explores 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, and how systems adapt to the demands of activity. Students investigate the function of the main structures in each system and how they respond to exercise. They explore how the functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural, and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity from a participatory perspective. Students are introduced to types of physical activity and sedentary behaviour, looking at the role they have on health and wellbeing. Students experience different forms of physical activity through participation in sport, recreation and exercise practical activities. Students investigate how participation in physical activity varies across the lifespan, and explore a range of factors that influence participation rates. They collect data to determine perceived enablers of and barriers to physical activity. Students investigate consequences of physical inactivity and sedentary behaviour, and look at the role physical activity promotion initiatives play in improving health outcomes.

Unit 3: Movement skills and energy for physical activity

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 movement in physical activity. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity. Students investigate the interplay of the three energy systems to performance in physical activity. 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.

Unit 4: Training to improve performance

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, 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 sociocultural 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.

Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 1: Role of Accounting in business

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

Unit 2: Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial Accounting for a trading business

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

Unit 4: Recording, reporting, budgeting and decision making

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

Overview

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a business

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.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

Unit 4: Transforming a business

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 leadership in change management and use contemporary business case studies.

Overview

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters.

Unit 1: Twentieth Century History 1918-1939

Students explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires competed for influence across the globe, influencing radical change. World War One represents a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments around the world. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War 1 was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth Century History 1945-2000

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement in the United States of America. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. Events such as the September 11 World Trade Centre attacks led to US involvement in Iraq and Afghanistan; events that shaped the early decade of the 21st century. The Global Financial crisis also led to social, political and economic change and challenges.

Overview

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which bring about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units, students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Unit 3: The French Revolution of 1789

Unit 3 considers the chronology of events in France between 1781 and 1795, the key ideas which underpinned the revolution, including liberty, equality and fraternity, key groups and individuals involved in the revolutionary process, such as Robespierre, the Sans Culottes and Jacobins, the changes and continuities experienced through the transition from the Ancient Regime to the Directory in 1795, the impact of the revolution both within France and internationally, as well as exploring differing perspectives of the revolution, including those of various historians.

Unit 4: The Russian Revolution of October 1917

Unit 4 considers the chronology of events in Russia between 1905 and 1924, the key ideas which underpinned the revolution, including Marxism, key groups and individuals involved in the revolutionary process, such as Lenin and the Bolsheviks, the changes and continuities experienced through the transition from Tsarist Russia to the USSR, the impact of the revolution both within Russia and internationally, as well as exploring differing perspectives of the revolution, including that of various historians.

Overview

Legal studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Unit 1: Guilt and liability

This unit develops the students' understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

In this unit students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Overview

Philosophy is the oldest academic discipline and provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history. Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

Unit 1: Existence, knowledge and reasoning

This unit focuses on ideas to do with our own existence and the concept of knowledge. Students will study Metaphysics (a study of what we can say exists) and Epistemology (a study of what we can say is knowledge). Students will need to analyse questions like: what is the nature of reality? Can we prove our own existence? Should we trust scientific knowledge, using philosophical reasoning and logical argument?

Unit 2: Questions of value

This unit focuses on ethics in philosophy and analyses current ethical debates to try and find defensible rules which can be used in an ethical situation. Students will also be introduced to other areas of philosophy like rights and justice and liberty and anarchy.

Unit 3: Minds, bodies and persons

This unit examines the concepts of the mind or psyche and the body and how these concepts inform our sense of personal identity. Students will have to evaluate arguments about the manner in which we exist and the implication of these arguments. Students will have to analyse texts from ancient and modern philosophers and critically compare these ideas to contemporary modern debates.

Unit 4: The good life

This unit examines the question of what it is for a human to say that they live a good life. During the unit students will analyse texts from both ancient and modern philosophers and critically compare these ideas. Students will then apply these terms to contemporary modern debates.

Overview

The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change. VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective.

Unit 1: Youth and family

Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies.

Unit 2: Social norms: breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.

Unit 4: Community, social movements and social change

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

Overview

The study of German contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge.

Students demonstrate the achievement of the outcomes for German based on progressive development of skills in listening, speaking, reading and writing. Students will also build on previously gained understanding of the German grammatical structure.

Unit 1:

In this unit students develop an understanding of the language and culture/s of *German-speaking communities through the study of three or more topics from the prescribed themes of: The individual; The German-speaking communities and The world around us*. Students' access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken, or written texts.

Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes of: *The individual; The German-speaking communities and The world around us*. Students analyse visual, spoken, and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3:

This unit focuses on revising the themes and topics covered in units 1 and 2. As students develop greater confidence with the language, they consolidate and express their ideas in the German language. Outcomes include the expression of ideas through the production of original texts, analyse and use information from spoken texts, including German films, and exchanging information, opinions, and experiences. Students work together in role-play situations and extended spoken activities on a regular basis.

Unit 4:

In this unit students continue to develop their deeper understanding of the common themes and topics. There is a focus on *The German-speaking Communities*, as students undertake a Detailed Study of Language and Culture Through Texts. This material forms the basis for one component of the Oral Examination. Outcomes include the analysis and use information from written texts and responding critically to spoken and written texts, which reflect aspects of the language and culture of German-speaking communities and German history. Students develop a strong capacity to immerse themselves in German cultural life and communication.

Overview

The VCE Japanese course is designed to enable students to examine the nature of language and the role of culture in language, communication and identity. The study is designed to enable students to communicate with others in Japanese in a variety of contexts, understand the relationship between language and culture, compare cultures and languages and enhance intercultural awareness, understand and appreciate the cultural contexts in which language is spoken, learn about language as a system and themselves as language learners and make connections between different languages. Students build the skills to be able to apply Japanese to work, further study, social or leisure activities, and to communicate with others in interpersonal, interpretive and presentational contexts.

Unit 1:

In this unit, students develop an understanding of language and culture through the topics of Leisure, Family and School. Students access and share useful information on the topics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. They focus on analysing cultural products or practices through a variety of visual, spoken and written texts and apply acquired knowledge of Japanese language and culture to new contexts. Students reflect on the interplay between language and culture and its impact on the individual's use of language in specific contexts and for specific audiences.

Unit 2:

In this unit, students develop an understanding of aspects of language and culture through the study of the topics of Lifestyle, Travel and Technology. Students analyse visual, spoken and written text about the topic in Japanese, consolidate and extend vocabulary, grammar knowledge and language skills. Students examine how cultural products and practices can be used to demonstrate how culture and perspectives may vary between communities and reflect on the interplay between language and culture and its impact on meaning. Students focus on language important for presenting information in written form in language and for writing for a specific purpose and audience.

Unit 3:

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of the topics of Traditions, Japanese Culture in the World and Living in Japan. Students interpret information, inform others and reflect upon and develop persuasive arguments. Students consider the influence of language and culture in shaping meaning and reflect on how knowledge of Japanese and Japanese speaking communities can be applied in a range of endeavours and contexts such as further study, travel, business or community involvement while further refining their language skills.

Unit 4:

In this unit, students investigate aspects of culture through the study of the topics of Environment and the Future. Students build on their knowledge of Japanese speaking communities, considering cultural perspectives and language and explaining personal observations. Students reflect on the ways culture, time and place influence values, attitudes and behaviours. Through the investigation of a cultural product or practice students develop their research skills and presentational skills in language.

Overview

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

Unit 1:

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Unit 2:

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Units 3 and 4:

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

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

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

Overview

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

Unit 1:

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

Unit 2:

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

Units 3 and 4:

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.

Overview

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

Unit 1:

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

Unit 2:

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

Units 3 and 4:

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

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

Overview

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Unit 1: How do organisms regulate their function?

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

Unit 2: How does inheritance impact diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

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, comparative genomics and the human fossil record.

Overview

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

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.

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

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

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Overview

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

Unit 1: How are Earth's dynamic systems interconnected to support life?

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.

Unit 2: What affects Earth's capacity to sustain life?

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.

Unit 3: How can biodiversity and development be sustained?

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.

Unit 4: How can climate change and the impacts of human energy use be managed?

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.

Overview

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Unit 1: How is energy useful to society?

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

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

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

Unit 3: How do fields explain motion and electricity?

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

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

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

Overview

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Unit 1: How are behaviour and mental processes shaped?

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

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

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

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

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

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the 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

Overview

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2: Food makers

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

Unit 3: Food in daily life

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

Unit 4: Food issues, challenges and futures

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

Overview

Systems Engineering provides an opportunity for students to develop capabilities in, and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems. Students will gain appreciation, knowledge, understanding, and practical application of technological systems. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electro technology, robotics, pneumatics, hydraulics, and energy management.

Unit 1: Mechanical systems

This unit focuses on mechanical engineering fundamentals and the building blocks that operate in the simplest to more complex mechanical devices. The main focus is on the construction of a system. Students investigate fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a 'hands-on' approach, as students apply their knowledge and construct functional systems.

Unit 2: Electrotechnical systems

This unit focuses on the fundamental principles of electrical and electronic circuits including microelectronic circuitry. Students learn about fundamental electro technology principles, including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied in order to define and explain electrical characteristics of circuits. Students have the opportunity to study contemporary design and manufacture of electronic equipment that involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices.

Unit 3: Integrated and controlled systems

This unit focuses on how mechanical and electro technological systems are combined to form a controlled integrated technological system. Students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports. Students learn about renewable and non-renewable energy sources and their impacts. In Unit 3 students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation.

Unit 4: Systems control

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

Vocational Education and Training (VET)

Overview

VET programs are available to senior secondary students as part of their VCE. Students have access to certificates in a range of industry areas and on completion, students receive a nationally-recognised certificate as well as credit towards their VCE program. Students combine school-based studies with a VET program, which may involve attending a TAFE, a Registered Training Organisation (RTO) or a workplace for training. VET programs involve competency-based learning, which means that students perform tasks and duties to the standard expected in employment.

In order to receive the VET qualification, students must undertake the entire Units 1-4 structure of a VCE VET program (years 11 and 12).

Students are able to access a wide range of VET programs on site at Kambrya. Some of these certificates run within the normal class timetable and others are full day programs once a week (on a Wednesday)

Year 11 and 12 students are also able to access VET certificates at external providers as part of their VCE program but students should carefully consider locations of these programs and whether they are easily accessible.

VET as part of the VCE

Students who are undertaking a scored VCE can opt to complete a VET course as one of their subjects. Students can select a VET that runs either as part of the normal Kambrya College timetable or a VET program that runs all day on a Wednesday. Students who undertake a Wednesday VET will need to catch up on their missed classes, but will have study periods allocated throughout the week to support with this.

Only some VET courses are VCE Scored VETs which means they generate a study score and can contribute towards an ATAR. Other courses can only provide students with an increment as their fifth or sixth VCE subject.

VET as part of the VCE - Vocational Major

Students who wish to undertake the VCE-Vocational Major must undertake a VET program in order to meet the certificate requirements.

Students are able to undertake a VET that runs in the normal Kambrya College timetable or a whole day VET course on a Wednesday.

VET Options at Kambrya College

The following VET certificates will be offered on-site at Kambrya College in 2024 if sufficient numbers exist to run them. Where it is indicated that a VET runs in timetable, this means that it runs 4 periods per week over two different days of the week like any other VCE subject. Where it is indicated that a VET runs either on a Wednesday or a Friday, this means that the class will run for a full day. VET Unit 3/4 sequences that do not generate a study score will give an increment for a students ATAR as a 5th subject. Increments will be calculated using 10% of the fourth study score of the primary four.

VET Certificate	Location	VCE Scored
Certificate III Beauty Services	1st year - Kambrya College (Wednesday) 2nd year - External	No - provides a Unit 3 & 4 sequence when complete but no study score.
Certificate II Building and Construction	Kambrya College (1st year - Wednesday 2nd year - Friday)	No - provides a Unit 3 & 4 sequence when complete but no study score
Certificate III Business	Kambrya College (Wednesday)	Yes - generates a study score at 3/4 level
Certificate II Creative Industries	Kambrya College (Wednesday)	No - only provides a Unit 1 & 2 sequence
Certificate II Cookery	Kambrya College (Wednesday)	Yes - generates a study score at 3/4 level
Certificate III Information and Communications Technology	Kambrya College (Wednesday)	Yes -generates a study score at 3/4 level
Certificate II Plumbing (Pre-apprenticeship)	Kambrya College (Wednesday)	No - provides a Unit 3 & 4 sequence when complete but no study score
Certificate II Salon Assistant (Hairdressing)	Kambrya College (Wednesday)	No - only provides a Unit 1 & 2 sequence
Certificate III Sport and Recreation	Kambrya College (Wednesday)	Yes - generates a study score at 3/4 level

Certificate III Beauty Services

Students who undertake this two-year certificate undertake studies in waxing, manicure and pedicure, make-up, business communications, retail, spray tanning and nail enhancement. Successful completion of this certificate can lead to employment prospects as a beautician, beauty therapist, nail technician or retail cosmetic consultant.

Certificate II Building and Construction

This certificate provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. Students receive an introduction to the industry and workplace safety, and learn how to perform industry calculations and use carpentry hand and power tools. Units include sub-floor construction, wall and roof framing, installing window and doorframes, and formwork for concreting.

Certificate III Business

This certificate provides students with the necessary knowledge and skills to engage in a variety of business service roles. Students learn to perform a range of tasks using business, technology and technical skills to engage effectively with colleagues and supervisors, contribute to team decisions and problem-solving, develop professional workplace documents and work to continuously evaluate and improve their own performance.

Certificate II Creative Industries (Entertainment and live performance)

This Creative Industries option develops individuals with skills and knowledge in a variety of activities in the areas relating to live theatre, performance and entertainment (including behind the scenes, as well.) Core units include working effectively with others, developing and applying creative arts industry knowledge, and applying work health and safety practices. In addition to these, students will engage in a number of other units that may include areas such as developing basic audio skills and knowledge, developing ensemble skills to perform simple musical parts, developing basic lighting skills and knowledge, developing basic prop construction skills, undertaking front of house duties, and assisting with bump in and bump out of shows.

Depending on student interest, there is potential scope for this course to be adapted to suit the student interests within the cohort and streamed into more specific interest areas within theatre/entertainment.

Certificate II Creative Industries (Visual arts and design)

This Creative Industries option develops individuals with skills and knowledge in a variety of activities in the areas relating to Visual Arts. Core units include working effectively with others, developing and applying creative arts industry knowledge, and applying work health and safety practices. In addition to these, students will engage in a number of other units that may include areas such as applying critical thinking techniques, following a design process, using drawing techniques, assisting with basic photo shoots, developing digital imaging skills, and making simple creative works.

Depending on student interest, there is potential scope for this course to be adapted to suit the student interests within the cohort, specifically within the Visual Arts space.

Certificate II Cookery

This certificate aims to provide students with a general overview of the hospitality industry and to develop specific competencies in hospitality operational skills, food preparation and presentation. Students learn to effectively prepare a range of dishes, with a focus on safe and hygienic practices. These qualifications prepare students for a diverse range of occupations in the hospitality industry including commercial cookery and catering.

Certificate III Information and Communications Technology

This two-year certificate provides students with the skills and knowledge for a range of information and communications technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills and generalist IT support services. They develop the capacity to work collaboratively and creatively in a job role, including the application of skills in networking, programming, systems and web development.

Certificate II Plumbing (Pre-apprenticeship)

This certificate is designed to provide entry level training for students who wish to pursue career opportunities within the plumbing industry. It is an extremely diverse industry, involving the installation of hot and cold water systems, above and below ground drainage, roofing and rainwater goods. Plumbers are also required to install appliances and sanitary fixtures, heating and cooling equipment, and maintain plumbing systems in domestic and commercial buildings. Successful completion of this certificate can lead to further study in plumbing or various apprenticeship opportunities.

Certificate II Salon Assistant (Hairdressing)

This certificate is a twelve-month course that aims to provide students with the knowledge and skills to achieve competency that will enhance their employment prospects in the hairdressing industry. Students will receive training in the practical skills of styling, removal of chemicals and basin services and undertake theory studies in client communication. **A compulsory requirement of this course is 40 hours work placement in a hair salon.**

Certificate III Sport and Recreation

This is a two-year program that introduces students to the employment and educational opportunities within the Sport and Recreation industry. The focus of the program is on developing the skills, knowledge and confidence to work in the areas of community recreation. Students will develop leadership and organisational skills through theory and practical sessions. Practical sessions throughout the course may include completion of a First-Aid certificate, coaching and/or assisting in the running of interschool sport and carnival days, primary school sports days, an overnight camp and strength and conditioning activities. Students will need to be deemed competent in all first-year units to progress into the second year of the course.

VET Certificates that run at external venues

Overview

There are additional VET certificates available for students to enrol in that are not offered at Kambrya College. Year 11 and 12 students are able to enrol in a VET certificate at an external venue if it runs on a Wednesday. External VET providers will provide confirmation of their course offerings for 2024 during Term 3. If you are interested in studying a VET certificate listed below, please include it on your Web preference form and then you will be provided with more information about locations of the certificate in Term 3. Once you have that information, you can then decide whether you would like to enrol or withdraw your interest in the VET certificate.

VET Certificates that are typically offered at our local secondary schools and TAFE providers include:

- Certificate III in Screen and Media
- Certificate III in Music
- Certificate II in Automotive Vocational Preparation
- Certificate III in Health Services Assistance
- Certificate II in Community Services
- Certificate III in Early Childhood Education & Care
- Certificate II in Electrotechnology
- Certificate II in Engineering Studies
- Certificate III in Equine Studies
- Certificate II in Animal Studies

You can find out more information about what is studied in each of these certificates by visiting the VCAA VCE VET programs website: [Pages - VCE VET programs \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au) or by searching the certificate name in google.

Structured Workplace Learning (SWL)

Overview

Structured Workplace Learning (SWL) recognition provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace. VCE Vocational Major (VCE VM) students may have the option to undertake this on a Wednesday or Friday depending on their VET course timetable. Students who undertake SWL experience a high-quality placement with employers who understand the VCE VET program and they can achieve a VCE VM credit by learning in the workplace.

How it works

Stage 1: Students complete a range of pre-placement activities

Stage 2: Students undertake a minimum of 80 hours of work placement over the year and they must maintain a Workplace Learning Record (WLR)

Stage 3: Students must complete a post-placement reflection

VCE Credit Recognition

For VET SWL

- Must complete 180 hours in the VCE VET program for the year
- Must undertake a minimum of 80 hours full-time equivalent of SWL
- Must complete the Workplace Learning Record (WLR) according to the VCAA assessment guidelines
- Report on at least six Unit of competencies in section two of the WLR
- One VCE Unit 1 credit per year (to a maximum of three credits)

For General SWL

- Must undertake a minimum of 80 hours full-time equivalent of structured work placement
- Complete the Workplace Learning Record (General) according to the VCAA assessment guidelines
- Once VCE Unit 1 credit maximum

School-based apprenticeships and traineeships

Students who are interested in finding out more information about a school based apprenticeship or traineeship can indicate their interest via their web preference subject selection form. More information will then be provided at the students course counselling appointment.

/HEADSTART APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprenticeship or Traineeship (SBAT's) combine senior secondary education with part-time employment and skilled training in a dedicated field. Students enter the apprenticeship or traineeship under a formal training contract with an employer.

The training must lead to a nationally recognised qualification, as determined by the Victorian Registration and Qualification Authority.

To manage a SBAT effectively, students need to balance school, training and work, all while managing their wellbeing. That is where Head Start comes in. Head Start provides end to end support to help students achieve real benefits from their SBAT.

Supports include:

- Pathways planning
- Wellbeing support and advocacy
- Preparing for workplace success
- Learning support
- Matching with a suitable employer
- Transitional support from school to employment
- Work trials


Training for real jobs through Head Start

There are over 150 courses available as SBAT ranging from certificate II to Certificate IV connected to current and emerging jobs roles across a wide range of industries including:

- Agriculture / horticulture
- Arts
- Automotive
- Business
- Construction
- Emerging Technologies
- Engineering
- Fashion
- Health
- Hospitality
- Sport and Recreation
- Transport and Logistics
- Travel and Tourism



Southern Melbourne Hub

 headstart.sm@education.vic.gov.au

/HEADSTART

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The Centre for Higher Education Studies (CHES) provides the opportunity for high-achieving and high-ability students from across Victorian government schools with opportunities for extension, acceleration, and enrichment as part of their overall VCE program.

All CHES programs are available through a hy-flex approach which enables students to engage online or on-site.

Higher Education Study

There is the opportunity for high-achieving and high-ability 2024 year 12 students to apply for enrolment in a first-year university study through CHES. Higher Education Studies have specific pre-requisites that usually include the year 12 student having had successfully completed a relevant Unit 3 & 4 sequence in year 11 with a high study score.

CHES will be releasing their list of Higher Education Studies early in Term 3.

2024 Year 12 students who are interested in finding out more information about Higher Education Studies should note this on their web preference form.

VCE Subjects

There is the opportunity for high-achieving and high-ability 2024 year 11 or 12 students to apply for enrolment in Units 3 & 4 VCE Algorithmics through CHES. The only pre-requisite for VCE Algorithmics Units 3 & 4 is that students must have either successfully completed VCE Mathematical Methods Units 1 & 2 or be studying it concurrently whilst studying Algorithmics. It is expected that students have the capacity or potential for developing strong problem-solving skills as this subject covers content found in first year university courses.

2024 Year 11 and 12 students who are interested in studying VCE Algorithmics through CHES should include this as one of their subject preferences on their web preference form. Please note there will be an application process run by CHES for this subject and students will be supported to complete this application by Ms. Kate Bevis (Senior School Curriculum Leader).

Frequently Asked Questions

Can I change subjects and if so when?

There are set periods during each academic year where students are permitted to request changes to their subject lists. No changes can be made outside of these periods due to VCAA contact hour requirements for units. Changes can be requested during:

- The first two weeks of commencement (for Units 1 and 3 subjects)
- A set period prior to the start of Semester 2 (for Unit 2 subjects only). Dates of this subject change period will be published via MS Teams.

Students requesting a subject change will be required to complete a subject change form and submit this to the Careers office by the published date. Every attempt will be made to accommodate student requests within the constraints of the timetable and existing class sizes.

Can I study a language outside of school?

Students are able to apply directly to a language school to study a VCE language subject that Kambrya College does not offer. Students who are completing a language through the Victorian School of Languages are permitted to reduce their subject load at Kambrya College by one subject only once Kambrya College has been provided with proof of enrolment. Students can find out further information about the Victorian School of Languages via their website <https://www.vsl.vic.edu.au>

What if I want to study a VCE subject that Kambrya College does not offer?

Students are able to pursue a direct enrolment in a VCE subject that Kambrya College does not offer via Virtual School Victoria (VSV). Students should note that there are additional costs associated with enrolment through VSV. Learning through VSV is not as supported as what it is face-to-face at Kambrya College and therefore students are not encouraged to pursue this option unless they are highly motivated and capable of learning independently. Further information about VSV can be found via their website <https://www.vsv.vic.edu.au>

Websites that may provide assistance

VCAA: Study designs	Pages - VCE Study Designs (vcaa.vic.edu.au)
VTAC:	www.vtac.edu.au
My Future Careers Site	www.myfuture.edu.au
Youth Central	www.youthcentral.vic.gov.au
Victorian Skills Gateway	www.skills.vic.gov.au
The Good Universities Guide	www.gooduniversitiesguide.com.au
Labour market insights	https://labourmarketinsights.gov.au/

* Individual university websites can also provide information about courses and future study options.



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