2021
VCE & VCAL Information

www.hallamssc.vic.edu.au
Welcome to Hallam Senior College and thank you for considering our college for your student.

Hallam Senior College provides outstanding opportunities for senior students in Years 10 to 12. The senior learning environment exists within a framework of specialisms, high expectations and pathways support.

The college ethos balances the need for structure and processes with the understanding that students need to make decisions about their future by taking on challenges and opportunities.

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Quality teaching and learning in specialisms across across Year 10, the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL), provide pathway opportunities not available at other schools. Greg McMahon, Principal

Introduction

Linking Learning & Life

Hallam Senior College is a senior setting delivering Years 10 – 12 programs and post school options for students and community members in the south eastern suburbs of Melbourne. It is a young adult learning environment.

Our college provides a comprehensive senior school educational program with a focus on personalising specialisms in learning. A focus is linking learning to life and preparing young adults to confidently and successfully embrace their future by developing skills and attributes that set students up to be productive members of society and the wider community.

Hallam Senior College is a vibrant learning community built on the foundation of:

- A clearly defined and articulated educational philosophy and profile
- A diverse range of quality programs within Year 10 and the VCE, VCAL and VET certificates
- A significant academy structure - our Centres of Excellence across Human Movement/ sport, Creative and Performing Arts (CAPA) and Innovation (Maths, Science and Technology)
- A culture based on high academic expectations, quality relationships, and great teaching
- Outstanding community, business, academic and industry partnerships

We are proud of the results our students have achieved over many years. This has come about by developing an exceptional educational framework which shapes pathway provision for each student and sets expectations for student success.
Success Can Come In A Number Of Forms

A multiple pathway approach provides opportunities for all students. Whatever the next step, students finishing at Hallam Senior College will have formed a clear sense of what they want to achieve and the pathway to this outcome. Students work closely with the staff, professional course advisors and experts from industry to shape their choices.

The focus on the next step is important to all students and staff. It soon becomes apparent when walking around the college that students are friendly and engaged in their studies and activities. Mutual respect between students and teachers is fundamental and this is returned in a professional manner. Staff relate well to students, and a clear educative purpose is achieved.

Staff are committed to student success. The quality of our teaching and support staff is excellent, making a significant difference to student outcomes. Targeted micro credential courses which complement the Centers of Excellence programs assist students to reach their potential.

Hallam Senior College has a reputation for challenging students to be involved in a range of activities which help shape them as a learner and active community member. We expect our students to work hard, be involved in the wide range of extra curricula activities and be active members of the local community.
Hallam Senior College provides Centres of Excellence and other programs to enrich, enhance, support and accelerate the learning experiences of students.

The programs are specifically tailored to enable a wide range of students to successfully participate in the programs on offer. Underpinning these programs is a clear philosophical view of the educative purposes of each program.

Our Centres of Excellence are characterised as having 4 key elements.

1. A formal curriculum structure with subject offerings aligning to the centre of excellence
2. An academy structure where training and rehearsals occur on a weekly basis
3. A complementary curriculum structure which builds on the formal curriculum.
4. An outcomes framework

Programs available are:

1. **Academy Program** - Enrichment/ Acceleration. Open to all who excel or wish to excel in their chosen field – students work at and across age levels.
   - Sports: AFL, Basketball, Netball, Rugby League, Soccer, Talented Athletes
   - CAPA: Creative and Performing Arts (Music, Visual Arts, Dance, Drama, Animation & Film)
   - Innovation: Linking science and the trades through problem solving

2. **Leadership Program** - Enrichment – developing the leadership skills of the student leaders

3. **Literacy Support** – program of key skills and knowledge for those students who fall significantly below the age appropriate literacy level

4. **Numeracy Support** - program of key skills and knowledge for those students who fall significantly below the age appropriate numeracy level

5. **Tertiary Acceleration** - The ability to undertake units to enhance university entry to Federation University.

6. **Senior School Program**: Enrichment and enhancement including mentoring, lectures, exam preparation and SAC’s involving Year 11 and 12 students.

### Programs That Enrich, Enhance, Support & Accelerate

<table>
<thead>
<tr>
<th>Curriculum Provision and Requirements</th>
<th>Academy Training</th>
<th>Complementary Programs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 - built into the curriculum through core electives&lt;br&gt;Additional time dedicated through Year 10 leadership electives&lt;br&gt;VET subjects&lt;br&gt;VCE subjects</td>
<td>Extended training or rehearsal time that operates within the school day to increase engagement and passion and parallels academic requirements.</td>
<td>Additional short courses could include: Pilates, strength and conditioning, first aid, workshops, and mentoring</td>
<td>Performance Production Presentation Publication</td>
</tr>
</tbody>
</table>
An Opportunity
To excel in your chosen field

Sports Academy

The Sports Academy and Human Movement Program (Newly Revised) is a select entry program.

The Hallam Senior College Sports Academy recognises the importance of providing students with a fulfilling and challenging education that also allows them to further develop and enhance their opportunities to pursue a career in sport.

The Academy is currently built around sports that were identified as an integral part of Hallam and its surrounding communities.

- Australian Rules Football (Boys & Girls)
- Rugby League (Boys & Girls)
- Basketball (Boys & Girls)
- Netball (Boys & Girls)
- Soccer (Boys & Girls)
- Talented Athletes (Boys & Girls)

For more information and the important dates relating to the Sports Academy application process, please visit our website at: www.hallamssc.vic.edu.au

Creative and Performing Arts Academy (CAPA Academy)

The Hallam Senior College Creative and Performing Arts Academy (CAPA Academy) provides students with a fulfilling and challenging education that also allows them to further develop and enhance their opportunities to pursue a career in the Arts.

This is an exciting and unique program that promotes school connectedness through the Arts in a student-artist friendly environment.

The Academy is currently built around Music and Dance in 2021 and will expand as the years go on. Students interested in becoming a student of the “CAPA” Academy must go through an application, interview and screening process and adhere to criteria set by the College and the Academy.

For more information about the Creative and Performing Arts Academy please contact the College on 9703 1266 or visit the website at: www.hallamssc.vic.edu.au
Hallam Senior College works directly with a number of partners to enhance the learning and career opportunities for all students.

Industry, Business, Union, Community, Educational and Sporting partners provide programs, opportunities, facilities or expertise supporting the learning opportunities and experiences of our students.

Hallam Senior College works closely with Doveton College and Timbarra College - both Foundation to Year 9 schools, to provide their students with clear options for their future studies.

An alliance exists with Gleneagles and Fountain Gate Secondary Colleges to provide course options especially around VET and VCE provision.

Significant partnerships with Federation University and Chisholm TAFE provide tertiary access opportunities for Hallam Senior College students.
**Real Life Options**

**HEADSTART**

**HEADSTART** is a new initiative in Victorian Secondary Schools that supports students to undertake an apprenticeship or traineeship whilst also completing their Year 12 Certificate.

By providing a flexible VCE or VCAL timetable, the program maximizes the time a student can spend within paid employment per week. Students also benefit from a strong focus on the development of literacy and numeracy skills, as well as quality Vocational Education training delivered at Certificate III level.

Each **HEADSTART** student:

- Is individually matched to an employer who is committed to mentoring young people within their industry.
- Has access to Certificate III level courses that have been identified as leading to genuine employment pathways.
- Is paid a government regulated wage whilst completing their apprenticeship or traineeship.
- Is supported by a **HEADSTART** Learning Leader to complete their Year 12 Certificate in either the VCE or VCAL.
- Is mentored by a team of dedicated **HEADSTART** Industry Coordinators both during and beyond their school certificate completion.
- Will develop the necessary skills and experience to secure full-time employment post-school.

Our students are eligible for the **HEADSTART** program at any year level, building upon the range of Vocational training opportunities that exist within the school.

Each **HEADSTART** team member has demonstrated experience within the employment and Vocational training sector and works closely with Hallam staff to ensure the best outcome for each student.

If you wish to meet with a member of the **HEADSTART** team to find out more, please contact us via email at: head.start.ise@edumail.vic.gov.au
Senior School Framework

F–10 Victorian Curriculum / Year 10

Senior School Certificates

VCE
(Victorian Certificate of Education)
Usually 20-24 Units

VCAL
(Victorian Certificate of Applied Learning)
Literacy and Numeracy Skills, Industry
Specific Skills, Personal Development Skills,
Work Related Skills

VET
(Vocational Education and Training)
VCE VET Program
School Based Apprenticeship & Traineeship
Other VET Certificates

Completion of VCE
Competition of VCAL

Training: TAFE or school, industry, RTO, ACE)
Structured Workplace Learning

Scored (ATAR)
Unscored*

Employment/Apprenticeship/Traineeship
TAFE
Certificate II/III/IV, Diploma, Advanced Diploma
University
# 2021 Subjects & Certificates

## YEAR 10 Subjects

<table>
<thead>
<tr>
<th>Compulsory subjects all Year</th>
<th>Must choose 1 from each category</th>
<th>Electives – Choose 4 over the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 different groupings based on transition and testing data</td>
<td>P.E and Health</td>
<td>Science</td>
</tr>
<tr>
<td>Mainstream English or Essential English</td>
<td>Sport Science</td>
<td>Strange Minds</td>
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<tr>
<td>Mainstream Maths or Real Life Maths</td>
<td>Sport and the Law</td>
<td>Blood and Bones</td>
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<tr>
<td></td>
<td>P.E</td>
<td>Sci Fly</td>
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<td></td>
<td>Alive</td>
<td>Chemistry (Lab Rats)</td>
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## Co-curricular involvement (Non Sports Academy or CAPA Academy students)

<table>
<thead>
<tr>
<th>VCE Enhancement</th>
<th>VET Enhancement</th>
<th>Literacy Support (MYLANS)</th>
<th>Study Hall</th>
<th>Sport Training</th>
<th>Design and Innovation</th>
<th>Structured Work Placement</th>
<th>Numeracy Support</th>
</tr>
</thead>
</table>

## VCE Subjects

- English
- English as an additional Language (EAL)
- General and Further Maths
- Maths Methods
- Specialist Maths
- Accounting
- Business Management
- Legal Studies
- History
- Philosophy
- Sociology
- Media
- Biology
- Chemistry
- Physics
- Systems Engineering
- Physical Education
- Health and Human Development
- Outdoor and Environmental Studies
- Psychology
- Studio Arts
- Systems Engineering

## VET Certificates

- **VCE VETs (Scored assessment as an ATAR subject)**
  - Business*
  - Community Services*
  - Furniture Making Pathways*
  - Health Services Assistance*
  - Information Technology*
  - Integrated Technologies*
  - Kitchen Operations (Hospitality)*
  - Music Industry: Sound Production*
  - Music Industry: Performance*
  - Screen & Media*
  - Sport & Recreation*

- **(Unscored Certificates)**
  - Automotive
  - Beauty Services
  - Building & Construction
  - Construction Pathways
  - Hair & Beauty Program
  - Plumbing
  - Salon Assistant
  - Visual Arts

*For more information on each VET Program, please see our 2021 VET Certificate Information Guide*
VCAL

VCAL stands for the Victorian Certificate of Applied Learning.

This certificate is a recognised Year 12 qualification. Applied Learning is learning that students can relate to, with a focus on Literacy and Numeracy skills that assist students to understand real world tasks and experiences.

Applied Learning prepares young people for living in an adult world, by developing skills that can be directly applied within the workplace and the community.

Unlike VCE, the VCAL requires students to complete 4 compulsory strands (subjects):
- Literacy (English)
- Numeracy (Maths)
- Personal Development Skills
- Work-Related Skills

The remainder of each student’s VCAL program is made up of Vocational Education Training, otherwise known as VET. VET subjects develop real industry-based skills in an area of choice, including (but not limited to) Trades, Sports, Hospitality, Arts, and IT. The VET component of the VCAL prepares students for life in the real world, building skills and interests that can be used to develop pathways into employment or further study.

Students can access the VCAL via 3 distinct levels:

Foundation Level involves a focus on identifying and promoting student’s individual strengths and engaging in activities that are adapted to varying levels of ability, with direct support from the classroom teacher.

Intermediate Level provides a recognised Year 11 completion, with a focus on engaging in project-based activities that involve working both individually and as part of a team environment.

Senior Level provides a recognised Year 12 completion, with a focus on aspects of community and future pathways, whilst working in a self-directed and autonomous manner.

The VCAL is a highly flexible program, allowing students the opportunity to blend units at different levels, as well as incorporate several VCE units as part of their overall program. This assists students to build more developed skills within specific areas related to employment, training, and further study options, including University.

There are an equal number of VCAL students at Hallam as there are VCE students, and all students are valued and supported equally.

What makes VCAL at Hallam different from other schools?

VCAL students at Hallam explore future employment and education pathways by accessing industry-specific facilities located on site. This includes access to industry standard equipment and working with industry-trained teachers. Hallam also offers VCAL students a wide range of Pathway options beyond the completion of Year 11 and 12, including TAFE, University, full-time Apprenticeships, Traineeships, and employment.

What type of young person will thrive in VCAL at Hallam?

VCAL is a program in which the responsibilities of being a YOUNG ADULT are promoted and respected. VCAL students are encouraged to explore and understand future options beyond Secondary School. The aim of the VCAL is to assist students to understand where they wish to go, and to provide the direction and tools they need to get there.

VCAL will suit any young person who wants to be involved in subjects and activities relevant to their individual interests, strengths, and preferred future pathway. Successful VCAL students love to learn via active doing, working in a team, and taking on creative projects, and are allowed the freedom to express who they are and what they want to achieve. VCAL is more than just school, it is an experience of real life.
What can a student expect from the VCAL timetable at Hallam?

Over the course of a year, VCAL students at Hallam, at any level, can expect to be enrolled in the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY</td>
<td>2 x Units (Oral Communication + Reading and Writing)</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>2 x Units (one of which may be an equivalent VCE Unit)</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT SKILLS (PDS)</td>
<td>2 x Units</td>
</tr>
<tr>
<td>WORK RELATED SKILLS (WRS)</td>
<td>1 x Unit</td>
</tr>
<tr>
<td>VET</td>
<td>At least 1 VET, with the possibility of a second</td>
</tr>
</tbody>
</table>

VCAL vs VCE…. How are they different? How are they similar?

<table>
<thead>
<tr>
<th>VCE - Victorian Certificate of Education</th>
<th>VCAL - Victorian Certificate of Applied Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed over 2 years</td>
<td>Certificates can be awarded as each level is completed OR Units from different levels can be combined to create a 2-year program</td>
</tr>
<tr>
<td>Students can be eligible to receive an ATAR</td>
<td>Students do NOT receive an ATAR</td>
</tr>
<tr>
<td>Students attaining an ATAR are required to complete exams</td>
<td>Students do NOT undertake exams</td>
</tr>
<tr>
<td>All units have a theoretical component. Some subjects have a large practical component</td>
<td>All units have practical components and require students to demonstrate this through evidence, often in multiple, differentiated ways</td>
</tr>
<tr>
<td>Courses consist of VCE units with the option to include VET Units.</td>
<td>VET is a COMPULSORY component of each course. Students can elect to undertake some VCE Units</td>
</tr>
<tr>
<td>Semester-long units of work where set outcomes must be completed by the end of the semester</td>
<td>Semester-long units of work where set outcomes must be completed by the end of the semester</td>
</tr>
<tr>
<td>All students studying a Unit must meet the same outcomes</td>
<td>All students studying a Unit must meet the same outcomes</td>
</tr>
<tr>
<td>Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 &amp; 4 in at least 3 other subjects</td>
<td>Students must complete a minimum of 10 credits to achieve a single level. This is a combination of VCAL core subjects and credit gained through VET, as well as equivalent VCE studies. All units, including VET and VCE, can contribute to completion of the level above</td>
</tr>
<tr>
<td>Students can gain credit from the successful completion of Structured Workplace Learning (SWL) arrangements</td>
<td>Students can gain credit from the successful completion of Structured Workplace Learning (SWL) arrangements</td>
</tr>
<tr>
<td>English is a COMPULSORY subject</td>
<td>Reading &amp; Writing and Personal Development Skills are COMPULSORY subjects at each level</td>
</tr>
</tbody>
</table>

NOTE: VCAL and VCE students are subject to the same discipline and welfare policies, uniform policies, and attendance requirements. All students are enrolled in, and their progress reported on, the same assessment software system (VASS). Both VCE and VCAL are overseen by VCAA. VCAL and VCE students are offered the same opportunities to participate in all College programs, including graduation ceremonies, formals, sport, Academies, and other extra-curricular activities.
How does a student successfully complete each respective level of the VCAL?

A student attains each level of the VCAL when they have obtained a minimum of 10 credits. These 10 credits MUST including the following:

- 2 x VCAL specific credits
- 6 x credits at the level of which they are undertaking
- At least 1 Unit of each strand
- Reading & Writing at the level of which they are undertaking
- At least 1 PDS Unit at the level of which they are undertaking
- A minimum of 90 hours of Units of Competency from a VET program(s)

**NOTE:** 1 credit is gained for successful completion of each unit of study, including each VCAL unit, each equivalent VCE unit, and 90 hours of Units of Competence from a VET program(s).

At the time of entry into VCAL, whether at the start of Year 11 or later, students may have already displayed an aptitude for certain VCE studies. In recognition of this, and in keeping with the flexibility of the VCAL program, students may elect to study a VCE subject as part of their VCAL. This subject will provide credit(s) towards the VCAL. The student will be assessed at the same VCE standard as any other student in the class and may have the opportunity to undertake the corresponding VCE exam, should they wish. However, please note that VCAL students undertaking a VCE subject exam are NOT eligible to receive an ATAR.

How are VCAL students assessed?

Successful achievement of each VCAL unit for any strand, at any level, is based on meeting a defined number of Learning Outcomes. Different Units may require the completion of a different number of Learning Outcomes, however a satisfactory completion will only be awarded based on a decision by the teacher that there is sufficient evidence that the student has demonstrated ALL elements of EVERY outcome.

At Hallam, each Unit comprises at least 3 Essential Learning Tasks (ELTs). All elements of the Learning Outcomes for that Unit are mapped against these 3 ELTs. Students must be observed to demonstrate competence in ALL ELTs on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair, and equitable as possible.

What types of evidence can students demonstrate to be deemed competent?

All students need to be able to provide evidence for any work undertaken. This evidence may come in a variety of forms, including (but not limited to) the following:

- Teacher observations
- Photographic, Video or Audio recordings
- Self-reflections
- Completion of workbooks or portfolios
- Awards from participation in other activities
- Logbooks
- Observed discussion or debate
- Contribution records

It is essential that ALL evidence is collected and archived. All evidence must meet the required standard for the level attempted, meet the timeframe prescribed, and is clearly the student’s own, or verified as completed within a team or activity group.

**NOTE:** It is the student’s responsibility to ensure that teachers can authenticate their work through regular submission of evidence, including face to face meetings. This is particularly crucial where a student, for whatever reason, has undertaken all, or part of, the work remotely.

A student that has NOT been able to demonstrate competence for a unit at the completion of a Semester may only be given permission to attempt a completion the following Semester if there is a clear, demonstrable, and recorded reason. This reason must be verified by their Sub School Leader before they will be allowed to undertake a second completion. Students receive progress reports and semester reports that reflect their progress in their VCAL studies. In the event a student is marked as ‘at-risk’ of non-completion, this will require the student to attend a meeting with both the VCAL Coordinator and the Head of Teaching & Learning in order to discuss strategies for improvement and positive management of the program workload.
Each of the CORE VCAL Strands (at a glance):

NOTE: To access detailed information regarding curriculum content across all VCAL strands, visit:

**LITERACY**

<table>
<thead>
<tr>
<th>Level &amp; Unit</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION</strong></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>• Write a simple recount, narrative or expressive text on a familiar subject&lt;br&gt;• Write a simple instructional or transactional text on a familiar subject.&lt;br&gt;• Write a simple report or explanatory text on a familiar subject.&lt;br&gt;• Write a simple persuasive and/or argumentative text expressing a point of view on a familiar subject.&lt;br&gt;• Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.&lt;br&gt;• Demonstrate that meaning has been gained from reading a simple instructional or transactional text.&lt;br&gt;• Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.&lt;br&gt;• Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use and respond to spoken language to explore with others story and life experiences.&lt;br&gt;• Use and respond to spoken language that presents information about familiar topics.&lt;br&gt;• Use and respond to spoken language in short transactions in familiar contexts.&lt;br&gt;• Use and respond to spoken language to explore issues or solve problems on a familiar topic.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE</strong></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>• Write a recount, narrative or expressive text.&lt;br&gt;• Write an instructional or transactional text.&lt;br&gt;• Write a report, explanatory or expository text.&lt;br&gt;• Write a persuasive, argumentative or discursive text.&lt;br&gt;• Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.&lt;br&gt;• Demonstrate that meaning has been gained from reading an instructional or transactional text.&lt;br&gt;• Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.&lt;br&gt;• Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use and respond to spoken language to communicate story and life experience.&lt;br&gt;• Use and respond to spoken language in informative talks in a range of contexts.&lt;br&gt;• Use and respond to spoken language in instructions and transactions.&lt;br&gt;• Use and respond to spoken language to explore issues or solve problems.</td>
</tr>
</tbody>
</table>
### SENIOR

**Reading & Writing**
- Write a complex instructional or transactional text.
- Write a complex report, explanatory or expository text.
- Write a complex persuasive, argumentative or discursive text.
- Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
- Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
- Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.
- Demonstrate that meaning has been gained from reading a complex, sustained persuasive, argumentative or discursive text.

**Oral Communication**
- Use and respond to spoken language to effectively communicate with others story and life experience, in different contexts.
- Use and respond to spoken language in sustained informative presentations in different contexts.
- Use and respond to spoken language in sustained and complex transactions in different contexts.
- Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem-solving in different contexts.

### NUMERACY

<table>
<thead>
<tr>
<th>Level &amp; Unit</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>FOUNDATION</strong> Numeracy</td>
<td>Use simple everyday numbers to perform one-step computations with and without software tools and devices.</td>
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<tr>
<td></td>
<td>Make simple decisions and perform basic monetary calculations involving money and demonstrate an understanding of participation in a monetary society.</td>
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<td></td>
<td>Identify and use familiar numbers and units of measurement to make decisions about time, location, data, resources, and solve simple problems.</td>
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<td></td>
<td>Use simple, familiar units to measure, recognise and represent common two-dimensional shapes and three-dimensional objects.</td>
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<td></td>
<td>Use and communicate numerical skills in a practical context within the work environment.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE</strong> Unit 1</td>
<td>Perform routine multi-step computations with and without software tools and devices.</td>
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<tr>
<td></td>
<td>Make decisions and perform routine monetary calculations involving money, manage personal finances and understand risk in familiar situations.</td>
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<tr>
<td></td>
<td>Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data, resources and solve routine multi-step problems.</td>
</tr>
<tr>
<td></td>
<td>Use units of measurement to measure, represent and interpret objects, plans and diagrams.</td>
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</table>
### INTERMEDIATE

**Unit 2**
- Design a Numeracy-based Project Plan in a Familiar Industry Area
- Apply Numerical Skills in an Industry Context
- Use Appropriate Software Tools and Devices to Represent Data
- Communicate the Results of the Project

### SENIOR

**Unit 1**
- Fluently perform complex multi-step computations with and without software tools and devices.
- Make decisions and perform monetary calculations involving money in unfamiliar contexts, manage personal and business finances, and understand risk in a range of situations.
- Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data and resources, and solve complex problems in unfamiliar situations.
- Measure, draw, represent and interpret complex two- and three-dimensional objects in diagrammatic form, apply transformations to designs, and demonstrate a fluent use of software tools and devices.

**Unit 2**
- Design a Numeracy-based Project Plan in an Unfamiliar Industry Area
- Apply Numerical Skills in an Industry Context
- Use Appropriate Software Tools and Devices to Represent Data
- Communicate the Results of the Project

### PERSONAL DEVELOPMENT SKILLS (PDS)

<table>
<thead>
<tr>
<th>Level &amp; Unit</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| FOUNDATION Unit 1 | - Plan, organise and carry out a simple activity.  
- Demonstrate knowledge specific to a simple activity.  
- Demonstrate skills specific to a simple activity.  
- Solve a problem specific to a simple activity.  
- Demonstrate teamwork skills in a simple activity. |
| FOUNDATION Unit 2 | - Identify the roles of members of a community.  
- Plan and organise a simple activity concerning an environmental, cultural or social issue within a community.  
- Communicate information about a simple environmental, cultural or social activity within a community.  
- Identify problems related to a simple environmental, cultural or social activity within a community.  
- Demonstrate teamwork skills in a simple activity within a community. |
| INTERMEDIATE Unit 1 | - Plan, organise and carry out a complex activity or project.  
- Demonstrate knowledge and skills in the context of a complex activity or project.  
- Demonstrate self-management skills for goal achievement in the context of a complex activity or project.  
- Demonstrate interpersonal skills to communicate ideas and information.  
- Demonstrate leadership skills and responsibilities. |
**INTERMEDIATE**

**Unit 2**
- Research and analyse an environmental, cultural or social issue affecting members of a community.
- Plan and organise a complex activity or project concerning an environmental, cultural or social issue within a community.
- Use a range of communication strategies to raise awareness of an environmental, cultural or social issue within a community.
- Analyse and apply problem solving skills related to an environmental, cultural or social issue within a community.
- Actively contribute to group cohesion to manage a complex activity or project concerning an environmental, cultural or social issue within a community.

**SENIOR**

**Unit 1**
- Plan, organise and carry out a complex, self-directed project.
- Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.
- Implement decision-making skills in a complex, self-directed project.
- Apply strategies to improve communication in a complex, self-directed project.
- Demonstrate leadership skills for group work and teamwork in a complex self-directed project.

**SENIOR**

**Unit 2**
- Research, analyse and evaluate an environmental, cultural or social issue that affects members of a community.
- Establish or build on an external partnership to address or promote awareness of an environmental, cultural or social issue in a community.
- Plan, organise and carry out a complex, self-directed project related to an environmental, cultural or social issue in a community.
- Present and communicate ideas and information in a complex, self-directed project related to an environmental, cultural or social issue in a community.
- Demonstrate effective teamwork skills in a complex, self-directed project related to an environmental, cultural or social issue in a community.

**WORK RELATED SKILLS (WRS)**

<table>
<thead>
<tr>
<th>Level &amp; Unit</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| FOUNDATION Unit 1 | - Identify OHS roles and responsibilities of the relevant personnel in a selected work environment.  
- Identify and apply basic OHS procedures in a selected workplace.  
- Work in a team to plan and undertake a basic OHS activity.  
- Research employment opportunities in a selected workplace and learn about conditions of employment.  
- Prepare an application for an employment opportunity. |
<table>
<thead>
<tr>
<th>VCAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>• Work in a team to plan and organise a simple work-related activity.</td>
</tr>
<tr>
<td></td>
<td>• Identify and demonstrate employability skills required for a simple work-related activity.</td>
</tr>
<tr>
<td></td>
<td>• Identify workplace issues relevant to a simple work-related activity.</td>
</tr>
<tr>
<td></td>
<td>• Work in a team to complete a simple work-related activity.</td>
</tr>
<tr>
<td></td>
<td>• Review the process and outcome of a simple work-related activity.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1</td>
<td>• Prepare, plan and deliver a presentation on a completed simple work-related activity.</td>
</tr>
<tr>
<td></td>
<td>• Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment.</td>
</tr>
<tr>
<td></td>
<td>• Identify and apply complex OHS procedures in a selected workplace.</td>
</tr>
<tr>
<td></td>
<td>• Work in a team to plan and undertake a complex OHS activity.</td>
</tr>
<tr>
<td></td>
<td>• Research and present findings on employment opportunities and conditions in a selected workplace.</td>
</tr>
<tr>
<td></td>
<td>• Prepare an application for an employment opportunity.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>• Work in a team to research and plan a complex work-related activity or project.</td>
</tr>
<tr>
<td></td>
<td>• Describe, analyse and demonstrate employability skills valued in a complex work-related activity or project.</td>
</tr>
<tr>
<td></td>
<td>• Identify and solve issues relevant to a complex work-related activity or project.</td>
</tr>
<tr>
<td></td>
<td>• Work cohesively in a team to complete a complex work-related activity or project.</td>
</tr>
<tr>
<td></td>
<td>• Review and evaluate the process and outcome of a complex work-related activity or project.</td>
</tr>
<tr>
<td></td>
<td>• Develop and deliver a presentation on a complex work-related activity or project, using appropriate technology.</td>
</tr>
<tr>
<td><strong>SENIOR</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1</td>
<td>• Communicate ideas and information about a range of complex OHS requirements in a selected work environment.</td>
</tr>
<tr>
<td></td>
<td>• Conduct a risk assessment of potential hazards within a selected workplace.</td>
</tr>
<tr>
<td></td>
<td>• Undertake a self-directed, complex OHS project.</td>
</tr>
<tr>
<td></td>
<td>• Research, analyse and present findings on employment opportunities and conditions in a selected industry.</td>
</tr>
<tr>
<td></td>
<td>• Prepare and critically analyse an application for an employment opportunity.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>• Demonstrate initiative/enterprise in the planning of a complex, self-directed work-related project.</td>
</tr>
<tr>
<td></td>
<td>• Investigate, analyse and demonstrate employability skills valued in a complex, self-directed work-related project.</td>
</tr>
<tr>
<td></td>
<td>• Identify, analyse and solve issues related to a complex, self-directed work-related project.</td>
</tr>
<tr>
<td></td>
<td>• Work cohesively with others to support the completion of a complex, self-directed work-related project.</td>
</tr>
<tr>
<td></td>
<td>• Analyse and evaluate the process and outcomes of a complex, self-directed work-related project.</td>
</tr>
<tr>
<td></td>
<td>• Deliver a sustained presentation of a complex, self-directed work-related project using technology in an innovative manner.</td>
</tr>
</tbody>
</table>
Extra credit towards a VCAL Certificate via Workplace Learning

Students can gain extra credit towards their VCAL by successfully completing Structured Workplace Learning (SWL). The credit for SWL is referred to as Structured Workplace Learning Recognition (SWLR).

SWL is a more structured and rigorous form of Work Experience and is bound by legislated regulations regarding safety and liability. When completed as part of a VCAL or VCE, SWL provides context for:
- enhanced skill development;
- practical application of industry knowledge;
- assessment of units of competency;
- achievement of some learning outcomes for VCE studies or VCAL units; and
- enhanced employment opportunities.

To access SWL, students must:
- Be a minimum of 15 years of age
- Have completed the required pre-SWL Workplace Health & Safety requirements
- Have all required forms appropriately signed and processed as per Part 5.4 of the Education and Training Reform Act 2006 and Ministerial Order 55

The assessment process for an SWLR credit requires:

1. The student to gather evidence of their workplace learning in their Workplace Learning Record (WLR).
2. A staff member to review observations made in the workplace and how these learnings relate to the VET qualification being undertaken.
3. Students to complete the three sections from the WLR to achieve credit.

To successfully complete the WLR, students must reflect on Units of Competency from the VET program in which they are enrolled, including those related to Workplace Health & Safety.

Evidence in the WLR must be deemed genuine by the assessing teacher and be confirmed as the student's own reflection. This evidence may be written or oral and may involve discussion between student and assessor. Successful evidence will generally reflect an analysis of learning and the practice of VET skills, as well as what actions the student would undertake to improve their general employability.

More detailed information regarding SWL and SWLR can be found via the links below:
The Victorian Certificate of Education (VCE) is completed over two years = four semesters.

Units 1 & 2 are usually completed in Year 11 and Units 3 & 4 are usually completed in Year 12.

Each unit per semester includes:
• 50-60 hours in class
• 30 hours of structured homework
• 20-30 hours of independent study (revision)

At Hallam Senior College we expect students undertaking the VCE ATAR Course to satisfactorily complete a minimum of 22 units.

They should:
• Complete 4 units from the English group
• Complete 6 units per semester in Year 11
• Complete 5 units per semester in Year 12

Selecting a VCE Program

It is very important that students consult the study outlines in the handbook before they select their program.

Many of the decisions made about subject choices at the end of Year 10 can affect access to study and career options in later years. It is extremely important that wise and informed decisions are made.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

1. Future Options

In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

2. Prerequisite Subjects for Tertiary Courses

Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

3. Interests and Abilities

It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

In most cases, students will be encouraged to take a course of study in VCE which may broadly represent one of the following areas of study:
• Humanities / General Business
• Science / Engineering
• Performing Arts / Music
• Sport / Physical Education
• Art and Design

It will not; however, be compulsory to choose a program only within these areas of study. Students may combine areas of study.

Please note: the following tables are an overall representation of Units in these areas; it cannot display all intricacies of subject choice or individual possibilities.
## VCE

### Humanities / General

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>VET Community Services</td>
<td>VET Community Services</td>
</tr>
</tbody>
</table>

**Career Pathways**
Justice Law Education, Health Sciences, Arts Degree, Nursing, Occupational Therapy, Journalism, Child Care, Youth and Social Work, Police

### Science / Engineering

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
</tbody>
</table>

**Career Pathways**
Medicine, Biomedicine, Engineering, Physiotherapy, Radiology, Architecture, Chemist, Physicist, Biologist, Psychologist, Environmental Science

### Business

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>VET Business</td>
<td>VET Business</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Either Mathematics</td>
<td>Either Mathematics</td>
</tr>
</tbody>
</table>

**Career Pathways**

### Performing Arts / Music

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>VET Music</td>
<td>VET Music</td>
</tr>
<tr>
<td>Media</td>
<td>Media</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td>VET Visual Arts</td>
<td>VET Visual Arts</td>
</tr>
<tr>
<td>Either Mathematics</td>
<td>Either Mathematics</td>
</tr>
<tr>
<td>VET Screen &amp; Media</td>
<td>VET Screen &amp; Media</td>
</tr>
</tbody>
</table>

**Career Pathways**
Performing Arts, Actor, Education, Theatre Technician, Sound Engineer, Musician, Media, Communications, Film, Television, Information Technology
## VCE

### Health/Sport/Physical Education

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Health Education</td>
<td>Health Education</td>
</tr>
<tr>
<td>VET Allied Health</td>
<td>VET Allied Health</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Outdoor and Environmental Studies</td>
<td>Outdoor and Environmental Studies</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>General Mathematics</td>
</tr>
<tr>
<td>VET Sport &amp; Recreation</td>
<td>VET Sport &amp; Recreation</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

### Art and Design

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>VET Visual Arts</td>
<td>VET Visual Arts</td>
</tr>
<tr>
<td>VET Screen &amp; Media</td>
<td>VET Screen &amp; Media</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>VET Visual Arts</td>
<td>VET Visual Arts</td>
</tr>
<tr>
<td>VET Screen &amp; Media</td>
<td>VET Screen &amp; Media</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
</tbody>
</table>

### Career Pathways

Prerequisites - Mathematics

Many tertiary courses have prerequisites in the area of Mathematics. As such, it is important to be aware of any such prerequisites.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Life Mathematics</td>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Mainstream Mathematics</td>
<td>Mathematical Methods or</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods and</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics 1 &amp; 2</td>
<td>Mathematical Methods</td>
</tr>
</tbody>
</table>

Successful completion of General Mathematics allows students to attempt Further Mathematics at Year 12.

Mathematical Methods 1 & 2 are Prerequisites for Mathematical Methods 3 & 4.

Students undertaking Specialist Mathematics must undertake Mathematical Methods.

Specialist Mathematics is for students who are passionate about studying high levels of Mathematics at a university level (Mathematics, Science and Engineering) but is not compulsory for the majority of tertiary courses.
English

Language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) courses are divided into three key areas: Reading and Creating Texts, Analysing and Presenting Arguments and Reading and Comparing Texts.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Reading and Creating texts Analysing and presenting argument</td>
<td><strong>Unit 2</strong> Reading and comparing texts Analysing and presenting argument</td>
</tr>
</tbody>
</table>

**Unit 1**
- Read and respond to texts analytically and creatively and explore how meaning is created in a text
- Students produce analytical and creative responses to texts
- Analyse the construction of texts that attempt to influence an audience
- Students produce a text intended to position an audience

**Unit 2**
- Compare ideas, issues and themes between texts
- Analyse arguments and use persuasive language techniques intended to position an audience

**Unit 3**
- Read and respond to texts analytically and creatively
- Students produce an analytical interpretation of a selected text, and a creative response to a different selected text
- Students analyse and compare the use of argument and language in texts that debate a topical issue

**Unit 4**
- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- Construct a sustained and reasoned point of view on an issue currently debated in the media

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
General Mathematics / Further Mathematics

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment.

Essential mathematical activities include calculating and applied computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem solving. General Mathematics / Further Mathematics involves a core component of data and financial mathematics with optional modules including matrices, networks, geometry and trigonometry, with linear graphs and relations.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>General Mathematics</th>
<th>Year 12</th>
<th>Further Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>General Mathematics</td>
<td>Unit 3</td>
<td>Further Mathematics</td>
</tr>
</tbody>
</table>

Students will learn to solve routine problems using procedures and applying their knowledge to unfamiliar problems. Students will make appropriate use of technology with a strong focus on developing their skills using a CAS calculator.

**Unit 1**
- Topics covered include computational and practical arithmetic, financial arithmetic, matrices, and measurement.

**Unit 2**
- Topics covered include networks, univariate and bivariate data and applications of trigonometry.

**Unit 3**
- Core Component consisting of univariate data, bivariate data, time series and regression (40% of the course)
- Extension of core (20%) for the recurrence relations, interest and depreciation, loans, investment and asset values

**Unit 4**
- First of two modules- geometry and trigonometry (20% of the course)
- Second of two modules- matrices (final 20%)
- One of the above two modules can be replaced with networks and/or linear graphs and relations

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
## VCE Mathematical Methods

Mathematical Methods Units 1 & 2 are completely proscribed and provide an introductory study of simple elementary functions of a single real, variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units. Students wishing to do well are strongly encouraged to do Specialist Unit 1 & 2 as well as Mathematical Methods Unit 1 & 2, though this is not a requirement. Mathematical Methods Units 3 & 4 provide a background for further study in areas such as Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics, Medicine and Education.

Both Unit 1 & 2 and Units 3 & 4 have four areas of study, Functions and graphs, Algebra, Calculus and Probability and statistics. Each area of study has three assessable outcomes. The first is to define and explain key concepts and apply a range of mathematical routines to solve problems. The second to apply mathematical processes to non-routine contexts and the third to use technology to model and investigate.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Mathematical Methods</td>
<td>Unit 2 Mathematical Methods</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3 Mathematical Methods</strong></td>
</tr>
<tr>
<td>• There is a heavy focus on analysing, graphing and modelling of a variety of functions including linear, quadratics, polynomials, power functions.</td>
<td>• In Unit 3 there is an emphasis on functions and relations. The functions considered include linear, polynomials, exponentials, logarithms, circular functions, and further functions.</td>
</tr>
<tr>
<td>• Correct mathematical notation is developed and the concept of transformations and of rate of change is explored.</td>
<td>• Connections are made between functions in the study composite functions, transformations, including matrices and notation.</td>
</tr>
<tr>
<td>• Students extend on their understanding of probability.</td>
<td>• Unit 4 has a heavier focus on calculus as students use differentiation and integration in modelling and analysing functions.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4 Mathematical Methods</strong></td>
</tr>
<tr>
<td>• Students explore exponentials and logarithmic functions and circular functions</td>
<td>• Understanding of probability is extended to consider discrete and random variables</td>
</tr>
<tr>
<td>• There is a strong focus on calculus with the study of instant and average rate of change and anti-differentiation</td>
<td>• Students study a variety of distributions (binomial, continuous and normal) and investigate sampling and statistical inference.</td>
</tr>
<tr>
<td>• Counting strategies are studied</td>
<td></td>
</tr>
</tbody>
</table>

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
**VCE**

**Specialist Mathematics Unit 1 & 2**

Specialist Units 1 & 2 complements the Mathematical Methods Unit 1 & 2 course, studies are best studied concurrently. Specialist comprises a combination of prescribed and selected non-calculus based topics and provides a course of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. Specialist Unit 1 & 2 in conjunction with Mathematical Methods Units 1 & 2, provides preparation for Specialist Mathematics Units 3 and 4 and covers assumed knowledge and skills for those units.

Students undertaking Specialist Mathematics Unit 3 & 4 must also take Mathematical Methods Units 3 & 4, they are encouraged to do this in the same academic year. Studies in Specialist Mathematics provide a strong foundation for students wishing to explore further study in areas such as Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics and Medicine.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

**Areas of Study for Unit 1 & 2:**

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

**Topics to be studied:**

**Unit 1**
- Number systems, sets and variation
- Sequences and series
- Algebra: polynomial identities and partial fractions.
- Circle geometry
- Trigonometric ratios and applications
- Number and proof

**Unit 2**
- Graphing techniques
- Complex numbers and polar coordinates
- Vector
- Kinematics
- Trigonometric Identities
- Sampling and sampling distributions

Specialist Maths Unit 3 & 4 is not offered in 2021; it may be offered in 2022.

**Areas of Study for Unit 3 & 4**

The Specialist Mathematics course consists of 6 fully prescribed areas of study:

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
# Accounting

The study of Accounting focuses on the financial recording, reporting and decision-making processes that are required of a sole proprietor small business. You will study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Role of accounting in business</td>
<td>Accounting and decision-making for a trading business</td>
</tr>
</tbody>
</table>

**Unit 1**
- Explore the establishment of a business and the role of accounting in the determination of business success or failure
- Analyse, interpret and evaluate the performance of the business using financial and non-financial information
- Use these evaluations to make recommendations regarding the suitability of a business as an investment

**Unit 2**
- Use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports
- Predict, budget and compare the potential effects of alternative strategies on the performance of the business
- Develop and suggest to the owner strategies to improve business performance

**Unit 3**
- 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
- 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**
- Use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and perpetual method inventory recording
- Investigate both the role and importance of budgeting in decision-making for a business
- Analyse and interpret accounting reports and graphical representations to evaluate the performance of a business
- Suggest strategies to business owners to improve business performance

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Biology

Biology is the study of living things examining familiar and complex multi-cellular organisms that live in the many different habitats of our biosphere as well as single celled micro-organisms that live in seemingly inhospitable conditions. It enables students to understand that, despite diverse ways of meeting the challenges to survival, all living things have many structural and functional characteristics in common.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
**VCE**

**Business Management**

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

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<tr>
<th>Year 11</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong> Planning a business</td>
<td><strong>Unit 2</strong> Establishing a business</td>
</tr>
<tr>
<td><strong>Unit 3</strong> Managing a business</td>
<td><strong>Unit 4</strong> Transforming a business</td>
</tr>
</tbody>
</table>

**Unit 1**
- Explore the factors affecting business ideas
- Internal and external environments within which businesses operate, and the effect of these on planning a business
- Decision-making and planning of a business, including a business simulation activity
- Legal, political, social, economic, technological, global and corporate social responsibility factors
- Business models, legal business structures and staffing

**Unit 2**
- Complying with legal requirements
- Establish a system of financial record keeping
- Essential features of effective marketing
- Processes undertaken when recruiting, selecting, development and induction of staff
- Analysis of various management practices and applying this knowledge to contemporary business case studies

**Unit 3**
- Key processes when managing a business to achieve the business objectives
- Key characteristics of businesses and their stakeholders
- Corporate culture, management styles, management skills and the relationship between each of these
- Strategies to manage and motivate staff and business operations to meet objectives

**Unit 4**
- Reviewing key performance indicators to determine current performance
- Strategic management practices to position a business for the future
- Study of theoretical model to undertake and manage change
- Responding to evaluation data and the importance of leadership in change management
- Analysis of various management practices and applying this knowledge to contemporary business case studies

*For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)*
VCE

Chemistry

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour or matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In addition, chemistry is applied in many fields of endeavour including dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology and veterinary science.

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<th>Year 11</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>How can the diversity of materials be explained?</td>
<td>What makes water such a unique chemical?</td>
</tr>
</tbody>
</table>

**Unit 1**
- Relate the position of elements in the Periodic Table to their properties, and calculate mole quantities.
- The development and use of materials for specific purposes is an important human endeavour
- Investigation of the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices

**Unit 2**
- Exploration of the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis
- Examination of the structure and bonding within and between water molecules in-order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox
- Design and undertake a quantitative laboratory investigation related to water quality

**Unit 3**
- Analyse the global demand for energy and materials around the world
- Exploration of energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment
- Apply rate and equilibrium principles as well as construct and test galvanic and electrolytic cells

**Unit 4**
- Exploration of carbon as the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life
- Investigation of the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food
- Design and undertake a practical investigation related to energy and/or food

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE

Health and Human Development

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice.

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<th>Year 11</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 2</td>
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<tr>
<td>Understanding health and wellbeing</td>
<td>Managing health and development</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Australia’s health in a globalised world</td>
<td>Health and human development in a global context</td>
</tr>
</tbody>
</table>

**Unit 1**
- Explain multiple dimensions of health and wellbeing
- Apply nutrition knowledge and the evaluation of nutrition information
- Interpret data to identify key areas for improving youth health and wellbeing

**Unit 2**
- Explain developmental changes in the transition from youth to adulthood
- Describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community

**Unit 3**
- Explain the complex, dynamic and global nature of health and wellbeing
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies

**Unit 4**
- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
- Analyse relationships between the SDGs and their role in the promotion of health and human development

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE History

VCE History enables students to engage with a range of times, people, places and ideas. The topics studied will assist students in understanding their world, other people and even themselves. Students will broaden their perspective by examining people, groups, events, ideas and movements.

Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change; the knowledge that the world is not as it has always been and it will change in the future. Fostering the ability to ask meaningful questions, to engage in independent research, and to construct arguments about the past based on evidence. The study of history equips students to take an informed position on historical interpretation and significance, helping them develop as individuals and citizens.

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<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
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<tr>
<td>Twentieth Century History 1918 - 1939</td>
<td>Twentieth Century History 1945-2000</td>
</tr>
</tbody>
</table>

**Unit 1**
- Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two
- Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years

**Unit 2**
- Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more conflicts in the period
- Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people

**Unit 3 and Unit 4**
(Outcomes apply to both Units 3 & 4)
- Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
- Analyse the consequences of revolution and evaluate the extent of change brought to society

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Legal Studies

VCE Legal Studies investigates the ways in which the law relates to and serves individuals and the community. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Guilt and Liability</td>
<td>Sanctions, Remedies and Rights</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Rights and Justice</td>
<td>The People and the Law</td>
</tr>
</tbody>
</table>

**Unit 1**
- Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria
- Investigate key concepts of criminal law and civil law.
- Develop an appreciation of the way in which legal principles and information are used

**Unit 2**
- Students undertake a detailed investigation of two criminal cases and two civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice
- Develop their understanding of the way rights are protected in Australia and in another country
- Examine a significant case in relation to the protection of rights in Australia

**Unit 3**
- 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 courts within the Victorian court hierarchy
- Explore matters such as the rights available to an accused, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes
- Investigate the extent to which the principles of justice are upheld in the justice system and discuss recent reforms

**Unit 4**
- Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution
- 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

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE

Media

The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. They debate about the media’s role in contributing to and influencing society.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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</tr>
<tr>
<td>Media forms, representations and Australian stories</td>
<td>Narrative across media forms</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>- Media representations</td>
<td>- Characteristics and construction of media narratives in selected media forms</td>
</tr>
<tr>
<td>- Technologies of representation</td>
<td>- Audience engagement, consumption and reading of narratives</td>
</tr>
<tr>
<td>- Codes and conventions</td>
<td>- Media codes and conventions in selected media forms</td>
</tr>
<tr>
<td>- Audience engagement</td>
<td>- Narrative and ideology</td>
</tr>
<tr>
<td>- Stages in the media production process including pre-production, production and post-production</td>
<td>- Production, distribution and consumption</td>
</tr>
<tr>
<td>- Analysis of structures in Australian fictional and non-fictional media stories</td>
<td>- Style and Genre</td>
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<th>Year 11</th>
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<tbody>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Style of media creators and producers in different media forms</td>
<td>Production of a media product</td>
</tr>
<tr>
<td>- Style of media creators and producers in different media forms</td>
<td>- Changing relationship between the media and its audience</td>
</tr>
<tr>
<td>- Narrative structure in different media forms</td>
<td>- Media influence and media audience</td>
</tr>
<tr>
<td>- Historical and Cultural context</td>
<td>- Regulation of the media in Australia</td>
</tr>
<tr>
<td>- Development and production of Media narratives</td>
<td>- Digital technologies across media forms</td>
</tr>
</tbody>
</table>

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

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<tr>
<th>Year 11</th>
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<tbody>
<tr>
<td>Unit 1 Exploring outdoor experiences</td>
<td>Unit 3 Relationships with outdoor environments</td>
</tr>
<tr>
<td>Unit 2 Discovering outdoor environments</td>
<td>Unit 4 Sustainable outdoor relationships</td>
</tr>
</tbody>
</table>

**Unit 1**
- Use and meanings of nature
- Types of outdoor environments
- Motivations
- Personal responses to nature
- Media portrayals of outdoor environments
- Personal responses to risk
- Sustainable interactions
- Technology and outdoor environments

**Unit 2**
- Characteristics of outdoor environments
- Recreation, scientific, land managers and other understanding of outdoor environments
- Impacts on outdoor environments
- Community based environmental action
- Codes of conduct
- Impact of technology and urbanisation on outdoor environments

**Unit 3**
- The Australian environment before humans
- Relationships with outdoor environments over different time frames
- Environmental movements
- Contemporary relationships
- Factors influencing relationships including technology, commercialisation, social and political discourses, societies response to risk taking

**Unit 4**
- Understanding sustainability
- Contemporary state of outdoor environments
- Potential impacts on society
- Conflicts of interest
- Management strategies and policies

*For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au*
VCE

Physical Education

Physical Education explores the sciences of the human body. Within this, students will learn how the different body systems allow such a range of movements, from power to precision. They will discover how the body responds to different types of physical activity and how to enhance performance through a wide variety of methods. Students will learn about the implementation of cutting edge practices, including the latest ideas from coaching, new training methods and technological advancements.

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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
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<tr>
<td>The human body in motion</td>
<td>Physical activity, sport and society</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Movement skills and energy for physical activity</td>
<td>Training to improve performance</td>
</tr>
</tbody>
</table>

**Unit 1**
- Relationship between the body systems and physical activity, sport and exercise
- The body's physiological responses to physical activity
- Legal and illegal performance enhancement and anti-doping codes
- Sport injuries and rehabilitation

**Unit 2**
- Monitoring and promoting physical activity
- The role of physical activity and sedentary behaviour on health and well-being
- Physically active lifestyles
- Community facilities and participation

**Unit 3**
- Biomechanical movement principles
- Skill acquisition principles
- Characteristics and interplay of the three energy systems
- Causes of fatigue and promoting recovery

**Unit 4**
- Design and evaluate training programs to enhance specific fitness components
- Long term training improvements
- Performance enhancement from a nutritional, physiological and psychological perspective

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics.

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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
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<tr>
<td>What ideas explain the physical world?</td>
<td>What do experiments reveal about the physical world?</td>
</tr>
</tbody>
</table>

**Unit 1**
- Investigate the thermodynamic principles relating to heating processes, including concepts of temperature, energy and work
- Develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components
- Explore the nature of matter, and consider the origins of atoms, time and space - examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus

**Unit 2**
- Analyse motion using concepts of energy, including energy transfers and transformations
- Explore the aerospace principles that underpin the development of controlled powered flight and the application of these principles to aerospace design
- Design and conduct a practical investigation

**Unit 3**
- Examine the similarities and differences between three fields: gravitational, electric and magnetic
- The production, distribution and use of electricity
- Use of Newton’s laws of motion to analyse relative motion, circular motion and projectile motion

**Unit 4**
- Exploring wave concepts in a variety of applications
- Develop an understanding of the interaction between light and matter
- Design and undertake a practical investigation relation to waves or fields or motion

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Psychology

Psychology is the study of mental processes and behaviour in humans. It centres on the complex relationship between behaviour, cognition and socio-cultural influences. It enables students to understand the factors that influence thought, emotions and behaviour. The study assists students in developing effective language skills for communication and numeracy skills for data analysis. In addition, students develop a range of broader skills including problem solving, critical evaluation and the application of processes of scientific inquiry.

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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>How are behaviour and mental processes shaped?</td>
<td>How do external factors influence behaviour and mental processes?</td>
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</table>

**Unit 1**
- Role of the brain in mental processes and behaviour
- Brain plasticity and brain damage
- The complexity of psychological development
- Atypical psychological development
- Student-directed research investigation

**Unit 2**
- Compare the sensations and perceptions that may lead to distortions of perception
- Social cognition and attitudes
- Social influences on behaviour
- Design and undertake a practical investigation related to external influences on behaviour

**Unit 3**
- How does experience affect behaviour and mental processes?

**Unit 3**
- Examine the functioning of the nervous system to explain how a person can interact with the world around them
- Explore how stress may affect a person’s psychological functioning and consider the causes and management of stress
- Investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours
- Consider the limitations and fallibility of memory and how memory can be improved

**Unit 4**
- How is wellbeing developed and maintained?

**Unit 4**
- Examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour
- Consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning
- Explore the concept of a mental health continuum and apply a biopsychosocial mental disorder
- Design and undertake a practical investigation related to mental processes and psychological functioning

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. The scientific method is a systematic process applied to research questions and problems in an attempt to achieve objective observation, collection and analysis of data.

Sociologists work to develop a reliable and valid body of knowledge based on research. In doing so, they adhere to various ethical codes of conduct. The primary goal of research ethics is to protect the wellbeing of the groups and individuals with whom sociologists work. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association’s guidelines for conducting research.

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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Youth and Family</td>
<td>Social Norms: Breaking the Code</td>
</tr>
<tr>
<td>- Describe the category and experience of youth</td>
<td>- Describe and apply sociological inquiry and reasons for categorising youth and groups</td>
</tr>
<tr>
<td>- Family- definitions and how families have changed over time</td>
<td>- Focus on and describe the concept of deviance</td>
</tr>
<tr>
<td>- Compare the concept of deviance to cultural norms and the idea of moral panic</td>
<td>- Compare the concept of deviance to cultural norms and the idea of moral panic</td>
</tr>
<tr>
<td>- Develop an understanding of the concept of crime and examine the aims of punishment in Australian Society</td>
<td>- Explore the ways sociologists have thought about the idea of community and how the various types of community are experienced</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Culture and Ethnicity</td>
<td>Community: Social Movement and Social Change</td>
</tr>
<tr>
<td>- Examine Indigenous culture and it’s diversity in terms of language, symbols and values</td>
<td>- Investigate the concept of Social Power as explained by Max Weber</td>
</tr>
<tr>
<td>- Examine the concepts of race and ethnicity</td>
<td>- Analyse the nature and purpose of social movements and how they influence society</td>
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</tbody>
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For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Studio Arts

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student’s artistic and creative development.

Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Studio inspiration and techniques</td>
<td>Studio exploration and concepts</td>
</tr>
</tbody>
</table>

**Unit 1**
- Students focus on developing an individual understanding of the stages of studio practice
- Students learn how to explore, develop, refine, resolve and present artworks
- Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms
- Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

**Unit 2**
- Students focus on establishing and using a studio practice to produce artworks
- Students explore and develop ideas and subject matter and record the development of the work in a visual diary as part of the studio process.
- Students also develop skills in the visual analysis of artworks
- Students are encouraged to visit a variety of exhibition spaces throughout the unit

**Unit 3**
- Focus on the implementation of an individual studio process leading to the production of a range of potential directions.
- Develop and use an exploration proposal to define an area of creative exploration.
- Explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms
- Students are expected to visit a variety of exhibitions throughout the unit

**Unit 4**
- Focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to ideas resolved in Unit 3.
- Present visual and written evaluation to explain a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.
- Investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks
- Examine a range of environments for the presentation of artworks
VCE

For a detailed course overview please visit the VCAA website - www.vCAA.vic.edu.au
## VCE

### Systems Engineering

This study allows students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems. This study promotes innovative thinking and problem-solving skills through a project based learning approach. The study emphasises integration of basic mechanical, electro-technology, physics and mathematical skills with practical tasks. Students also learn about different energy sources and new and emerging technologies.

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<tbody>
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<td>Unit 2</td>
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<tr>
<td>Mechanical Engineering Fundamentals</td>
<td>Electro technology Engineering Fundamentals</td>
</tr>
</tbody>
</table>

**Unit 1**
- Focus on developing the mechanisms that operate in mechanical devices
- Apply principles of applied physics and mathematical calculations to define physical characteristics of machines
- Construct functional systems

**Unit 2**
- Understanding the fundamentals of electrical and electronic circuits
- Apply knowledge to construct to produce basic operational systems

**Unit 3 and 4**
- The focus is on the functional integration of a mechanical subsystem with an electro technology subsystem and the design factors to be considered
- One substantial project is undertaken across both units

*For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au*
Hallam Senior College has provided the perfect environment for my children.

They enjoy going to school and they have fantastic relationships with their teachers.

They are always encouraged to do their best and extend themselves.