Handbook

2027

Yr10, VCE and VET

Bayside P-12 College

Preface

A word from the Campus Principal

At Bayside P–12 College, we are proud to support every student and family as part of our learning community. We hold high expectations for both our students and staff, and as students transition to the Paisley Senior Campus, our focus is on providing high-quality teaching and learning across Years 10, 11 and 12. Our modern facilities offer flexible, well-resourced learning spaces designed to support the Victorian Curriculum, VCE and VET programs.

Beginning at the senior campus is an exciting milestone. It's a time of growth, discovery and new opportunities, as students explore their interests and begin to shape their future pathways. Our programs are thoughtfully designed to both challenge and support students, helping each individual to achieve their personal best as they move through Years 10 to 12. With a wide range of subjects on offer, we aim to nurture each student's strengths, interests and aspirations.
Students are supported every step of the way by our dedicated staff, including pathways coordinators, wellbeing mentors and year-level teams. Together, they provide guidance not only in academic learning, but also in career planning and personal wellbeing.

Our school values; Being a Learner, Being Respectful, and Being Responsible are at the heart of everything we do. These values help create a positive, inclusive, and supportive environment where all students can thrive. We encourage every student to take ownership of their learning journey and to strive for excellence in all that they do.

We invite you and your family to take the time to read through this handbook and become familiar with the opportunities available. Please don't hesitate to seek advice and support from our teachers and Pathways team—we are here to help. As you plan ahead, we encourage you to think not only about the coming year, but about the exciting possibilities beyond.

We warmly welcome you to our senior campus community and look forward to working together to support your child's learning, growth and future success.

Samuel Levy
Campus Principal - Paisley Campus

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Introduction

Overview

This Handbook is a comprehensive guide to the Year 10 and VCE programs available at the Paisley Senior Campus of Bayside P-12 College. It provides information on individual subjects, including the VET certificates on offer for Year 11 and Year 12 students.

Each student is provided with the opportunity to develop a program to suit their own needs and interests. The Careers & Pathways team at the Paisley Campus are available to assist students with their subject choices.

New Students

Bayside P-12 College welcomes new enrolments. Once you have read the handbook and made a decision about which program you might like to pursue, you are very welcome to call us at the Paisley Senior Campus on 9392 8500.

An appointment can be made to discuss your career options with our Careers & Pathways Co-ordinators, Year Level Co-ordinators, VET Co-ordinator and Assistant Principal before you make your final choice.

Key Contacts

Key people to ask for assistance at Paisley Senior Campus:

1. **Ms Judith Douglas -** Assistant Principal **Ph: 9392 8500**
2. **Ms Emma Ford -** Careers & Pathways **Ph: 9392 8528**
3. **Marsha Maver-Baxter -** Careers & Pathways **Ph: 9392 8540**
4. **Mr Michael Gillingwater –** VET Co-ordinator **Ph: 9392 8515**

Course Information

For more information about Bayside P-12 College and the curriculum offered visit:
http://www.bayside.vic.edu.au/

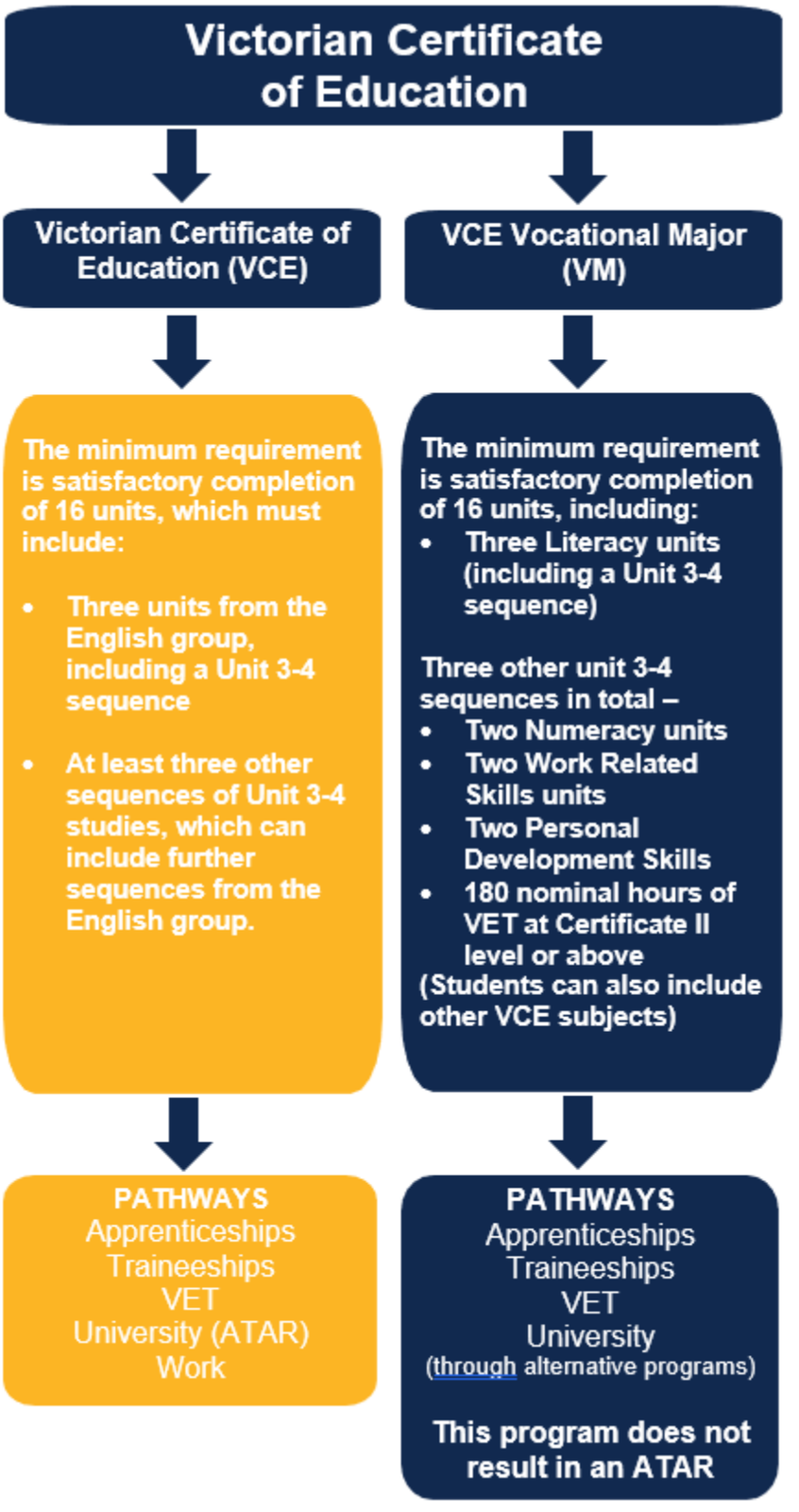
For further information about VCE and VET visit:
http://www.vcaa.vic.edu.au/

For information on secondary and post school options, career related events and resources specifically for parents and students of Bayside P-12 College visit:
https://www.baysidep12collegecareers.com/

Other Information

https://www.baysidep12collegecareers.com/ - Bayside P-12 College now has its own career website with a range of information for both parents and students. Specific resources are available for parents, some career related and others more generic via the parent link. A calendar of events provides dates for University and TAFE open days, career expos and career related school events. Students are issued with a secure log on which gives them access to resources and information to assist them in planning their future career and life after school.

Senior School Programs & Future Pathways



The Year 10 Course Selection

The Year 10 program consists of seven core subjects and six electives. The core subjects are English, Maths, Humanities, Science, Physical Education, Voyager and Well Being. These subjects are compulsory and run all year. A wide range of electives are available across the Arts, Technology, Humanities and Physical Education and Health. Most of these run for a semester only, except for Music and the Languages, which are year long studies. Some VCE studies are available for Year 10 students who meet the selection criteria. Students will need to prove a strong record of academic achievement and work ethic in order to be considered.

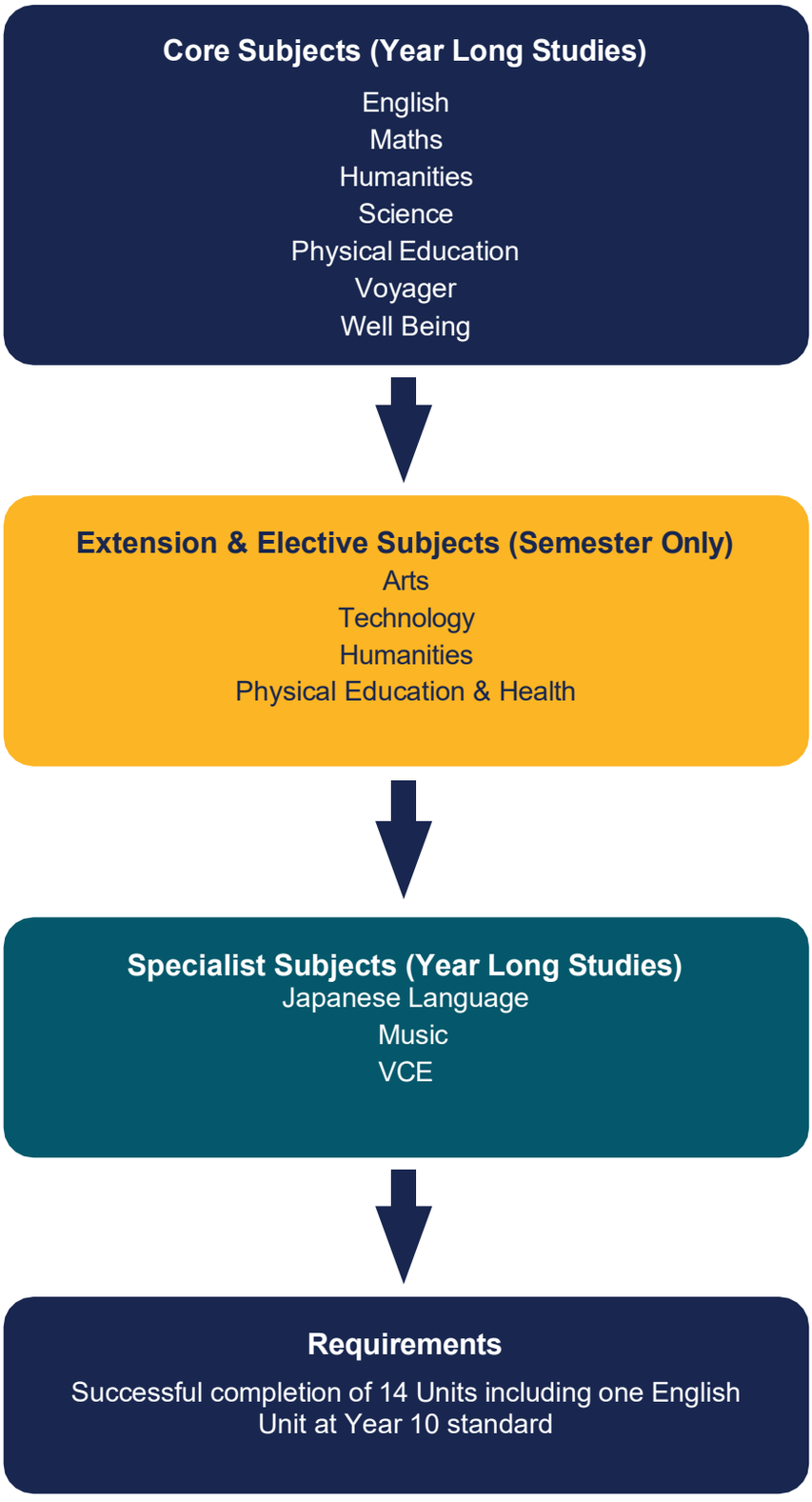
Course Selection

Students should select two electives from both The Arts and Technology and two others of their choice. The inclusion of a VCE subject, a language or music, (one year studies) may be an exception to this requirement. Students interested in undertaking a VCE subject should inform their current teacher or Year Level Coordinator.

Subjects Offered

Listed on the following pages are the subjects offered according to their learning area. Please speak to the Year Level Coordinator, the Careers & Pathways Coordinator or your current teacher if you would like any further information.

The Year 10 Program



Year 10 English

The English curriculum is built around the three related strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students engage with a variety of texts for enjoyment, information and understanding.

They interpret, create, evaluate, discuss and perform a wide range of literacy texts in which the primary purpose is for appreciation of the craft of writing, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film, fiction, non- fiction, poetry, dramatic performances and different text types, with themes and issues. There are three options offered in English - English, English as an Additional Language and English Enrichment.

Unit Name | English — Unit Code | 10ENG

In English students are actively involved in reading, analysing, discussing and writing about characters, themes and issues in novels; supported by a librarian guided wide reading program. Students learn how language and structures are used to engage, persuade and inform. In turn they practise this knowledge by analysing persuasive writing and writing in different genres.

Unit Name | EAL (English as an Additional Language) — Unit Code | 10EAL

EAL is available as the core English subject to students whose first language is a language other than English, and who have studied English for a limited number of years. Entry into this class is subject to a number of criteria. It aims to enable students to develop their critical understanding and control of the English language so they can use it in a range of situations. It enables students to understand various uses of English language and to employ them effectively for a range of purposes. EAL classroom activities integrate the skills of reading, writing, speaking, listening and thinking.

Unit Name | English Enrichment — Unit Code | 10EEN

This Unit of English is open to all students who love English and wish to develop a deeper understanding of the subject. Students are expected to work with enthusiasm and vigour. The aim of the subject is to expose students to high level critical thinking, in-depth exploration of literary elements, analysis of theme and authorial studies. Students will also study symbolism, metaphor and persuasive devices found in print and non-print texts as well as an appreciation of the history and development of English as a language, phonology and linguistic devices.

Year 10 Mathematics

Mathematics is an essential foundation of everyday life. Year 10 Mathematics aims to help students build on their established skills through exposure to real life problems and encourages them to reason mathematically to allow for authentic learning. This is achieved by covering a wide variety of topics based on the Victorian Curriculum in order to provide a range of pathways into VCE/VCE VM and beyond. Students will use technology (scientific or graphics calculators and computer software) to improve their learning. Students have the option of undertaking Mathematics OR Maths Enrichment. Maths Enrichment is for students wishing to undertake a higher level mathematics (i.e. Mathematical Methods) in VCE.

Unit Name | Mathematics — Unit Code | 10MAT

Maths Students will develop knowledge of mathematical concepts in a wide range of topics from Statistics to Measurement and Linear Relationships. They will develop skills to reason and communicate mathematically as well as to use technology efficiently with a scientific calculator. Recommended pathways after Year 10 Maths can include General Mathematics and Foundation Mathematics.

This course is open to all students of all abilities.

Unit Name | Maths Enrichment — Unit Code | 10MEN

Maths Enrichment is a subject for students who enjoy Mathematics and would like to strengthen their ability to reason mathematically, to problem-solve and to apply their Mathematical knowledge to a wide range of contexts. The course will largely focus on algebra-based topics and students will learn to use the CAS calculator and develop study-habits beneficial to VCE. Successful completion of this course will give students a very strong start to Unit 1 & 2 General Mathematics. It is also highly recommended for students considering Mathematical Methods and/or Physics in VCE.

Consideration for Maths Enrichment requires demonstration of high work-ethic, engagement and Mathematical ability in Year 9 Maths.

Year 10 Science

Year 10 Science encompasses the four disciplines of Science offered by Bayside P-12 College at VCE level: Biology, Chemistry, Physics and Psychology.

This allows students to sample each of the four disciplines and decide which of them, if any, they would like to continue with in VCE. Each discipline develops specific scientific skills and content that provides a clear pathway to appropriate specialist Science study at VCE.

Particular emphasis is placed upon practical learning, digital technologies, high order thinking and problem solving skills.

Unit Name | Science

Unit Code | 10SCI

Chemistry

When covering Chemistry, students establish the importance of the Periodic Table of Elements as a tool for classifying atoms and predicting their behaviour when forming ionic, covalent or metallic bonds. The structure of the atom is examined as a means of understanding these processes. Students then classify chemical reactions into their different types and investigate how chemical reactions can be sped up or slowed down.

Nervous & Endocrine Systems (Psychology)

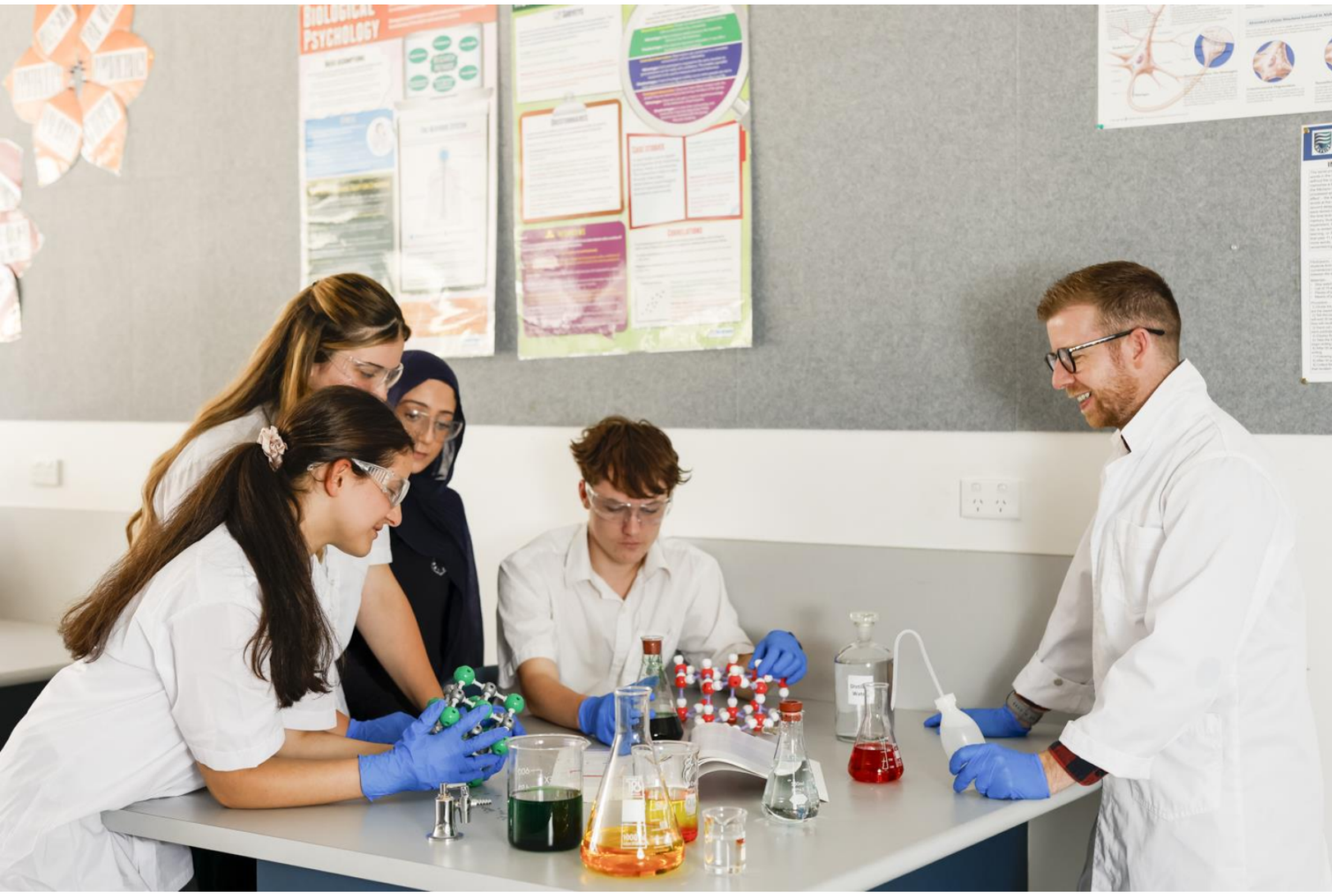
This topic introduces students to the relationship between anatomy, physiology, and behaviour through the study of the nervous and endocrine systems. Students explore how the body receives information, processes stimuli, and produces behavioural responses while developing an understanding of how these systems coordinate communication throughout the body. Through the investigation of emotions, thoughts, reactions, learning, stress responses and decision-making, students build foundational knowledge of biological psychology and develop scientific literacy by applying their understanding to real-world human behaviour.

Genetics & Disease

In the topic of Genetics, students learn about the basic chemical structure of DNA and chromosomes and how DNA is copied in order for cells to reproduce. They then cover how genes are ‘shuffled’ in meiosis and passed down to the next generation; the probabilities of inheriting traits from parents are investigated through the use of Punnett squares. Students also examine how variations in genes can contribute to inherited disorders and disease. In addition, they are introduced to the various infectious and non-infectious agents that cause disease and discuss the ways in which their transmission, prevention and impact on individuals and communities can be reduced.

Physics

Physics is represented by the Law of Conservation of Energy and Newton’s laws of motion. Students analyse the Law of Conservation of Energy in various different systems by assessing the efficiency of energy inputs, outputs, transfers and transformations. They also investigate the motion of objects by considering Isaac Newton’s three laws. They perform various practical experiments to quantify the relationship between the force, mass and acceleration of objects



Year 10 The Arts

‘The Arts’ as set in the Victorian Curriculum consists of FIVE disciplines, three of which are offered at Bayside P-12 College. Each represents a specific field that students may wish to undertake as part of their 11rganization11d learning program.

Unit Name | Art 3D — Unit Code | 10ART

Students will develop their creative ideas, technical skills and processes to produce a variety of 3D art works. They will learn a range of creative techniques that may include a range of the following: Sculpture, functional ceramics such as plates and mugs, drawing and mixed media. The students will increase their knowledge and appreciation of Art through the study of art elements, art principles and through the evaluation of their own work. They will also examine the artwork of past and present artists from different cultures.

Unit Name | Digital Design – Art/Technology — Unit Code | 10 DGD

This is a ‘cross-curricular’ subject that incorporates both the Arts and Technology Learning areas. Students can select this subject as either an Arts or Technology choice. This is a specialist program that focuses on developing the digital design skills of students. Specific digital software programs are studied including Photoshop, and Illustrator. This course will enable students to enter VCE with more advanced digital design skills in the areas of Visual Communication Design, Photography, Art Creative Practice and VET Media. Students will also analyse the work of designers who work in these fields.

Unit Name | Visual Communication Design — Unit Code | 10VCD

Students explore different ways of drawing such as freehand (realistic and imaginative) and instrumental drawing (architectural and product based). They develop their creative ideas and processes based on design industry practice.
They explore the use of a range of materials, methods and media to create visual communications such as architectural designs, business cards, logos, posters and package designs. They develop an understanding of the design elements and principles and the influences on visual communications through analysis.

Unit Name | Photography — Unit Code | 10PHG

Students will be learning traditional darkroom techniques as well as contemporary digital photography to best develop their creative expression. Students will create artwork in the darkroom. They will also use the latest industry software such as Photoshop to manipulate their photographs. Inspirational photographic images that have shaped the way we view the world will be explored and analysed using the art elements and art principles.

Year 10 The Performing Arts

Unit Name | Drama

Unit Code | 10DRA

Drama is the study of creating performances using a variety of theatre styles and techniques.

Students create and present group performances making meaning of a range of social, political, cultural and historical contexts. Students study two performance styles from a range of social, historical and cultural contexts. The unit focuses on the development of expressive skills and the performance of imagined characters, achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works. Students will also learn how to describe and analyse the process in which characters are created and presented.

Unit Name | Music

Unit Code | 10MUS

Do you sing? Play trumpet, woodwind, brass, bass guitar, guitar or drums? Have you had at least two years' experience with an instrumental music teacher? Are you committed to practicing regularly to perform to your best capacity in preparation for VCE? If you are then Music Performance is for you! Students will develop an understanding and use of music concepts, languages, practices, technologies and techniques.

Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts. As composers, they will create, shape and refine musical ideas in a range of forms and styles, with consideration of the musical needs and practices of performers. As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument.

Year 10 Health & Physical Education

Health and Physical Education consists of three studies. Year 10 Physical and Sport Education is a compulsory subject. Students can also choose PASE extension or Outdoor Adventures.

Unit Name | Physical Education and Sport (PASE) Unit Code | 10HPE

Students participate in different sports and activities and undertake theoretical tasks. They participate in fitness testing and training, Ultimate Frisbee, Badminton strategies and tactics. They will also learn about issues related to Adolescent Health, such as the emotional and mental dimensions of health and wellbeing and nutritional practices that enhance the health of youth.

Unit Name | Outdoor Adventures Unit Code | 10ODA

Outdoor Adventures is a semester based subject which includes both practical and theoretical components. Topics delivered include exploring natural environments, technology, discovering outdoor environments and the impacts on outdoor environments.

The practical components include snorkeling, surfing, rock-climbing, mountain-bike riding and bushwalking. This subject is an excellent preparation for VCE Outdoor Education.

Unit Name | Physical Education and Sport (PASE) Extension Unit Code | 10PEX

PASE extension is a semester-based subject which is designed to explore the human body. PASE Extension covers ‘Body Systems’, including the skeletal, respiratory, muscular and circulatory systems. It investigates ‘The Working Body’, including energy systems, food and nutrition; and advancements in technology. Practical activities are used to reinforce the concepts presented in theory classes. This subject is an excellent preparation for VCE Physical Education.

Year 10 Language

Unit Name | Japanese **Unit Code | 10JAP**

This topic-based course provides a pathway to VCE studies in Japanese language and culture. It challenges students not only to talk about themselves and their own lives but to move beyond this to situations that involve real communication in a Japanese-speaking environment. There is a particular focus on using the Japanese language in its native setting. The course is highly engaging and students will participate in intensive conversation practice, focused reading and discussion classes, grammar extension classes and script-based lessons with a particular emphasis on kanji acquisition and essay writing using traditional Japanese writing paper.

Year 10 Humanities

Humanities (core) at Year 10 is aligned with the Victorian Curriculum and includes studies in History and Geography. It provides pathways to a number of VCE Humanities subjects.

Unit Name | History/Geography — Unit Code | 10HIS/GEO

The study of History provides students with the knowledge and skills to understand the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. In the study of Geography, students examine environmental challenges that will affect their future lives, design strategies to manage these challenges, as well as understand the nature of well-being around the world and programs that address issues of global well-being. These subjects also provide context, knowledge and skills for studying the VCE subjects of Legal Studies and Business Management.

Unit Name | Legal Studies — Unit Code | 10LGS

Students will investigate society's rules and laws that govern the behaviour of individuals and groups so that order is maintained, and individual rights are protected. Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates. Specific educational excursions will support student learning.

Unit Name | Business — Unit Code | 10BUS

Business Management involves an enquiry approach to learning where the principles of managing a small business are taught through a combination of class work and individual research completed at home. Students can expect to learn about the daily issues and challenges that confront small business owners through completing individual and group research. Students will develop research, analytical and report writing skills. This subject will enable the students to make informed decisions as they enter the stage in their life when they engage in employment and enterprise.

Year 10 Technology Studies

The Technology Learning Area encompasses both Digital Technologies and Design and Technology. Students are given the opportunity to select a combination of elective subjects within the Technology Learning Area to complement their personal learning pathway. In areas of the Digital Technologies students use ICT tools to conduct research, organise information and communicate their ideas. They learn about how new technologies are developed, they create games, apps and graphics using a range of software and development tools. Students also consider the social impact of computer technology as well as online safety. In areas of Design and Technology students contribute to the development of design briefs including limitations and specifications, they identify situations, problems, needs and opportunities for the creation of useful products and simple systems. Students explore ideas and concepts about design, materials/ingredients and systems, and consider innovative ways to create solutions.

Unit Name | Designing and Textiles — Unit Code | 10TEX

Students develop and understanding of a design process and communication methods used to respond appropriately within the design sequence. They use garment construction processes and skills to create a useable product using suitable materials. They consider ethical, sustainable and safe practices within the textiles industry. Students produce a folio that documents design, production and evaluation of their garment. Selecting Digital Design in addition to Designing and Textiles would be an advantage for students wishing to pursue a pathway in this field.

Unit Name | Product Design and Technologies (Wood/Plastic/Metal) — Unit Code | 10WWD

Students use a combination of wood, plastic and/or metal to design and create a usable and functioning product. They apply different skills and complex processes within the production cycle. Students document the design process and evaluation in a folio. They consider ethical, sustainable and safe practices within industry. Selecting Digital Design in addition to Product Design and Technologies (wood, plastic, metal) would be an advantage for students wishing to pursue a pathway in this field.

Unit Name | Information Technology — Unit Code | 10INF

This course introduces students to the world of data analytics, where they learn how to collect, interpret, and visualise data to solve real-world problems. Using industry-relevant tools and platforms, students will explore what makes good research, how data drives decision-making in business, science, and everyday life. They will develop skills in data cleaning, spreadsheet manipulation, basic coding, and creating visualisations that tell a story. Ideal for students interested in technology, maths, or problem-solving, this subject builds foundational digital literacy and analytical thinking for future STEM and business pathways.

Unit Name | Food

Unit Code | 10FDT

In Food, students work in teams to produce food products using a variety of ingredients, equipment and cooking techniques. They develop an understanding of working safely and hygienically in the kitchen. The design process is used to investigate, plan, create and evaluate the food they produce. Production plans are used to produce food that meets the needs of a design brief.

Unit Name | STEM

Unit Code |10STM

STEM (Science, Technology, Engineering and Mathematics) provides the skills and knowledge to help students succeed in the future. Students will investigate real-world problems, think critically and develop creative solutions. They will explore a variety of topics while building practical skills through experiments, projects and teamwork. STEM encourages innovation, problem-solving, and curiosity, helping students prepare for future careers and opportunities in a rapidly changing world.

Unit Name | Game Programming

Unit Code | 10GMP

Students will explore what makes a game enjoyable and functional and use this understanding to create their own digital experiences. They will critically analyse popular games and identify what makes games engaging and how designs influence gameplay. Students will design their own 2D characters and items using digital pixel art software focusing on visual storytelling and the fundamentals of animation. Students will develop programming fundamentals using Python, focusing on game-specific skills such as user input, game loops and graphical user interfaces. Students will bring together their design and programming skills to create a fully playable 2D game using industry standard software.

Year 10 Additional Core Subjects

Unit Name | Well Being **Unit Code | 10WB**

Students will participate in a Well Being Program whereby social and emotional skills are explicitly taught. Social and Emotional Learning (SEL) can help students develop the understanding, strategies and skills that support a positive sense of self, promote resilience, and build student capacity to organise and manage their own emotions and make responsible decisions. Well Being teachers also focus on developing study and organisation skills and the program supplements career education and pathways in Voyager.

Unit Name | Voyager **Unit Code | 10VOY**

The Voyager program assists students in preparing for life post-secondary school. They learn how to access relevant information and investigate options so that they can make informed decisions about their own future pathways in tertiary education and work. In exploring the world of work students research the labour market, prepare resumes and complete occupational health and safety modules in preparation for the week of work experience which they will undertake early in Term 3.

VCE Studies

Victorian Certificate of Education

Requirements for Completion

At Bayside P-12 College students study 22 Units, 6 Units each semester in Year 11 and 5 Units each semester in Year 12. When choosing a course of study students must select a course of study which meets the Victorian Curriculum and Assessment Authority (VCAA) guidelines.

VCAA Guidelines for Study Selection

To successfully complete the VCE a student must have a satisfactory result for 16 units.:

- At least three Units form the English group, two of which must be a Unit 3-4 sequence
- An additional three Unit 3-4 sequences of studies

VCE (minimum requirement)

The minimum VCE requirement, excluding the VCE VM, is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- three Unit 3–4 sequences, which can include further sequences from the English group.

The **Victorian Tertiary Admissions Centre** (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's ATAR.

Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE. This applies to adult students with no Year 12 results, adult students with Year 12 results dating before the VCE, students with credit from interstate and overseas studies and students who previously attained VET qualifications or credit from a VM qualification.

VCE Entry Requirements for Year 12

- Entry into Year 12 requires satisfactory completion of ten Year 11 Units (including 1 English Unit).
- Students need to attend a minimum of 90% of classes in order to meet VCE study requirements.

VCE Restrictions

- Students may choose one study from Product Design and Technologies stream - Textiles OR Wood, plastic, metal.
- VET studies are generally completed over two years and therefore should be commenced in Year 11.
- Year 11 students select 6 studies for the year (an exception to this rule are students undertaking some VET programs).
- Year 12 students select 5 studies for the year (an exception to this rule are students undertaking some VET programs).
- It should be noted that Physics requires confidence with Maths particularly with rearranging equations and trigonometry.

VCE Studies: English

In the VCE the study of English is compulsory. Students must study 4 units of English and satisfactorily complete a minimum of 3 units, including both Year 12 units. The 4 units of English come from, English, English as an Additional Language and English Language. Students interested in the study of English may elect to study more units of English. These extra units are considered the same as any other subject. For example, you may elect to study English and English Language. Speak to your current English teacher if you need advice.

English

Over the year, students reflect on issues and themes relating to four different texts, including novels, plays and films. Students will write in a variety of forms, including analytical, persuasive and creative. Students will learn about the language of the media and present ideas orally.

Unit 1
Students complete two areas of study for English Unit 1. In Area of Study 1, students engage in reading and viewing texts to explore the ideas and values presented by authors, develop inferential reading and viewing skills, and make personal connections with the text. In Area of Study 2, students focus on crafting effective and cohesive writing, reading and analysing mentor texts to develop their understanding of different writing styles, and experimenting with their own writing to explore different text structures and language features. Teachers and students have some flexibility in selecting mentor texts and can negotiate the selection based on the interests and context of the cohort.

Unit 2
Students complete two areas of study for English Unit 2. In Area of Study 1, students develop their reading and viewing skills by exploring different text types, analysing how language and structure contribute to meaning, and writing analytical essays about the texts. In Area of Study 2, students learn about persuasive language and analyse various types of persuasive texts such as speeches and opinion pieces. They then create their own persuasive point of view text for oral presentation, using evidence from the texts studied and feedback from their teacher and peers. Suitable texts should be chosen based on student interest and reflect a variety of sources such as print, digital, and audio-visual media.

Unit 3
In Unit 3, Area of Study 1, students critically engage with a selected text, analyse its meaning, and develop their writing skills through sustained analytical writing and participation in discussions. In Area of Study 2, students build on their knowledge and skills from Unit 1 and create their own texts by reading and analysing mentor texts, experimenting with language and conventions, and reflecting on their writing processes. Students are provided with mentor texts and a Framework of Ideas to support their study, and teachers are encouraged to create authentic connections with their students' experiences.

Unit 4
In Unit 4, Area of Study 1, students develop their skills of reading and critically analysing texts, and explore the ideas and values that a text conveys. They apply reading strategies and analyse the ways in which authors construct meaning in a text. They also examine how social and cultural values and historical context can affect a reader's interpretation of a text. Students refine their analytical writing skills and are given opportunities to reflect, edit, and receive feedback. In Area of Study 2, students analyse the use of argument and language in texts that debate a contemporary and significant issue, and consider the purpose, audience, and context of each text. They plan and develop written analyses and a point of view text for oral presentation.

English as an Additional Language

To qualify for English as an Additional Language students must have been in Australia for fewer than seven years.
The English as an Additional Language (EAL) course mirrors the Units 1 – 4 English course outlined above, with two key differences:

- The EAL students study one fewer text per year
- The EAL course includes listening comprehension work that English does not

Units 1 & 2
In Units 1 & 2, students will explore identity and belonging through a range of narrative and persuasive texts and develop the skills to analyse the audience and purpose of set texts. Students will also learn to create and present their own texts in a variety of contexts

Units 3 & 4
In Unit 3 & 4, the topic identity and belonging continues through a range of narrative and persuasive texts. Students continue to develop their analytical skills in being able to identify the audience and purpose of set texts. Students will further their skills to create and present their own texts in context with increasing independence.

English Language

Unit 1
This unit covers two areas of study: the nature and functions of language and child language acquisition. In the first area, students learn about the different modes of language (speaking, writing, and sign), how meaning is conveyed, and how situational and cultural contexts influence language choices, and the metalanguage used to describe and analyse language use. In the second area, students explore the stages of child language acquisition, theories of language acquisition, and differences between first- and additional-language acquisition, including multilingualism. The unit includes case studies and field work.

Unit 2
This unit focuses on language change, exploring the factors that contribute to changes in English over time, its global spread, and its impact on different subsystems of language. It considers the influence of Indo-European languages on English and the concept of standardization. The students investigate the development and decline of languages due to English contact, the cultural consequences, and the ways English is used as an expression of identity and culture. The students explore national, ethnic, and regional varieties of English and how language changes affect cultural identities and worldviews. The unit covers two areas of study: English across time and Englishes in contact.

Unit 3
Unit 3 English Language focuses on language variation and purpose. The unit is divided into two areas of study: Informality and Formality. Students learn about the different features of informal and formal language in written, spoken, and electronic interactions, and how situational and cultural context, and various sociolinguistic variables influence language choices. They also examine how language can be used to perform various purposes, such as building rapport or reinforcing social hierarchies. The unit emphasizes the importance of understanding the interrelationships between words, sentences, and texts in conveying meaning.

Unit 4
Unit 4 English Language focuses on language variation and identity, where students explore the role of language in constructing individual and group identities. The unit covers two areas of study: language variation in Australian society and individual and group identities. Students learn about the range of language varieties in Australian society and how they contribute to national identity, including Standard Australian English, migrant ethnolects, and Aboriginal Australian Englishes. They also examine how language reflects, imposes, negotiates, and conveys individual and group identities, and how language choices can create social distance or solidarity. The text emphasises the importance of understanding social variables and societal attitudes to avoid discrimination.

VCE Studies: Language

Japanese

Unit 1

Students develop an understanding of the language and culture/s of Japanese-speaking communities. They consolidate and extend vocabulary, grammar knowledge and language skills.
Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

Students develop an understanding of aspects of language and culture. 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, its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

Students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese. They interpret information, inform others, and reflect upon and develop persuasive arguments. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

Students investigate aspects of culture through the study of two or more subtopics. They consolidate and extend vocabulary, grammar knowledge and language skills to investigate topics through Japanese. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

VCE Studies: Mathematics

Foundation Maths

Unit 1 & 2
Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge and skills to make informed decisions in their lives.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations

The areas of study for Foundation Mathematics Unit 1 and 2 are: *Algebra, Number and Structure, Data Analysis, Probability and Statistics, Discrete Mathematics and Space and Measurement.*

Unit 3 & 4
Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

The areas of study for Units 3 and 4 continue to be: *Algebra, Number and Structure, Data Analysis, Probability and Statistics, Discrete Mathematics and Space and Measurement.*. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit.

The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

General Maths

Unit 1 & 2
General Mathematics Units 1 and 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'

Unit 3 & 4
General Mathematics Units 3 and 4 focus on the real-life application of mathematics.

Unit 3 comprises Data analysis, Recursion and Financial modelling whilst 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. This knowledge will be drawn on, as applicable, in the development of related content from the areas of study, key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Maths Methods

Mathematical Methods Units 1 and 2 provides 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. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both 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'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Unit 3 & Unit 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.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

VCE Studies: The Sciences

Biology

Unit 1
Unit 1 Biology is centered around the cell as the functional unit of life. Students investigate the plasma membrane as a key tool for maintaining the cell's health, before looking at how cells multiply, how they are replaced when damaged, and how they die. As part of this process they also consider the result of excessive, out of control cell division: cancer. Stem cell technology and its implications on medical science are discussed. Students then move on to looking at some of the major organ systems found in plants and animals: the vascular system in plants, and the digestive, endocrine and excretory systems in animals. Unit 1 also contains an extended practical investigation in which students must design, carry out and report on a practical investigation of their choosing related to content from unit 1.

Unit 2
Unit 2 Biology considers cell reproduction and its implications on how organisms develop adaptations, ultimately in order to stand a better chance of surviving. The pros and cons of sexual and asexual reproduction are considered. Students then look at predicting patterns of inheritance down family lines through the use of Punnett squares and pedigrees. Picking up where they left off with the different types of reproduction, students then look at how genetic diversity affects how well a population survives, and how humans have begun to affect this process with reproductive practices or technologies such as selective breeding, in-vitro fertilisation and 'designer babies'. Unit 2 wraps up with a student-led research project in which they discuss an issue related to genetics, reproductive technologies or adaptations.

Unit 3
Unit 3 Biology features a more biochemical approach to investigating the cell's metabolism. Students learn about the chemical structure of DNA, how it contains the building instructions for proteins, and how humans have developed technologies that allow us to edit DNA for our benefit; the ethical implications of this also are considered. The cell's use of enzymes as biological catalysts for a wide variety of biochemical processes such as cellular respiration and photosynthesis is then investigated in detail. Students then revisit the DNA editing technologies in the context of how humans can alter biochemical processes for our benefit, such as improving crop yields or in the production of biofuels.

Unit 4
Unit 4 Biology begins by looking at the immune system as our defence against invading pathogens. Students learn about molecules called antigens that can elicit an immune response, and the various 'weapons' our immune system uses to eliminate threats. Vaccinations as an immune technology are investigated. Students then consider biological pathogens as a threat on a global scale, and how humans to prevent their spread. The second half of unit 4 then considers the evidence for how DNA changes over time and how this leads to the evolution of different species. The mechanisms for this process – mutations, changing allele frequencies and isolation from others – are analysed thoroughly. This knowledge is then used to investigate how humans have changed over time. Unit 4 Biology concludes with a student designed practical investigation in which they examine any of the content covered in units 3 and/or 4.

Chemistry

Unit 1
This Unit is a study of solids with a focus on metals, salts, polymers and nanomaterials. Students will learn to explain the relationships between the properties, structure and bonding forces within and between particles of these materials. Students are introduced to quantitative concepts in chemistry including the mole and use chemistry terminology including symbols, formulas and equations to represent and explain observations and data from experiments.

Unit 2
This Unit is a study of liquids with a focus on water. Students examine the water molecule and explore the relationship between these bonding forces and the physical and chemical properties of water. Students investigate the concepts of solubility, concentration, pH and specific reactions in water including precipitation, acid-base and redox. The field of stoichiometry, analytical techniques and instrumental procedures are also explored.

Chemistry

Unit 3

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

Unit 4

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.

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

Physics

Unit 1

This Unit focuses on how physicists detect, describe and explain things that cannot be seen, as well as exploring fundamental models used to understand and explain the world. Heat, electricity and the origins and formation of matter are all investigated

Unit 2

In this Unit students explore the importance of experimentation in developing physical models and theories. Students make observations and pose questions, undertake a detailed study of moving and stationary objects by pursuing one area of interest from a variety of different situations: astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3

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

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.

Psychology

Unit 1
How are behaviour and mental processes shaped? How does the brain function? What influences psychological development? Students will investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Classical and contemporary models of psychology are explored and used to explain the development of thoughts, feelings and behaviours.

Unit 2
How do external factors influence behaviour and mental processes? What influences a person's perception of the world? How are people influenced to behave in particular ways? 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 to gain an understanding of human perception and why individuals and groups behave in specific ways.

Unit 3
The nervous system influences behaviour and the way people experience the world. In this Unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Unit 4
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this Unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

VCE Studies: The Arts

Art Creative Practice

Unit 1
Students explore at least three art forms in their folio. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.
Students study the practices of at least three artists to examine historical and contemporary artworks and practices. The artists may be selected from a range of societies and cultures, including artworks by Aboriginal and Torres Strait Islander peoples.

Unit 2
Students explore collaborative practices to make and present artworks. The collaborative practice task is determined by the teacher. It may include working with other students to create a collective artwork, working with practicing artists and outside specialists, or creating interactive artworks.
Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They will study the practices of at least three artists from different cultures and times

Unit 3
Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. Students provide a personal response, presented in a finished artwork, and the research and documentation of their art practice.

Students start the Creative Practice (folio) to develop a Body of Work based on their own ideas and experiences.

Unit 4
Students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the Creative Practice. They evaluate how they have responded to inspiration and influences throughout their Body of Work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form to establish their visual language in personal visual responses.
Students compare the practices of historical and contemporary artists,and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks. They research at least one historical artist, their practice and their artworks, and at least one contemporary artist, their practice and their artworks.

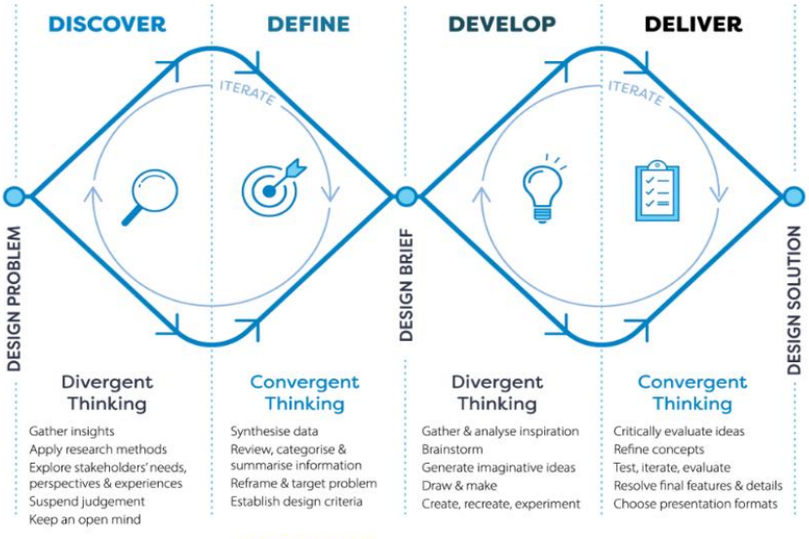
Visual Communication and Design

Unit 1
Students will learn about “Good Design” in our everyday lives, and how it has been influenced by past, and contemporary factors. Students will engage with the new ‘Double Diamond’ design process, as outlined by VCAA to research, evaluate, and create design solutions for modern problems. They will learn about the influence of design on our everyday lives, and how our everyday lives influence design.

Unit 2
Students will engage with the history of design, and how design reflects and responds to the time and place in which it was made. They will then look at the impact of cultural design, and how professionals incorporate a range of cultural, legal, and ethical responsibilities into their designs. Students will then look at the design of interactive experiences, how visual communications are used to create positive and inclusive experiences. This will be represented in a folio unit of work where the students will again engage with the Visual Communication Design ‘Double Diamond’ design process before delivering a high quality, final design solution.

Unit 3
To start Unit 3, students will be given the opportunity to learn from industry professionals and how their visual communications fit into a wider context. This includes looking at how and where they work, and the ever-evolving contemporary practices that they use. Students will then analyse how visual communications are used to effectively communicate ideas to an audience. To conclude this unit, students begin to develop their major folio piece, drawing on inspiration from the contemporary design world to effectively evaluate design needs, by discovering, defining, and developing according to the ‘Double Diamond’ design process. This process gives students complete creative freedom to respond to needs that they identify and create.

Unit 4
Students continue to follow the ‘Double Diamond’ design process to deliver refined and resolved designs that best communicate the design needs they have previously identified. Students will engage with a wide range of methods, materials, and medias to ensure the effective development of their folios as they evolve design ideas from concepts to refinements. Following this stage, students develop a presentation for their design needs to present to an audience that detail the effectiveness and purpose of their designs relating to the brief. On completion of the pitch, students have the chance to fully realise their developed designs as they create their final design solutions.



VCD design process adapted from Design Council (UK) Double Diamond model

VCE Studies: The Performing Arts

Drama

Unit 1
Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. Students will create, present and analyse their devised ensemble performance based on stimulus material that reflects personal, cultural and/or community experiences and stories. Students apply play-making techniques to shape and give meaning to their performance by manipulating expressive and performance skills in the creation and presentation of characters, they will develop awareness and understanding of how characters are portrayed in a range of performance styles. Students will document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. Students will also analyse work by professional drama performers.

Unit 2
In this unit students study aspects of Australian identity. Students will document the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context, using stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions, while developing their knowledge of the conventions of transformation of character, time and place, the application of symbol. Students will explore how dramatic elements, production areas and conventions may be manipulated to create meaning in performance. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work.

Unit 3
In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance that reflects a specific performance style or one that draws on multiple performance styles. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. In addition, students document, analyse and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Unit 4
This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Music Performance

Unit 1
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. 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
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 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.

Unit 3
In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.
Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others

Unit 4
In this unit, students deepen their understanding of the influence of music by considering it at a personal level by reflecting on the influences in the works of others to applying new understandings of influence in their own music making. Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

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

VCE Studies: Health & Physical Education

Health and Human Development

Unit 1 – Understanding health and wellbeing
In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort.

Unit 2 - Managing health and development
In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

Unit 3 - Australia's health in a globalised world
In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

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

Unit 4 - Health and human development in a global context
In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability.

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

Physical Education

Unit 1 – The human body in motion
In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2 – Physical activity, sport, exercise and society
This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Unit 3 - Movement skills and energy for physical activity, sport and exercise
This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

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

Unit 4 - Training to improve performance
In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

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

Unit 1
This Unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2
This Unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Unit 3
Students focus on the ecological, historical and social relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over sixty thousand years.

Unit 4
In this Unit, students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments.

VCE Studies: Humanities

Modern History

Unit 1
This unit explores some of the most important events, ideas, individuals and movements, from the latter part of the 19th century to 1945, that significantly shaped the modern world. Topics include: ideologies of democracy, socialism, capitalism, fascism and communism; the origins and beliefs of the Nazi Party; how the Nazis gained power; and how social and cultural life changed under the Nazi dictatorship

Unit 2
This unit explores some of the most important international issues, events, individuals and movements that significantly shaped the modern world since 1945. Topics include: the Cold War; the Vietnam War; challenges and changes to traditional ideas, values and political and social systems by the Black Civil Rights Movement, the Anti-Vietnam War/Peace Movement and the Women's Rights Movement.

Australian History

Unit 3
Students will investigate patterns of migration to Australia, debates about who was included or excluded from the emerging nation and measures introduced to consolidate this new national identity after Federation. They will then explore how attitudes about identity and belonging changed after World War Two, leading to the end of the White Australia Policy and the development of a multicultural society.

Unit 4
Students will investigate the power struggle between the forces of colonisation and Indigenous resistance, including frontier violence, adaptation, coexistence and the preservation of culture. They will then consider how Australian politics and society were challenged in a changing world after World War Two, including struggles for workers' rights, women's equality, Indigenous citizenship and land rights and LGBTIQA+ rights.

Business Management

Unit 1
Do you know how to plan a business? Can you take a business idea and plan to make it a reality? Students explore the factors affecting business ideas, the environments within which businesses operate and the effects of these on planning a business.

Unit 2
What must be done prior to establishing a business? Students examine the legalities and financial considerations needed. They investigate effective marketing and consider staffing issues. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3
How do you manage a business efficiently and effectively to achieve objectives? Students examine different types of businesses and understand their objectives. They consider and investigate strategies, styles and skills needed to manage effective, efficient businesses. The complexity and challenges involved in management are analysed.

Unit 4
What are the options to transform a business? Students consider current performance of a business and investigate strategies to implement change. Leadership and strategic management will be evaluated to assist with managing change in the most efficient and effective way to improve business performance

Legal Studies

Unit 1 - Presumption of Innocence
Students will develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. They investigate key concepts of criminal law. They will develop an understanding of the principles of justice and the presumption of innocence. Students will apply their understanding of how criminal cases are resolved and the effectiveness of sanctions.

Unit 2 - Wrongs and Rights
In this Unit, students investigate key concepts of civil law and apply theses to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. They explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They will apply knowledge through an investigation of civil cases and human rights issues, developing an understanding of how human rights are protected in Australia.

Unit 3 - Rights and Justice
Students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Topics explored include the rights available to an accused and victims, the role of the judge, jury, legal practitioners and the parties, the ability of sanctions and remedies to achieve their purpose.

Unit 4 - The people, the law and reform
In this Unit, students explore how the Australian Constitution established the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. They investigate parliament and the courts and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Geography

Unit 1
Students will participate in both classwork and fieldwork investigating hazards and disasters - their causes, and how humans have responded to them. They will specifically conduct fieldwork on a local level to explore the impacts and management of bushfires. The content spans the environmental (volcanoes, earthquakes, tsunamis, droughts, bushfires), the biological (infectious diseases, water borne diseases, and plant and animal invasive species), and the technological (oil spills, air pollution, radiation leaks, global warming, and epidemics caused by poor living conditions). Students will explore various management strategies for these hazards and how effective they are.

Unit 2
Students will investigate the world of tourism - its various forms, how it has changed and continues to change, and its impact on people, places, and environments. Covering local, regional and global examples, students will research and analyse what makes a place attractive for people to visit, and whether or not tourism can do more harm than good to certain places and peoples. Students will conduct fieldwork on a local scale to investigate how tourism has impacted Melbourne.

Unit 3
This unit explores how land cover and land use change over time due to both natural processes and human activity. Students study natural land cover types and examine key global processes like melting glaciers and deforestation, including their causes, impacts, and responses in specific locations. The unit also looks at how humans modify land for purposes such as housing and recreation, leading to land use change at different scales. At a local level, students investigate these changes through fieldwork, using data collection methods and geospatial technologies. They then present their findings in a structured report based on a research question and hypothesis.

Unit 4
This unit examines the geography of human populations, focusing on patterns of population change, distribution, and movement, as well as how different groups respond to these changes. Students explore population dynamics, including fertility, mortality, and migration. They investigate two major population trends in different parts of the world and analyse their environmental, economic, social, and cultural impacts. The unit highlights the rapid global population growth since 1950 and contrasts growth in developing countries with ageing or declining populations in developed nations. Students also evaluate strategies used to address population challenges in countries experiencing both population growth and ageing.

VCE Studies: Technology

Applied Computing

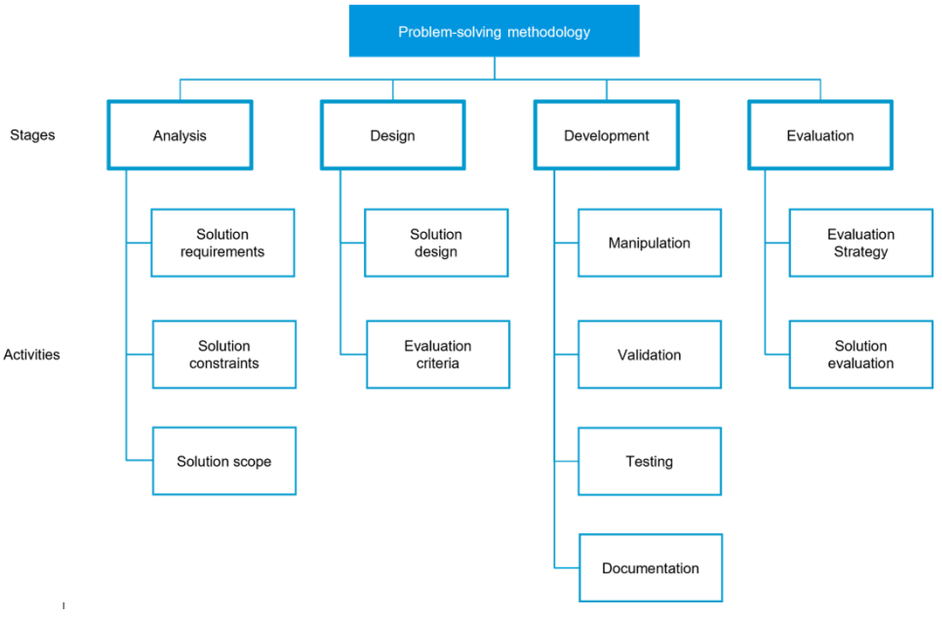
Unit 1
Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be collected and used within software tools such as databases and spreadsheets, to analyse and create data visualisations. Students also develop a software solution using an object-oriented programming (OOP) language, in response to teacher-provided solution requirements. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Unit 2
Students work collaboratively and select a topic of interest involving an emerging trend to create an innovative solution. This can be presented as a proof of concept, a prototype, or a product. Students engage in all areas of the problem-solving methodology while developing this solution. Students also develop an understanding of cyber security, investigate networks and their associated threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Software Development

Unit 3
Students apply the problem-solving methodology and use an object-oriented programming (OOP) language and a range of software design tools to develop a set of working software modules this includes the development of a graphical user interface. Students apply computational thinking skills to analyse an identified problem, need or opportunity, prepare a project plan, develop a software requirements specification, and design a software solution.

Unit 4
Students use an OOP language to develop a software solution that meets their identified problem, need or opportunity by applying the problem-solving stages of development and evaluation. Validation, debugging, and testing techniques are used to ensure the software solution meets the requirements. Students prepare a beta testing strategy that focuses on the core features of their software solution. Students examine the current software development practices of an organisation and the risks associated with insecure software development environments and practices. Students evaluate the current security practices and make recommendations to ensure software development environments and practices are secure.



Food Studies

VCE Food Studies explores food from many perspectives, combining practical skills with knowledge about health and wellbeing. Students learn about food selection, preparation, nutrition, and the factors that influence food choices. The course examines historical and current eating patterns, food production systems, sustainability, and the social, cultural, economic, ethical, political, and health aspects of food. Students also develop critical thinking skills by analysing food trends, marketing, and information. Practical activities are a key part of the subject and include cooking, food testing, experiments, nutritional analysis, product evaluation, and sensory testing.

Unit 1
Students will study the global origins and roles of food through time and how particular cultural food habits developed. They will also investigate the development of Australian cuisine, including Indigenous and modern Australian culinary trends.

Unit 2
Students will explore Australia's food industry, from paddock to plate. They will investigate commercial food industries as well as food production in small-scale domestic settings. Students will use practical skills and knowledge to produce foods to meet particular needs. Students will undertake practical activities to analyse commercial food production in Australia as well as designing and adapting recipes to cate for a range of dietary requirements.

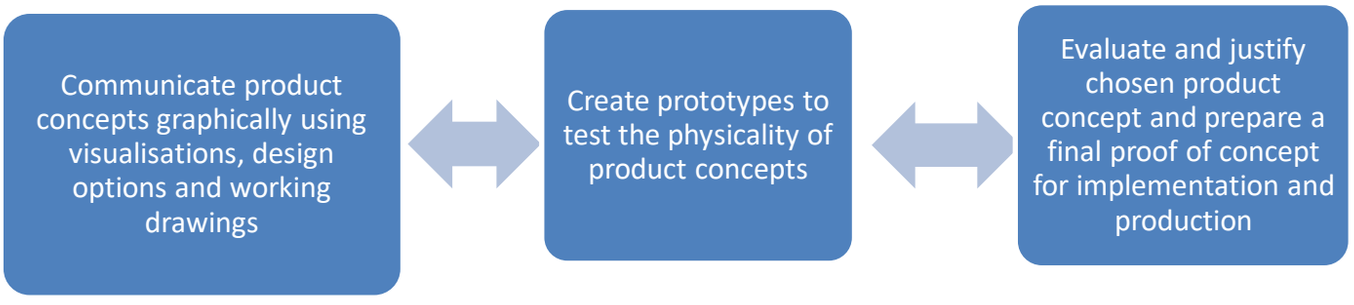
Unit 3
Students will investigate the role of food in everyday living, including nutrition and the role of nutrients in our body. The functional properties of foods and how they change during food preparation and cooking is also studied. They will be given the opportunity to understand the influences of eating patterns for individuals and families and how our food values and behaviours develop. Students will use practical skills & knowledge to help understand food science and to produce everyday food that is nutritious within the Australian Dietary guidelines and Australian Guide to Healthy Eating

Unit 4
Students will study Australia's food system and its sustainability. New technologies, ethics, food security & wastage and the environment are some of the issues investigated. They will improve their food selection skills by interpreting food labels, analysing marketing strategies and food fads, trends and diets. The students will extend their food production repertoire to reflect the current Australian food models.

Product Design and Technologies – Textiles OR Wood/Plastic/Metal

In Product Design and Technologies students are required to apply design thinking. This includes working creatively, critically and speculatively to conduct thorough research, tests and trials to make informed decisions. Students design and make a 3-dimensional product using a range of materials, tools and processes. A focus is on developing product concepts, selecting the chosen product concept, developing a final proof of concept and make their designed solution. Students then evaluate their end product.

This flowchart depicts the process of developing a final proof of concept in VCE Product Design and Technologies.



Students may choose only one material in this study - Textiles or Wood/Plastic/Metal

Unit 1
Students focus on “Design Practice” and the fundamentals - how designers collaborate, research, and conceptualise ideas. Students drive a team, exploring project management skills and synergies processes utilising the "Double Diamond” design process to understand materials, solve problems, and bring graphical concepts to life.

Unit 2
Focuses on designing with the objective delivering positive impacts for the end user/s. Students explore how design affects belonging, access, usability and equitable outcomes. Students will research real world needs and create an inclusive graphical process with an accompanying product.

Unit 3
Focuses on “ethical product design” and its development to identify real-world needs, research industry practices, and create a School Assessed Task (SAT) that proposes and delivers an ethical product outcome.

Unit 4
Focuses on product development, manufacture, and evaluation. It concludes the school-assessed Task (SAT), where you manufacture the product designed in Unit 3 and evaluate its success based on set criteria.

VCE VM Studies

Victorian Certificate of Education: Vocational Major

Entry Requirements

Places in the VCE VM Program at Bayside P-12 College are limited. A pathways meeting will be required for any student choosing a VCE VM Program.

The VCE Vocational Major Program

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

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

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

VCE VM (minimum requirement)

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of 180 nominal hours of VET/Structured Workplace Learning (SWL) per year

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of ‘Vocational Major’ on their VCE certificate.

VCE VM Literacy

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

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

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

VCE VM Numeracy

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.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VCE VM Work Related Skills

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

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

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

VCE VM Personal Development Skills

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

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

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.
Through self-reflection, independent research, critical and creative thinking and
collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Industry Specific Skills

Students have a choice of VET studies offered at the school and within the Hobsons Bay VET Cluster. Refer to VET Certificates available next year.

Work Placement

Students will be responsible for finding their own placement in order to undertake a total of eight weeks of workplace learning (four weeks in Year 11 and another four weeks in Year 12). It is expected that the work placements will be in the VET/Industry area they are studying.

Year 11 Program - Additional Information

Practical-based VCE subject

Students will choose from a range of practical-based VCE subjects as part of their program.

VET Studies

In the secondary school system, Vocational Education and Training (VET) refers to senior school studies which allows a student to combine their VCE studies with vocational training. It is optional for VCE students but compulsory for students interested in undertaking the VCE VM Major.

Recognition and ATAR Contribution

A VET Certificate is a nationally recognised vocational qualification that focuses on developing industry specific and workplace skills. It allows students to go directly into employment or receive credit towards further TAFE study. It may contribute to the student's ATAR by offering a scored assessment for Units 3 and 4, or a 10% increment towards the overall aggregate score.

Partnerships

Bayside College is a member of the Hobson's Bay VET Cluster which means that students have access to VET studies offered by the cluster schools. A bus is available to transport students to some of the schools within the cluster. If a bus is not available students will be expected to find their own way there and back. It may also be possible for Bayside P-12 students to access external TAFE certificates not delivered within the cluster. Please contact the VET Co-ordinator for further information.

VET Offerings

The following pages list the expected VET offerings. However, these will not be finalised until the end of the year and as a result there may be some VET programs that do not run due to insufficient numbers. Additionally, where there is a VCE/VET clash, VCE program requirements may not allow a VET option. Any students affected by either of these will receive course counselling to review their senior school options. VCE students are unable to undertake an all day VET.

VET clashes

Some VET studies run at the same time as VCE classes, resulting in clashes in a student's timetable. While every attempt is made to minimise these clashes a student may end up missing classes. It is the student's responsibility to ensure they catch up on any work missed so as not to impact on the satisfactory completion of a subject.

Fees

A voluntary contribution of $175 is welcomed for your child's participation in the VET program.
This payment can be made concurrently with payment of other school fees.

VET Information Videos

Informational videos on each VET can be found at this link

https://vcaa.vic.edu.au/studentguides/getvet/ Pages/VETProgramVideoLibrary.aspx

Please note that the information on pages 43- 53 was current at the time of publication.

VET Certificates

Certificate II in Automotive Vocational Preparation

Course Information/Qualification

A pre-employment course designed to meet the needs of students wishing to pursue an apprenticeship or further studying the automotive industry. The qualification provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles.

http://www.vcaa.vic.edu.au/pages/vet/programs/automotive/VCEVETAutomotive.aspx

https://vimeo.com/379135716

Location: Bayside P-12 College
Registered Training Organisation: Australian Institute of Education and Training (AIET)
Unit Contribution:
VCE - 2 Units of Unit 1 & 2 Level A Unit 3 & 4 sequence
VCE VM - Up to 4 Units can contribute to the industry specific strand
ATAR Contribution:
Students who receive a 3 & 4 sequence will be eligible for a 10% increment

Certificate II in Building and Construction (Carpentry) All Day

Course Information/Qualification

This course is designed to provide the skills and knowledge to gain an apprenticeship in the construction Industry as an apprentice. On completion of the course you have experience in hand and power tools, wall, floor and roof framing, cladding, setting out, levelling, scaffolding and OHS.

This certificate would be complementary to students undertaking VCE Product Design and Technologies (wood, plastic, metal).
Please note: There is a summer program option to complete the competencies awarding students the full Certificate II qualification.

https://www.youtube.com/watch?v=SmEgZH1UigI

Location: Bayside P-12 College
Registered Training Organisation: Box Hill Institute
Unit Contribution:
VCE - 5 Units at Unit 1 & 2 level. A Unit 3 & 4 sequence.
VCE VM - Up to 7 Units can contribute to the Industry Specific Strand.
ATAR Contribution:
Students who receive a 3 & 4 sequence will be eligible for a 10% increment.

Certificate III in Community Services (Partial Completion)

Course Information/Qualification

The course will assist students in developing skills in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

This qualification provides students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

http://www.vcaa.vic.edu.au/Pages/vet/programs/Community/commservice.aspx

https://vimeo.com/389886653

Location: Bayside P-12 College
Registered Training Organisation: IVET Institute
Unit Contribution:
VCE - Up to 3 Units at Unit 1 & 2 level (depending on electives)
VCE VM -. Up to 5 Units can contribute to the Industry Specific Strand
ATAR Contribution:

A study score is available for students who receive a 3 & 4 sequence.

Certificate III in Information, Digital Media & Technology (Partial completion)

Course Information/Qualification

The Information, Digital Media and Technology program provides students with the skills and knowledge to be competent in introductory ICT technologies. This qualification is designed to support ICT activities in the workplace and to achieve a degree of self-sufficiency as an intermediate ICT user.

This certificate would be complementary to students undertaking VCE Applied Computing.

http://www.vcaa.vic.edu.au/Pages/vet/programs/idmt/idmt.aspx

https://vimeo.com/395066788

Location: Bayside P-12 College
Registered Training Organisation: IVET Institute
Unit Contribution:
VCE – 2 Units at Unit 1 & 2 level. A Unit 3 & 4 sequence.
VCE VM – Up to 4 Units can contribute to the Industry Specific Strand.
ATAR Contribution:
A study score is available for students who achieve a 3 & 4 sequence.

Certificate III in Screen and Media (Creative Digital Media)

Course Information/Qualification

This program includes using: Photoshop to prepare images for the web and advertising. Illustrator to explore digital drawing techniques, illustration and logo design. Animate to create animations based on brief. Dreamweaver to update and create websites.

This qualification provides students with a broad range of technical skills that support VCE Art and VCE Visual Communication and Design and are sought out by a range of employers. Students can further their training in the screen and media industry.

https://www.youtube.com/watch?v=Vy7kF-lPv4k

Location: Bayside P-12 College
Registered Training Organisation: Access Skill Training (AST)
Unit Contribution:
VCE – 4 Units at Unit 1 & 2 level. A Unit 3 & 4 sequence.
VCE VM – Up to 4 Units can contribute to the Industry Specific Strand.
ATAR Contribution:
A study score is available for students who achieve a 3 & 4 sequence.

Certificate III in Sport and Recreation

Course Information

This course provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the Units of competency undertaken in the selected program.

This certificate would be complementary to students undertaking VCE PE, VCE Health & Human Development.

http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx

https://vimeo.com/359412894

Location: Bayside P-12 College
Registered Training Organisation: IVET
Unit Contribution:
VCE – 3 Units at Unit 1 & 2 level. A Unit 3 & 4 sequence.
VCE VM – Up to 5 Units can contribute to the Industry Specific Strand.
ATAR Contribution:
A study score is available for students who achieve a 3 & 4 sequence.

All other vets available in the cluster can be accessed in the VET student handbook.

Pathway options after Year 12

Selection process for Universities and TAFEs

In order to be considered for University or TAFE selection (at Certificate IV and above) Year 12 students should lodge an online VTAC application. The VTAC application process is conducted during Term 3 by the VCE Careers and Pathways Co-ordinator. Prior to submitting an application, students should take great care to confirm the entrance requirements for tertiary institutions.

Requirements for Entrance

The minimum entrance requirements for universities are usually:

- Satisfactory completion of VCE.
- Satisfactory completion of Unit 3 and 4 English (any)
- A student's ATAR

The minimum entrance requirements for TAFEs vary from one institution to another.

Australian Tertiary Admission Rank (ATAR)

For many courses, selection is determined by a student's ATAR. Each student undertaking a Unit 3 & 4 study will receive a score out of 50 for that study, known as a study score.

The ATAR is calculated by taking into account a student's study score in any Unit 3 & 4 English and the student's best three other study scores (known as the 'primary four'). Ten percent of the fifth and/or sixth study will also be taken into account when calculating a student's ATAR. Up to six study scores only may be used in the ATAR after all the study scores have been scaled.

No more than two Mathematics studies and no more than two English, LOTE, History, Music or Information Technology studies can be included in the 'primary four'. There is no penalty for repeating a study.
Further information is available from the Victorian Tertiary Admissions Centre at www.vtac.edu.au and the Victorian Curriculum and Assessment Authority at www.vcaa.vic.edu.au.

University & TAFE Websites

Box Hill Institute	www.boxhill.edu.au
Deakin University	www.deakin.edu.au
Gordon Institute	www.thegordon.edu.au
Kangan Institute	www.kangan.edu.au
La Trobe University	www.latrobe.edu.au
Monash University	www.monash.edu
RMIT	www.rmit.edu.au
Swinburne University of Technology	www.swinburne.edu.au
Federation University Australia	www.federation.edu.au
University of Melbourne	www.unimelb.edu.au
Victoria University	www.vu.edu.au
William Angliss Institute	www.angliss.edu.au

Year 10 Subjects

Year long Compulsory Subjects

English	
English	10ENG
English Enrichment	10EEN
EAL	10EAL
Maths	
Mathematics	10MAT
Maths Enrichment	10MEN
Humanities	
History	10HIS
Geography	10GEO
Physical Education	10HPE
Science	10SCI
Voyager	10VOY
Well Being	10WB

Year Long Electives

Languages	
Japanese	10JAP
Music	10MUS
VCE	
VCE Visual Communication Design	11VCD
VCE Biology	11BIO
VCE Legal Studies	11LGS
VCE Psychology	11PSY
VCE General Maths	11MAG

Semester Based Electives

Art	
Art 3D	10ART
Digital Design	10DGD
Visual Communication Design	10VCD
Photography	10PHG
Performing Arts	
Drama	10DRA
Technology	
Digital Design	10DGD
Designing and Textiles	10TEX
Food	10FDT
Game Programming	10GMP
STEM	10STM
Information Technology	10INF
Product Design and Technologies	10WWD
Humanities	
Business	10BUS
Legal Studies	10LGS
Physical Education/Health	
Outdoor Adventures	10ODA
Health & Physical Education Extension	10PEX

VCE Subjects

English	Year 11	Year 12
English	11ENG	12ENG
English As Additional Language	11EAL	12EAL
English Language	11ELG	12ELG
Art	**Year 11**	**Year 12**
Art Creative Practice	11ACP	12ACP
Drama	11 DRA	12DRA
Music Performance	11MUS	12MUS
Visual Communication Design	11VCD	12VCD
Language	**Year 11**	**Year 12**
Japanese	11JAP	12JAP
Humanities	**Year 11**	**Year 12**
Business Management	11BUS	12BUS
20th Century History	11HIS	
Australian History		12HIS
Legal Studies	11LGS	12LGS
Geography	11GEO	12GEO
Health & Human Development	**Year 11**	**Year 12**
Health & Human Development	11HHD	12HHD
Physical Education	11PPE	12PPE
Outdoor & Environmental Studies	11POE	12POE
Mathematics	**Year 11**	**Year 12**
Foundation Maths	11MAF	12MAF
General Maths	11MAG	12MAG
Maths Methods (CAS)	11MAM	12MAM
Science	**Year 11**	**Year 12**
Biology	11BIO	12BIO
Chemistry	11CHM	12CHM
Physics	11PHY	12PHY
Psychology	11PSY	12PSY
Technology	**Year 11**	**Year 12**
Applied Computing	11COM	
Software Development		12SWD
Food Studies	11FDT	12FDT
Product Design and Technologies		
Choose one Product Design & Technologies only		
Textiles	11TEX	12TEX
Wood	11WWD	12WWD
VCE VM Studies	**Year 11**	**Year 12**
Literacy	11VLLI	12VLLI
Numeracy	11VLNU	12VLNU
Personal Development	11VLPD	12VLPD
Work Related Skills	11VLWR	12VLWR

VET Certificates

VET in School Programs	Year 11	Year 12
Certificate III in Allied Health	11VTAH	12VTAH
Certificate III in Applied Fashion	11VTAF	12VTAF
Certificate III in Auto Voc. Prep	11VTAU	12VTAU
Certificate II in Building Construction	11VTBC	12VTBC
Certificate III in Business	11VTBU	12VTBU
Certificate III in Community Services	11VTCS	12VTCS
Certificate II in Dance	11VTDA	12VTDA
Certificate III in Design Fundamentals	11VTDF	12VTDF
Certificate III in Early Childhood Education & Care	11VTCE	12VTCE
Certificate II in Electrotechnology	11VTEL	12VTEL
Certificate III in Engineering	11VTEN	12VTEN
Certificate III in Horticulture	11VTHC	12VTHC
Certificate III in Hospitality	11VTHP	12VTHP
Certificate III in Information Technology	11VTIT	12VTIT
Certificate III in Laboratory Skills	11VTLS	12VTLS
Certificate III in Music Industry (Performance)	11VTMU	12VTMU
Certificate III in Music Industry (Sound Production)	11VTTP	12VTTP
Certificate II in Plumbing	11VTPU	12VTUP
Certificate III in Screen & Media	11VTSM	12VTSM
Certificate III in Sport and Recreation	11VTSR	12VTSR

Contact the VET Coordinator for more information

Year 10 2027 Subject Selection

Name		Class	

Carefully read this Handbook and discuss the studies and electives with your counsellor and your parents/guardian.

Read these guidelines:

- Students selecting English Enrichment have a consistent 'above standard' in English
- Places for Maths Enrichment and English Enrichment are limited. Selection of these subjects will not automatically secure a place
- Choose 2 electives from The Arts and Technology and two others of your choice. A VCE study, a Language or Music (one year studies) may be an exception to this requirement.
- VCE studies available for Year 10 students are Units 1 & 2 Biology, Legal Studies, Psychology, General Maths and Visual Communication Design
- To be approved to undertake a VCE study, Year 9 students will need to prove a strong record of academic achievement

If you are studying a language outside school, please indicate details below.

Language		Provider	
Level		School	

For more information about the subjects offered at Bayside P-12 College refer to the handbook on our website: http://www.bayside.vic.edu.au/

Year 10 2027 Subject Selection

Name		Class	

Year 10 students will complete 20 Units of study. Listed below are both the Year Long Compulsory Core Subjects and Elective Subjects. Please check your Year 10 and VCE Handbook before choosing your subjects and use the subject codes available. Select the subjects that you would like to study and write them in the table below. Every attempt possible will be made to provide students with their preferred electives however due to timetable constraints, this is not always possible.

Year Long Compulsory Core Subjects (Total of 14 Units)		
Subject	**Subject Code**	**Units**
English	**10ENG**	**2**
Maths	**10MAT**	**2**
Science	**10SCI**	**2**
Humanities (History/Geography)	**10HIS/10GEO**	**2**
Voyager	**10VOY**	**2**
Well Being	**10WB**	**2**
Physical Education	**10HPE**	**2**
Semester Long Elective Subjects (1 Unit per Subject – 6 Units needed in total)		
2 x Art and 2 x Technology Electives Required + any 2 of your choosing		
Art Elective		
Art Elective		
Technology Elective		
Technology Elective		
Any Elective		
Any Elective		

In case you are not able to get your first preference, fill in 2 additional preferences	

Year 10 2027 students interested in applying for any of the following options must tick the box provided and complete Semester 1 - Year 9 results in the table below. Please note students will only be approved for 1 x VCE subject.

Aspirational Electives					
English Enrichment (EEN)		**Music**			
Maths Enrichment (MEN)		**LOTE – Japanese (Pre-requisite for Year 11-12)**			
VCE Units 1 & 2 (choose x1 preference only)					
Biology		**General Mathematics**		**Psychology**	
Legal Studies		**Visual Communication Design**			

Subject Results in Semester One - Year 9			
	Cat 1	**Cat 2**	**Cat 3**
English			
Health and PE			
Humanities			
Mathematics			
Science			
Arts			

Once completed and signed by your parent/guardian, please return this completed form to your Year Level Coordinator by Friday 26th June.

I have approved this Year 10 Program

Parent	
Year Level Coordinator	

Office use only

Date Received		Date Entered	

Year 11 2027 Subject Selection

Name		Current Class	
If currently attending another college, please indicate the name			

Hand this sheet in to the Pathways Office no later than Friday 31st July. Think carefully about your choice of subjects and how they might best suit your intended course or job/career interest.

Job/Career Interest	Course Name	Course Provider	Prerequisites

General and Academic Information

Provide your Year 10 academic information below for semester one:

Semester One Results		CAT 1	CAT 2	CAT 3
	Arts			
	English			
	Health and Physical Education			
	Humanities			
	Mathematics			
	Performing Arts			
	Science			
	Technology			
		SAC 1	SAC 2	SAC 3
	VCE SUBJECT:			

	YES	NO
Do you wish to be considered for VCE VM next year? (If you tick YES, please note that this will require a VET subject to be included)		

Requirement

Your teacher's recommendation for Year 11 English	
English Teacher Signature	

The Use of Study Periods

In Year 11 and Year 12 students will be provided with study periods. Study periods are provided to support students with their learning. They provide opportunities for students to work closely with their peers and also accessing their teachers for more intense instruction.

Study periods also provide opportunity for teachers to organise to focus on additional skills and understanding of key areas in the curriculum.

Study periods are not free periods and therefore should not be treated as such. The school expects students to treat this time as a great opportunity to improve their learning and understandings.

SUBJECT SELECTIONS

Indicate your preferred subject for each line

	LINE 1		LINE 2		LINE 3		LINE 4		LINE 5		LINE 6	
YEAR 11	Visual Communication		Business Management		English		Geography		Drama		Biology	
	Biology		Applied Computing		History		EAL		Art Creative Practice		Business Management	
	English		General Maths		General Maths		English Language		Food Studies		English	
	General Maths		Health HD		Maths Methods		English		Physics		Psychology	
	Legal Studies		Chemistry		Physical Ed		Health HD		Outdoor Ed			
	LOTE (Japanese)		Music Performance		Foundation Maths		Outdoor Ed		Woodwork		**Place VET Choice below:**	
	Psychology				Textiles							

If you are currently completing a Year 11 subject in Year 10, please fill out the Year 12 table below.

The Year 12 subject should be a continuation of the Year 11 VCE subject you are currently completing this year.

	LINE 1		LINE 2		LINE 3		LINE 4		LINE 5		LINE 6	
YEAR 12	Geography		Visual Communication		Business Management		Biology		Drama		Art Creative Practice	
	English Language		Biology		Software Development		Business Management		English		English	
	English		English		General Maths		Chemistry		General Maths		Food Studies	
	Health HD		General Maths		Health HD		Psychology		Maths Methods		Physics	
	Outdoor Ed		Psychology		LOTE (Japanese)		EAL		Physical Ed		Outdoor Ed	
			Legal Studies						History		Woodwork	
			Music				**Place VET Choice below:**					
	Numeracy		Literacy		Work Related				Personal Development			

For more information about the subjects offered at Bayside P-12 College refer to the handbook on our website: **http://www.bayside.vic.edu.au/**

Once completed and signed by your parent/guardian, please return this completed form to Pathways by Friday 31st July.

I have approved this Year 11 Program

Parent	
Year Level Coordinator	

Office use only

Date Received		**Date Entered**	

Year 12 2027 Subject Selection

Name		Current Class	
If currently attending another college, please indicate the name			

Hand this sheet in to the Pathways Office no later than Friday 31st July. Think carefully about your choice of subjects and how they might best suit your intended course or job/career interest.

Job/Career Interest	Course Name	Course Provider	Prerequisites

General and Academic Information

Provide your Year 11 academic information below for semester one:

Semester One Results		SAC 1	SAC 2	SAC 3	SAC 4

	YES	NO
Do you wish to be considered for VCE VM next year? (If you tick YES, please note that this will require a VET subject to be included)		

Requirement

Your teacher's recommendation for Year 12 English	
English Teacher Signature	

The Use of Study Periods

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Study periods also provide opportunity for teachers to organise to focus on additional skills and understanding of key areas in the curriculum.

Study periods are not free periods and therefore should not be treated as such. The school expects students to treat this time as a great opportunity to improve their learning and understandings.

SUBJECT SELECTIONS

Indicate which subject you would like to do in five of the six lines for Year 12 next year.

	LINE 1		LINE 2		LINE 3		LINE 4		LINE 5		LINE 6	
YEAR 12	Geography		Visual Communication		Business Management		Biology		Drama		Art Creative Practice	
	English Language		Biology		Software Development		Business Management		English		English	
	English		English		General Maths		Chemistry		General Maths		Food Studies	
	Health HD		General Maths		Health HD		Psychology		Maths Methods		Physics	
	Outdoor Ed		Psychology		LOTE (Japanese)		EAL		Physical Ed		Outdoor Ed	
			Legal Studies						History		Woodwork	
			Music				**Place VET Choice below:**					
	Numeracy		Literacy		Work Related				Personal Development			

For more information about the subjects offered at Bayside P-12 College refer to the handbook on our website: **http://www.bayside.vic.edu.au/**

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I have approved this Year 12 Program

Parent	
Year Level Coordinator	

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Date Received		**Date Entered**	

BE A LEARNER, BE RESPECTFUL, BE RESPONSIBLE

ALTONA NORTH P - 9 CAMPUS, WILLIAMSTOWN 7 - 9 CAMPUS, PAISLEY 10 - 12 CAMPUS