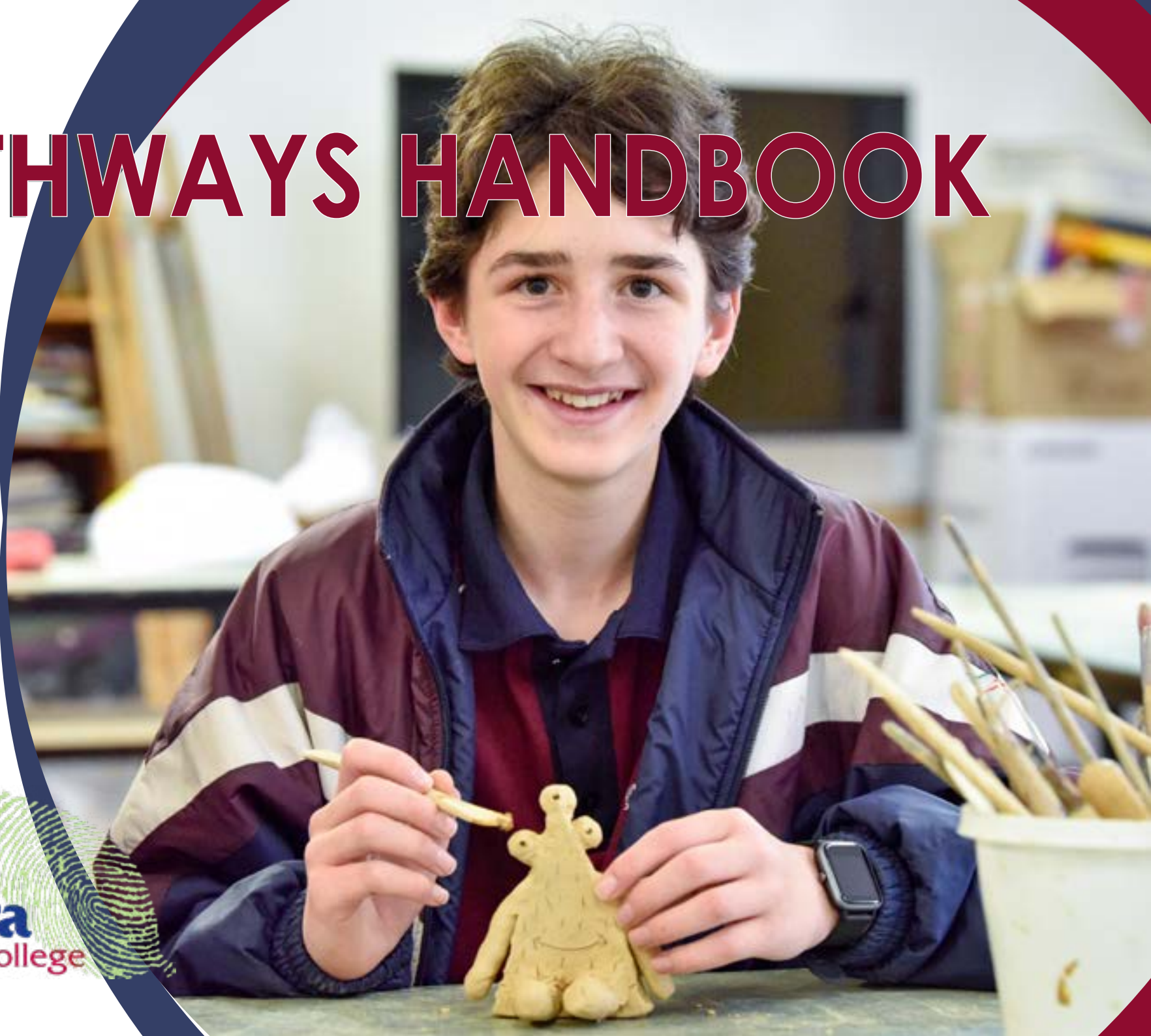


PATHWAYS HANDBOOK



2024

Bundoora
Secondary College

HOW TO USE THIS HANDBOOK



The main menu allows you to see an overview of the whole handbook at once and by clicking items in the menu you can skip ahead to any section.



You can jump to different sections of the handbook by clicking items in the sub menu that appears on each page.



You can read this guide page by page by clicking the navigation bar along the side of the screen to advance forward or backward.



All websites are hyper-linked. Simply click on the website text and you will be directed to the requested web page.



While every attempt has been made to provide accurate information, this booklet is provided for general planning purposes. Before relying on specific details students should consult College staff.

PATHWAYS GUIDE

PACE21 PATHWAYS	PACE 1	PACE21: CORE ENGLISH MATHS PAL	4 semesters of DEEP LEARNING ELECTIVES		2 semesters of SPECIALIST ELECTIVES	
	PACE 2					
	PACE 3	PACE21: CORE ENGLISH MATHS PAL	VET COURSE OR VCE SUBJECT #1	VCE SUBJECT #2	2 semesters of DEEP LEARNING or SPECIALIST ELECTIVES	
					or WORKING COMMUNITY	
					or VCE SUBJECT #3 or HEAD START	
	PRE-GRAD*	VCE ENGLISH VCE MATHS# PAL	VET COURSE OR VCE SUBJECT #1	VCE SUBJECT #2	VCE SUBJECT #3 or SBAT or HEAD START	
GRAD*	VET COURSE OR VCE SUBJECT #1				VCE SUBJECT #2	VCE SUBJECT #3 or UNIVERSITY SUBJECT or SBAT or HEAD START

SENIOR PATHWAYS

* VCE-Vocational Major (VCE-VM) is also possible for students in these levels.

Studying Mathematics is highly recommended but not essential to meet the requirements of the VCE.

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ENGLISH



- Reading and discussion
- Critical thinking
- Writing
- Current Affairs

PACE21 ENGLISH

We use language, literacy and communication skills constantly each day. The study of English aims at developing these and other transferable skills to help you prepare for any pathway. The table below shows the recommended level for each year of PACE21. 'Extension' is appropriate for students operating more than 12 months above their age expected level, 'modified' is appropriate for students operating more than 12 months below their age expected level.

What we do:

Students develop skills in reading, writing, speaking and listening through rich and challenging tasks. We place a strong focus on students becoming aware of their current skills and striving for mastery. You will assess yourself against a range of challenging criteria and set yourself stretch goals for growth. You are expected to monitor your progress towards reaching your goals with teacher guidance and support. We emphasise the importance of discussion and collaboration with peers to share and extend knowledge and to challenge each other to aspire to higher and higher expectations.

What will you learn?

Through the study of current issues of local and global importance, you will gain a deeper awareness of various perspectives and the importance of debate in a healthy, democratic society. Literature is also studied to expose you to a wide range of ideas and viewpoints and you will grow in your skills of analysing and interpreting ideas, themes, perspectives and messages. You will develop a greater understanding of the purposes of different texts and authors, identifying how the audience is likely to respond to a particular text or idea.

The building of empathy is integral to the study of English, and it is through studying and discussing a wide range of texts and ideas that this is developed.

What will you be assessed on?

You will be assessed on your reading, writing, speaking and listening skills through a series of assessments designed to develop your knowledge, skills and fluency, including:

- Active participation in discussion of ideas
- Analysis of arguments in a range of visual, audio-visual, online and print media
- Written and oral analysis of set texts
- Personal responses to set texts
- Development of a creative portfolio
- Reflections on the creative writing process
- Oral presentations, debates and panels
- Development of oral, written and audio-visual arguments on contemporary issues

DURATION

Year

POSSIBLE PATHWAYS

- VCE English
- VCE Literature
- VCE-VM Literacy

Year Level → Subject ↓	PACE1	PACE2	PACE3	VCE Pathway
Core (Level 8)	Expected	-	-	-
Core Intermediate (Level 9)	Extension	Expected	-	-
Core Plus (Level 10)	-	Extension	Expected	Unit 1/2 VCE English OR Unit 1/2 VCE Literature
Applied (Level 8/9)	-	-	Modified	Unit 1/2 VCE-VM Literacy

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MATHEMATICS



- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

PACE21 MATHEMATICS

No matter what level of mathematics you currently have, this subject is where you can develop your skills further. Both VCE and VCE-VM pathways are catered for. The table below shows the recommended level for each year of PACE21. 'Extension' is appropriate for students operating more than 12 months above their age expected level, 'modified' is appropriate for students operating more than 12 months below their age expected level.

What we do:

Students will develop mastery of fundamental mathematics skills in various topics through the use of online programs and offline activities. The use of a workbook to display solution pathways is a requirement of all mathematics students so that fluency and application of mathematical techniques can be practised. Students will have the opportunity to participate in extension activities including mathematics competitions and challenges. Participation in enrichment tasks to broaden understanding is strongly encouraged and learning opportunities in real-life contexts is provided at all levels.

What will you learn?

Students build knowledge of adaptable and transferable mathematical concepts in number, algebra, measurement, geometry, statistics and probability. They use mathematics to represent meaningful situations, design investigations, plan their approaches, apply their existing strategies to seek solutions, and verify that their answers are reasonable. Students also learn to use technology including calculators, spreadsheets and online software for modelling and solving problems.

What will you be assessed on?

In addition to regular skills checks, formal assessments students are likely to complete include:

- Topic tests
- Rich problem solving tasks
- Projects and research-based tasks
- Application tasks and modelling
- Portfolio work
- Surveys and data collection

Year Level → Subject ↓	PACE1	PACE2	PACE3	VCE Pathway
Core (Level 8)	Expected	Modified	-	
Core Intermediate (Level 9)	Extension	Expected	Modified	Unit 1-4 Foundation Maths OR Unit 1-4 General Maths
Core Plus (Level 10)	-	Extension	Expected	Unit 1-4 General Maths (Unit 1-4 Math Methods*)
Pre VCE Math Methods (Level 10A)	-	Extension	Extension	Unit 1-4 Math Methods Unit 1-4 Specialist Maths (Unit 1-4 General maths*)
Applied (Level 7)	-	Modified	Highly modified	Unit 1-4 VCE-VM Numeracy

* VCE Pathway options depends on performance in PACE21 Mathematics Subjects

DURATION

Year

POSSIBLE PATHWAYS

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

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SOCIAL, EMOTIONAL LEARNING



- Self management
- Wellbeing
- Leadership

- Pathway Planning
- Employment Skills
- Team Work

PAL PROGRAM

PAL is key to our strong sense of community across the school. Every student at BSC has a PAL teacher who is responsible for knowing and caring for everyone in their class. Your PAL teacher will work to foster your potential as a learner, encourage and recognise positive behaviours, and remain alert and responsive to difficulties you may experience from time to time.

Each PAL consists of a teacher and a group of students who started together in Entry (Year 7). Your PAL will, where possible, remain connected and together as you follow your personalised pathway during the years you spend at Bundoora Secondary College.

Think of your PAL as your 'school family'. You will build strong and supportive connections with the other students in your PAL, and your PAL teacher will be the primary college adult who provides a deep level of care, and who understands your circumstances. Importantly, your PAL teacher will be your academic and wellbeing coach and will help you grow throughout your time at Bundoora Secondary College.

What we do:

PAL is designed to be a holistic program incorporating care for your education, your (learning and career) pathway, and your mental and physical health.

Your PAL teacher will work with you to develop your Individual Education Learning Plan. They will then meet with you regularly to discuss your progress and together you'll investigate learning opportunities and personal growth strategies.

Your PAL teacher will be your advocate at the school. They will assist you to discover your 'voice and choice' and encourage and support you to achieve your personal goals. Your PAL teacher will be the school liaison for you regarding any communication that occurs between you and the school.



What will you learn?

Your PAL teacher will develop a personalised program for you in the following areas:

- **Career Education** (Self Development, Career exploration, Career Plans)
- **Mental health** (including resilience, coping strategies, growth mindset, positive psychology and help seeking options)
- **Sexual health** (sexual development, puberty, gender, identity, role of social media, conception, contraception, STI's, sexual decision making and help seeking options)
- **Physical health** (including nutrition, exercise, body acceptance and help seeking options)
- **Safe environments** (including relationships, parties, online, bullying, anti- discrimination and help seeking options)
- **Learning Dispositions** (Persistence and Initiative, Adaptability and Resilience, Curiosity, Critical Thinking & Creativity, Communication & Collaboration, Foundational Literacies, Leads Self & Others)

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DIGITAL TECHNOLOGY

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MAKE IT!



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LEVEL 8 GERMAN

LEVEL 9 GERMAN

LEVEL 10 GERMAN

VICTORIAN SCHOOL OF LANGUAGE



PERFORMING ARTS

DRAMA

MUSIC PERFORMANCE

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BSC FARM

Are you interested in...

The goal of this specialised elective is to build a highly productive urban farm on the grounds of the college. It's perfect for you if you're a 'hands-on' person who's interested in learning about handling animals, growing food, and using resources in a highly sustainable fashion.

What we do:

In BSC Farm, you will help develop and run the school farm. This will involve growing fruit and veggies for markets, the canteen and the food technology kitchen. You'll also have the opportunity to raise and care for the school's animals which currently includes ducks, chickens, goats and occasionally cows (and you'll help decide what comes next!).

For the technically minded, you can learn backyard building skills as we create garden beds, paddock fences, poultry pens and perhaps a pizza oven. This is a subject for people who like to learn by 'doing', so be prepared to get hot and dirty doing real farm work in most lessons.

What will you learn?

Although learning will take different directions based upon your specific interests, all students will learn to work safely with live animals. This will involve learning the necessary skills to care for them and to keep them healthy and happy. Depending upon the animal, you'll learn how to correctly feed, complete health checks, provide enrichment, set-up and maintain enclosures, selectively breed for showing, and much more. In the school gardens we'll not only learn about propagating, growing, and harvesting fruit and vegetables. We'll also practice and learn more about sustainable living based on sound ecological principles. You'll learn about energy efficiency, water efficiency, building by using recycled and natural materials, and importantly building local community.

What will you be assessed on?

This will vary depending on your passions and interests. All students will be required to maintain a detailed learning journal.

TECHNOLOGIES



- Practical, hands-on learning
- Learn to care for animals
- Sustainability

- Practical, hands-on learning
- Improving the quality of life by designing creative, innovative and sustainable products

DESIGN & TECHNOLOGY - WOOD & PLASTIC

Are you interested in...

Product design and manufacture or using tools and technology to build things.

What we do:

Working as a product designer, you will choose to develop a new product for an intended user. You will manage your own projects and use design thinking to help you research, generate concepts and realise your own unique concept. You will then produce your designed solution in a number of materials predominantly wood and/or plastics.

What will you learn?

The focus will be on the four stages of the product design process; Investigating and defining, design and development, planning and production and evaluation. Utilising Computer Aided Design (CAD) you will develop a prototype and a design portfolio leading to a final solution. Working in a collaborative and creative environment you will be encouraged to be as innovative as possible. Your final designed product can be manufactured by hand or using various other tools and technology including a CNC router, Laser Cutter/Engraver or 3D printer.

What will you be assessed on?

The completion of the design process including a design folio with a design brief and criteria, all research, design development, CAD work and/or a prototype. You will also be assessed on practical and problem solving skills and most importantly the finished product.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VET Horticulture
- VET Agriculture
- VET Animal Care

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Product Design and Technology
- VET Design Fundamentals

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DIGITAL TECHNOLOGY

Are you interested in...

Creating your own computer programs, apps, games or building and coding robots.

What we do:

This course offers a wide variety of experiences in the study of coding, product design, testing and evaluation utilised in many design industries. Students will gain knowledge and apply computer science principles in designing digital solutions, planning and design, basic programming, evaluation, client feedback, etc. Projects will be negotiated with the teacher but largely based on student choice. There is also the opportunity to compete against other schools in robotics tournaments.

What will you learn?

Through investigation and experimentation, you will develop a deeper understanding of robotic technology and coding. Working as a product designer in a collaborative and creative environment you will be encouraged to be as innovative as possible. With no expectations of prior knowledge, you have the option of creating fun and functional apps for smart phones, explore the fundamentals of web programming or developing your own computer game. You will investigate how to design effective user interfaces, while also developing code to solve complex problems. You'll work on an extended personal project which could be a fully developed program of your own choice, your own app or functional robot.

What will you be assessed on?

You will be assessed on your ability to apply the key knowledge and skills of the course as well as the completion of the design process, practical skills and the finished product.

TECHNOLOGIES



- Designing and building gadgets
- Practical application of building skills
- Programming

- Nutrition
- The Food Industry

FOOD TECHNOLOGY

Are you interested in...

You will gain a taste of skills that could lead to a creative food pathway for individuals or events – focusing on emerging job roles- # trends, food sustainability, let's eat out!

What we do:

You will observe changing food trends that colour our choice of meals and the skills we need to produce food within our families. Food hygiene skills will be applied to enable you to produce safe and hygienic foods in a range of fun and challenging production activities. You will be involved in cooking production sessions that involve food science principles, the function of staple ingredients and the techniques to produce successful recipes. Activities will include skill building tutorials, individual design briefs and real life opportunities, such as themed guest functions, canteen lunch menus or college event catering.

What will you learn?

You will develop skills in food preparation and presentation. You will explore a range of cooking skills and gain an understanding of following recipes to independently produce contemporary meals, baking and desserts or fine tune culinary techniques and decorations styles designed to serve at catering and event standard. You will develop an understanding of how our changing environment, nutritional requirements and the role of media impact on the food we can produce and consume.

What will you be assessed on?

In this subject, students negotiate food production skills and technique development gained as part of their Assessment Portfolio, linking directly to the completion of cooking tasks. Students actively participate in the sensory evaluation of production tasks and provide reflection and evaluation using practical reports, observation of trends and researched data.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Software Development
- VET Design Fundamentals
- VET Aviation (Remote Pilot)

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Food Studies
- VET Design Fundamentals
- VET Hospitality

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TECHNOLOGIES



- Growing and harvesting food
- Designing food solutions

- Designing and making products
- Making fashion accessories
- Wearable tech

MAKE IT!

Are you interested in...

Learning how to make things with fabric, vinyl, plywood and plastics? Do you want to design accessories to sell at markets or online? Make products such as t-shirt designs, earrings, bags, keyrings and stickers/decals.

What we do:

As a product designer, you will develop a new product for a specific customer group. You will use design thinking to help you research, generate concepts and create your own unique concept. You will then Make It!

What will you learn?

- How to evaluate existing products in the market.
- How to use a variety of tools and manufacturing equipment in the Maker Centre (including laser cutter and engraver, vinyl cutter, t-shirt press, sewing machines, wearable tech and 3D-printer).
- Safe work practice when using manufacturing and prototyping equipment.
- Sustainable production practices to minimise wastage and energy consumption.
- The product design process and development cycle
- Design brief documentation

What will you be assessed on?

Design folio- including design brief, research, design development and prototype
Practical skill development
Final product

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Product Design and Technology*
- *VET Design Fundamentals*



ENGLISH



- How do we decide on what is right or wrong?
- Does free will exist?

- Could our reality actually be a simulation?

PACE21 PHILOSOPHY

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life's big issues, such as the nature of reality, how we should live and what it means to be human.

What we do:

In this subject, students are actively engaged in exploring authentic ethical and metaphysical dilemmas in philosophy. Students engage in communities of inquiry style discussions to consider a range of issues and ideas, developing deep critical thinking skills and working collaboratively with peers

What will you learn?

With a combination of philosophical discussions and independent inquiry, you will be equipped with the skills for active citizenship in today's complex society. By closely reading, analysing and discussing a range of philosophical texts, you will develop the skills to think deeply and formulate clear and logical arguments. The study of philosophy will also encourage an open-minded disposition and a willingness to challenge existing beliefs and values.

What will you be assessed on?

- Group presentation – Research a chosen ethical issue, explore possible approaches to the issue, and develop and justify your own approach. Possible ethical issues include: animal rights, artificial intelligence, euthanasia, and more.
- Panel discussion – Participate in a structured discussion about a metaphysical concept by listening, explaining and building on the viewpoints of others. Topics include: time travel, human freedom, artificial intelligence and more.
- Essay – Write an essay about a chosen philosophical concept, explaining, critiquing and expanding on the viewpoint of a well-known philosopher.

DURATION

Year

PREREQUISITES

Recommended to be completed in parallel with English - Core Plus

LEVEL

PACE2 and PACE3 levels

POSSIBLE PATHWAYS

- VCE Philosophy
- VCE Literature



HUMANITIES



- First Nations peoples
- Key historical events
- Analysis of sources
- Cultural geography
- Food and biomes

FIRST NATIONS

Are you interested in...

The indigenous peoples of Australia are the oldest continuing culture in the world. What was traditional life like for Aboriginal people prior to European settlement? Discover the ways Aboriginal people shaped their environments and organised their lives. And how did the environment shape them?

What we do:

Find out the truth about interactions during the settlement period. As the new nation of Australia developed, how were Aboriginal people excluded from society, and what actions did they take to regain some power and control?

Investigate the Stolen Generations, the fight for fair and equal treatment, the 1967 referendum, Freedom Rides, the Aboriginal Embassy in Canberra and the Land Rights movement.

Explore the consequences of this history and how Aboriginal people are affected today. Find out about the positive changes Aboriginal people are making in their world and ours.

What will you learn?

We will investigate the cultural achievements of First Nations people through analysis of a range of sources. We will develop hypotheses, analyse data and reach conclusions. We will learn from indigenous leaders and share our knowledge with other members of the school community. We will undertake cultural excursions to local places of significance, and to museums and other centres. Where we go and what we learn will depend on your input and desire to pursue specific aspects of indigenous life and culture.

What will you be assessed on?

You will write a history essay or prepare a debate or presentation; undertake source analysis; and compile a timeline of historic events.

GEOGRAPHY AND CULTURE

Are you interested in...

Are you interested in how physical geography has influenced the development of cultures around the world? Want to learn about different cultures like the Inuit people of Alaska or the desert-dwelling Bedouin nomads of North Africa? Are you interested in exploring the ways that very different peoples and groups connect, communicate and influence each other? Are you interested in the role of the United Nations or other organisations, and how they work to support populations in crisis?

What we do:

You will investigate how the various aspects of physical geography affect individual cultures. Compare various cultures and how their lifestyles and customs are affected by their physical environment.

You will explore the concept of interconnection between people and their communities; this might include the ways in which transportation, information and communication technologies are used to connect people to services, information and people in other places or ways that places and people are interconnected with other places through trade in goods and services, at all scales.

What will you learn?

Discuss the significance of landscapes in literature, song/music, film, art and identity. Identify, analyse and explain spatial distributions of physical geography and their implications on development of cultures around the world. Examine how a person's wellbeing is influenced by where they live. Explore the role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries with specific reference to the UN's sustainable development goals.

What will you be assessed on?

Physical and cultural geography research investigation comparing two different cultures from around the world. Case study and data analysis of human development. Research report evaluating outcomes of global initiatives.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE History
- VCE Global Politics
- VCE Geography
- VCE Legal Studies

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Geography
- VCE Global Politics



HUMANITIES



- Key historical events
- Analysis of sources

- Australian Politics
- The legal system

HISTORY BATTLES: A WORLD AT WAR

Are you interested in...

You will learn about key events in modern history- the first and second World Wars, and the significant role played by Australians in their outcomes

What we do:

You will watch short documentaries, participate in quizzes and create your own presentations. You will study primary source materials such as photographs, diaries and newspaper reports. You will choose your own topic, questions and method of presentation for your independent inquiry project. We will choose a film about WWI or WWII to watch and there may be an opportunity to visit the Shrine of Remembrance or the Victoria Cross Estate in Macleod.

What will you learn?

You will develop your knowledge of historical concepts and build your historical analysis skills. You will sequence events leading to war and identify patterns of cause and effect during the war, through use and analysis of historical sources. You will develop an understanding of the importance of this event in the 20th century and the effects that this conflict had on the world and on Australia

What will you be assessed on?

You will write a history essay; undertake source analysis; and complete an inquiry project on a topic of your choice.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE History
- VCE Business
- VCE Economics
- VCE Global Politics
- VCE Geography
- VCE English
- VCE Legal Studies

LAW, DEMOCRACY AND YOU!

Are you interested in...

Are you interested in how laws are made, or what the process is when a person is charged with a crime? Why do we have the legal system we have, and how has our democratic system of government and law developed? What is YOUR role in our society?

What we do:

You will investigate Australia's legal system, explore the court hierarchy, jurisdictions, penalties, the roles of judges and juries, and how young people are treated as opposed to adults. You will have the opportunity to direct areas of focus within the class. For example, current and historic crimes may be investigated, young people and the law may be studied, questions around sentencing and whether penalties are appropriate may be debated. In addition, you'll explore broader facets of Australian democracy and alternative forms of government. Visits to courts, Parliament House and other civic institutions may be organised.

What will you learn?

You will analyse aspects of Australian democracy, and explain features that enable active participation. You will analyse the role of Australia's court system and explain how Australia's legal system is based on the principle of justice; you will describe types of law and how laws are made.

You will evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. You may also analyse Australia's global roles and responsibilities.

What will you be assessed on?

You will investigate real criminal cases, demonstrating your knowledge of key legal concepts; you will identify an area of the law that fails to meet the principles of justice and create a law reform proposal; and you will compare two Australian Prime Ministers, deciding which was the more successful in meeting political challenges.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Legal Studies
- VCE Global Politics



LANGUAGES



- Developing their German language skills for VCE
- Self-driven for inquiry-based learning

- Participating in the South Australian German Origins Tour

Second language studies in VCE are “designed for students who have typically studied the language for at least 200 hours prior to commencing Unit 1”. In order to go into VCE German, students must complete Levels 8, 9 and 10 German consecutively.

LEVEL 8 GERMAN

Are you interested in...

Interested in the fields of science, medicine, technology, commerce and industry? Communicating in German? Gaining a deeper understanding of German culture? Travelling to Europe?

What we do:

You will develop your German language skills through a range of communication activities: listening, speaking, reading and writing. You have the option of participating in the German poetry competition. In Semester 2 you have the opportunity to participate in the South Australia German Origins Tour.

What will you learn?

You will learn about the benefits of learning German, how to describe and give opinions on clothing, how to use text type features to create a fashion advertisement in German, how to recite a poem with expression to convey meaning and how to give the time, talk about school, food and pets in German.

What will you be assessed on?

Presentation of oral tasks e.g. creating a role play; creating a fashion poster or advertisement, writing tasks, listening and reading tasks.

DURATION

Year

PREREQUISITES

Entry level German

LEVEL

PACE 1

POSSIBLE PATHWAYS

- Level 9 and 10 German.
- VCE German

LEVEL 9 GERMAN AND LEVEL 10 GERMAN

Are you interested in...

Building on your German knowledge and skills? Communicating in German? Gaining a deeper understanding of German culture? Travelling to Europe?

What we do:

Level 9 and Level 10 German is a two-year cycle. You will continue to develop your German language skills through a range of communication activities: listening, speaking, reading and writing. Level 9 students have the option of participating in the German poetry competition. In Semester 2 students have the opportunity to participate in a ‘German Day Out’ city experience.

What will you learn?

The topics covered may include: Tourism; daily routine; in a restaurant; transport & travel; house: rooms and furniture; in the city; and weather.

What will you be assessed on?

Presentation of oral tasks e.g. buying a train ticket role play; ordering food in a restaurant role play; designing and describing your dream house, writing tasks, listening and reading tasks.

DURATION

Year

PREREQUISITES

Level 8 German

LEVEL

- PACE2
- PACE3

POSSIBLE PATHWAYS

- Level 9 and 10 German
- VCE German



PERFORMING ARTS



- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

MUSIC PERFORMANCE

Are you interested in...

Learning about developing your skills as a musician? Do you enjoy playing and learning various musical instruments? Do you enjoy performing music as a part of a group or a soloist or do you enjoy song writing?

What we do:

During the semester of Music Performance, you will have voice, choice and control in exploring content in some of the following areas:

- Learning musical instruments at school.
- Discovering new songs, genres and in-depth technical skills on your instrument.
- Exploring various genre of music through playing and performing.
- Listening and analysing music.
- Jamming with your peers and experimenting with different instruments.
- Working in our very own recording studio recording other students' songs.
- Creating album artwork and performance posters for performances and recordings.
- Song writing and lyric writing.
- Performing music as a member of a band.
- Starting up your very own band.
- Self-paced and individual practice.
- Applying music theory within various song writing methods.

What will you learn?

As part of the curriculum, you will develop music knowledge and skills in arranging, improvising, composing and manipulating, music techniques and develop musical ideas. You will also create, practice, plan, and rehearse music and present, perform and evaluate music techniques and musical expression.

What will you be assessed on?

Throughout the semester you will be working towards the completion of a Music Performance folio or project that can include a number of different elements of your own choice. As this is a "Project Based" style elective, you will be able to develop a flexible project that suits your music performance interests.

MUSIC TECHNOLOGY

Are you interested in...

Learning about the music industry and how live music and recording music work? Do you enjoy learning about sound and how to make sound, composing and arranging computer music, mixing and mastering music, working with music equipment, recording and setting up equipment for shows?

What we do:

During the semester of Music Technology, you will have voice, choice and control in exploring content in some of the following areas:

- DJing and mixing music for events.
- Sampling, mixing and mastering music.
- Creating your own remixes for sound cloud or social media and promotion of your music.
- DJing and scratching with vinyl records.
- Making electronic music and using the computer.
- Working and learning about sound equipment and lighting.
- Setting up equipment for a live performance.
- Making sound and music for film, video and animations.
- Podcasting or radio.
- Learning about microphones, mixing and recording equipment.
- Working in our very own recording studio recording.
- Experimenting and making sounds and sound FX from scratch.

What will you learn?

As part of the curriculum, you will develop music knowledge and skills in arranging, composing and manipulating, music techniques and develop musical ideas. You will also create, practice, plan, and rehearse music and present, perform and evaluate music techniques and musical expression.

What will you be assessed on?

Throughout the semester you will be working towards the completion of a Music Technology folio or project that can include a number of different elements of your own choice. As this is a "Project Based" style elective, you will be able to develop a flexible project that suits your music technology interests.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VET Music
- Instrumental Music
- Music Technology
- What makes a successful music event?
- What's my brand in the music biz?

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VET Music
- Instrumental Music
- Music Performance
- What is my brand in the music biz?
- What makes a successful music event?

PACE 21

PACE21 SPECIALIST ELECTIVES

TECHNOLOGIES

ENGLISH SPECIALIST

HUMANITIES

LANGUAGES

PERFORMING ARTS

PHYSICAL EDUCATION

SCIENCE

VISUAL ARTS

PACE21 CORE SUBJECTS

PACE21 DEEP LEARNING ELECTIVES

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DRAMA

Are you interested in...

Drama Skills will prepare you for your future. It will allow you to develop a range of skills which will help you in real life situations such as communication and team work.

What we do:

Students will have the ability to develop and create their own performance based on a stimulus material. They will be able to explore the different elements that make up a performance by working in small teams. They will also go see a live performance which they will be required to respond to, in order to prepare students for VCE subjects.

What will you learn?

Students will be developing important skills such as:

- Interpersonal and communication skills
- Team work
- Emotional Intelligence
- Leadership Skills

What will you be assessed on?

Students will be developing their own play. They will have a chance to explore the different elements that goes into building and developing a performance. They choose their focus and form a group based on their choice. Some of the elements may cover make up, set design, acting etc. Students will be assessed on a performance evaluation and also their final performance, which will be shown in front of a live audience.

PERFORMING ARTS



- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Drama*
- *VCE Theatre Studies*

PACE 21

PACE21 SPECIALIST ELECTIVES

TECHNOLOGIES

ENGLISH SPECIALIST

HUMANITIES

LANGUAGES

PERFORMING ARTS

PHYSICAL EDUCATION

SCIENCE

VISUAL ARTS

PACE21 CORE SUBJECTS

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GROUP FITNESS

Are you interested in?

Developing your health and fitness? Do you prefer the fitness side of physical activity where you can work as an individual among a group of peers. You may even want to become a personal trainer or group fitness instructor!

What we do:

You will participate in group fitness training activities such as spin classes, Pilates, yoga, body step and high intensity interval training (HIIT) classes. You will develop your aerobic fitness, coordination and strength. Through consideration of the main muscle groups you will analyse pre-choreographed routines and programs to identify targeted areas of development. You will work in a team to develop and lead your own group fitness session.

What will you learn?

You will learn about the important components of fitness sessions, including the importance of warming up and cooling down, selection of correct equipment, selection of exercises including modification and extensions. You will learn the importance of delivering clear instructions for participants to have correct technique to target the correct muscles, while avoiding injury. You will learn about the muscles, bones and energy systems used when you participate in a variety of fitness classes.

Understand the physical, social, emotional and cognitive health benefits associated with being active.

What you will be assessed on?

Overall skill development, including active participation in group fitness classes.

Designing and leading a group fitness class with your peers.

Critical analysis of a selection of group fitness activities.

PHYSICAL EDUCATION



- Health and fitness
- Physical development
- Choreography and instruction
- Exercise
- Muscle function

DURATION

Semester

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VET Sport and Recreation*
- *VCE Physical Education*



PHYSICAL EDUCATION



- Sport and exercise
- Health and fitness
- Physical activity

- Skill building

STRIKING SPORTS

Are you interested in...

You enjoy developing your health and fitness. You have a desire to improve your skill levels in racquet and stick sports and working as part of a team.

What we do:

You will participate in a number of stick and racquet sports including Hockey, Softball, Baseball, Lacrosse, Golf, Cricket, Tennis, Badminton, Table Tennis, Squash, Bat Tennis, Racquet Ball and Striking Minor Games. Throughout these sports you will develop hand eye coordination and the ability to strike an object. You will work together as part of a team and develop your tactics and game play. There will be a theoretical focus on skill acquisition and skill learning and biomechanical principles. You will visit Kingsbury golf driving range, mini golf, Bundoora Tennis club and Latrobe University squash courts.

What will you learn?

Stick sports aims to develop student's ability to proficiently perform skills and work in teams in Hockey, Softball, Baseball, Lacrosse, Golf, Cricket, Tennis, Badminton, Table Tennis, Squash, Bat Tennis and Racquet Ball. Students develop and implement strategies for improving and contributing to team goals. Students will also develop knowledge of biomechanics.

What will you be assessed on?

You will be assessed on your ability to perform skills and work as part of a team in each of the stick and racquet sports. You will choose any of the stick and racquet sports and perform a biomechanical assessment of your skills in these sports.

DURATION

Semester

PREREQUISITES

None

LEVEL

PACE 1 & 2 levels

POSSIBLE PATHWAYS

- *VET Sport and Recreation*
- *VCE Physical Education*

TEAM SPORTS

Are you interested in...

You enjoy developing your health and fitness. You have a desire to improve your skill levels in a variety of team sports and minor games and working as part of a team.

What we do:

You will participate in a number team activities including Minor Games, Netball, Basketball, Volleyball, European Handball, Dodgeball, Ultra Frisbee, AFL, Soccer, Gaelic, Gridiron, Rugby. Throughout these sports you will develop hand eye coordination and the ability to catch, throw or kick an object. You will work together as part of a team and develop your tactics and game play. There will be a theoretical focus on skill acquisition and skill learning.

What will you learn?

Team Sports aims to develop student's ability to proficiently perform skills and work in teams in Netball, Basketball, Volleyball, European Handball, Dodgeball, Ultra Frisbee, AFL, Soccer, Gaelic, Gridiron, Rugby and throwing, catching and kicking Minor Games. Students develop and implement strategies for improving and contributing to team goals. Students will also develop knowledge of skill acquisition.

What will you be assessed on?

You will be assessed on your ability to perform skills and work as part of a team in each of the team sports. You will choose any of the team sports and perform a pre and post test on a specific skill and try and develop this skill further. Students will create/develop a coaching session using game sense strategies that focuses on skill development, fun and fitness for their class.

DURATION

Semester

PREREQUISITES

None

LEVEL

PACE 1 & 2 levels

POSSIBLE PATHWAYS

- *VET Sport and Recreation*
- *VCE Physical Education*



SCIENCE



- Critical thinking
- Problem solving
- Researching

HUMAN SCIENCE

Are you interested in...

If you are interested in a career in science, sport, health or would just like to gain an insight into why people think, feel and behave the way they do then this subject is for you!

What we do:

You will learn the essential concepts in biology which help your body to function and for our environments to thrive. You will explore aspects of cells, organs, anatomy, organisms, communities and ecosystems. You will investigate the structures of the brain and nervous system and how psychology has become a significant branch of scientific study.

What will you learn?

Students will explore human behaviour, brain anatomy and function with both a biological and psychological perspective. You will learn how to plan, conduct and reflect on practical work using the scientific method. You will develop skills in researching, writing and communications skills. You will develop your scientific presentation skills.

What will you be assessed on?

You will have the choice to complete a research investigation, investigation of an issue or scientific experiment. As this course is student directed, assessment and feedback come in a range of forms and these assessments may change depending on the course context.

PHYSICAL SCIENCE

Are you interested in...

Are you interested in the key concepts that underpin the science of physics and chemistry? Do you want to know how science can be applied to real world applications through research and practical activities? Investigating physical concepts as it applies to industries such as aviation, building design, energy production as well as acoustics and optics and design and conduct research and practical investigations on relevant topics related to chemical sciences.

What we do:

You will carry out activities and investigations that explore and examine current thinking around the areas of forces and motion, the nature of electricity and circuit design, light and sound in terms of wave motion. You will examine the interactions between atoms and molecules through scientific investigations and practical experiments. You will investigate the atomic model in order to understand why chemical reactions take place.

What will you learn?

You will learn how to identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge. You will be able to independently and collaboratively plan and conduct research and practical investigations. You will learn how to design fair tests and select appropriate equipment to accurately measure your results. You will learn how to record and display your results using technology before analysing your findings in order to draw conclusions, as well as evaluate your results. You will learn how to reflect upon your investigation and identify improvements for future investigations.

What will you be assessed on?

You will have the choice to complete a research investigation, investigation of an issue or scientific experiment. Topics can be negotiated with classroom teacher based on student interested. Possible examples of assessments: power points, course notes, diagrams, data charts, written tasks, reflections, and graphing.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Biology
- VCE Psychology

DURATION

Semester

PREREQUISITES

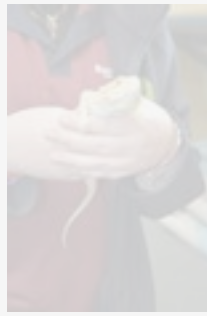
None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Chemistry
- VCE Physics



SCIENCE



- Critical thinking
- Problem solving
- Researching

SCIENTIFIC INVESTIGATIONS

Are you interested in...

Are you interested in making a scientific discovery? Thinking of doing multiple VCE science subjects? You will conduct your own scientific investigation into a topic that interests you.

What we do:

You will explore what makes a good scientific investigation. You will use your new skills in designing, conducting and discussing experimental findings to design your own scientific investigation. You will get to choose the topic of your investigation question. Will you investigate a question to do with physics? Biology? Chemistry? Psychology? Maybe you are interested in sports science and want design an investigation question into an element of improving your sport. You will plan and carry out your experiments, record your results and share what you discover.

What will you learn?

How to make a scientific prediction (hypothesis). You will explore how to design a controlled set of experiments to test your question, consider safety and ethical practices for research (we can't be traumatising our research participants!) You will record your scientific method and results so that others can repeat your experiment. You will learn how to analyse your results and make a reasoned conclusion from evidence collected in investigation. You will learn to communicate what you might discover by creating a scientific poster to present your work.

What will you be assessed on?

You will design a scientific poster to share your experimental design, the results of your investigation and what conclusions you can make from your investigation. You will also maintain a logbook throughout the investigation.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Psychology

WORKING WITH WILDERNESS

Are you interested in...

Conservation ecology is one of the biggest challenges of your generation and you can be a part of the solution. Dive into the in-depth world of Australian ecosystems, and ecology. You will explore the impact of human actions on our native systems, get engaged with habitat restoration, revegetation, propagation and cultivation of habitats, flora, and fauna!

What we do:

Work alongside traditional owners, environmental groups, and other like-minded individuals to observe, protect and conserve our native environment by learning how to observe and sample natural systems, set up pit fall traps, build artificial habitats and houses for invertebrates, and improve our local biodiversity. You will have opportunities to discuss and tackle urgent threats and build towards developing your conversation and ecology knowledge and skills.

What will you learn?

Explore various aspects of plant and animal ecology, get hands on with the BSC reptiles, learn about anatomy, adaptations, and habitats, and get hands on experience working with our native reptiles. You will discover the amazing world of wilderness and produce a range of solutions to protect and conserve for future!

- Ecological monitoring
- Pest plant and animal management
- Native fauna knowledge
- Urban wildlife management
- Weed assessment and control
- Conservation planning
- Habitat restoration and rehabilitation

What will you be assessed on?

Research investigation of a scientific issue
Conservation design solution
Skills developed in working with flora and fauna

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Environmental Science
- VCE Biology
- VET Conservation & Ecosystem Management



THE VISUAL ARTS



- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

ART

Are you interested in...

Painting, drawing and printmaking? Pottery, carving and sculptures? This course offers you the chance to explore the visual arts, giving you a great opportunity to explore your creative side and will give you an excellent foundation to follow your path into a career in the field of art.

What we do:

You will study both historical and contemporary artists and learn to use a variety of media. Excursions may involve a visit to the NGV or our wonderful local gallery – Bundoora Homestead Art Gallery.

This specialist elective will focus on developing a different set of 2D and 3D art skills each semester over a 2 year cycle. Students who want to hone their skills in a specific medium will be able to submit a proposal to work independently in their proposed medium.

What will you learn?

Students learn how to draw from observation and communicate ideas in their artwork. They will have the opportunity to develop technical skills using media such as charcoal, pastels, graphite pencils, paint and print-making techniques. Students develop a range of sculpture skills such as carving in stone, throwing pots on a wheel, glazing and building a ceramic sculpture.

What will you be assessed on?

A folio containing a series of experimental and finished artworks. Students will also be assessed on their appreciation and understanding of art issues through written research assignments.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Art Making and Exhibiting*
- *VCE Visual Communication and Design*
- *VET Design Fundamentals*





THE VISUAL ARTS



- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

GRAPHICS

Are you interested in...

If you like to design things and be creative, this subject is for you. Designing logos, illustration work and packaging could lead you towards a career as a product designer or Graphic Designer. This subject may spark your interest in technical drawing and lead you towards a career as an architect.

What we do:

You will look at historical and contemporary designers such as Mambo and Chanel. You will create designs for a client and follow a design process and prepare a final presentation that is suited to a specific audience. The skills you develop and the materials you use will broaden your creative experience in the Arts. Students will have freedom to create their own design work and write their own briefs.

What will you learn?

Students will learn to follow the design and development process from brainstorming ideas to a final folio of design work. Students will gain skills in freehand and technical drawing. Students will have the opportunity to learn about poster design, logo and lettering tasks and creating a 3D house design. They will also develop skills using different materials and tools such as Photoshop to enhance the design work. Research skills and the development of design ability will be improved through the study of design icons.

What will you be assessed on?

Students will be assessed on their design process and creating final presentations. They will be assessed on technical exercises, drawing folio and theory work. They will be assessed on their research tasks on current designers.

MEDIA

Are you interested in...

Photography, Film Making, Animation, Photoshop, Podcasts, Advertising, Graphic Novels

What we do:

In this elective, students will personalise their learning by developing their own projects in line with their individual interests. Students can choose from a range of Media areas to work in including photography, film making, animation, digital design, podcasts, graphic novel, etc. The learning task will be designed around the chosen topic with the required skills and knowledge being learnt. A media product will be developed and produced to match the intention.

What will you learn?

Making media products includes learning about and using knowledge, skills, techniques, processes, materials and technologies in media arts practices, and to make media artworks that communicate ideas and intentions. It also involves using techniques, technologies and processes to design, produce and distribute media artworks. As students produce a media product they consider both the audience and their own response to developing artworks as an artist.

What will you be assessed on?

A folio to demonstrate the investigation and development of the topic/theme. The final media products produced for an intended audience.

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Visual Communication and Design
- VET Design Fundamentals

DURATION

Semester

PREREQUISITES

None

LEVEL

All PACE levels

POSSIBLE PATHWAYS

- VCE Media
- VET Design Fundamentals

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PACE21 DEEP LEARNING ELECTIVES

LEARNING AREA



SUBJECT

	Science	Health and Physical Education	Humanities	The Arts	Technology
Are we eating our environment?	X				X
Can art really change the world?			X	X	
Can we reduce, reuse and recycle for profit?	X				X
Can you be a sporting superstar?	X	X			
Can you be the change?			X	X	
Can you entertain me?				X	
Does money matter?			X		
How can exercise aid exploration?		X	X		
How can I become better, faster, harder, stronger?	X	X			
How can we explore the stars?	X				X
How can we build virtual reality experiences?				X	X
How do I turn my idea into a business?			X	X	
How do we grow healthy communities?	X	X			
How do we use technology to improve our lives?	X				X
How do you portray identity?			X	X	
Is Japanese art and culture unique?			X	X	
New York: A model metropolis?			X	X	
What creates a criminal?	X		X		
What does it mean to be human?	X		X		
What is my brand in the music biz?				X	
What is the journey from farm to fork?	X				X
What made ancient civilisations great?			X	X	
What makes a successful music event?				X	
What on Earth?	X		X		
Why does it taste like that?	X				X



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DEEP LEARNING ELECTIVES

What is a DEEP LEARNING elective?

At Bundoora Secondary College we recognise that the future world of work requires today's students to develop and hone their skills in self-regulation, communication, collaboration, critical thinking, and problem-solving that they can apply to complex and new situations. This has led to the design of semester length DEEP LEARNING electives.

The DEEP LEARNING electives have been designed as integrated, inquiry-based units that allow students to deeply explore a meaningful question or challenging problem rather than being restricted to learning the knowledge/skills contained within a discrete learning area. In an inquiry-based learning environment, students are the engines of their own learning and seek knowledge by asking questions. This model for learning allows students to thrive in an environment that is challenging, and dynamic, allowing for more authentic differentiation based on each students' learning capacity, needs and interests. Importantly, this approach still allows teachers to scaffold learning in a way which supports students who may require additional guidance through the process.

DEEP LEARNING@BSC will follow the Deep Learning Cycle phases shown below, twice per semester:

1. ENGAGE

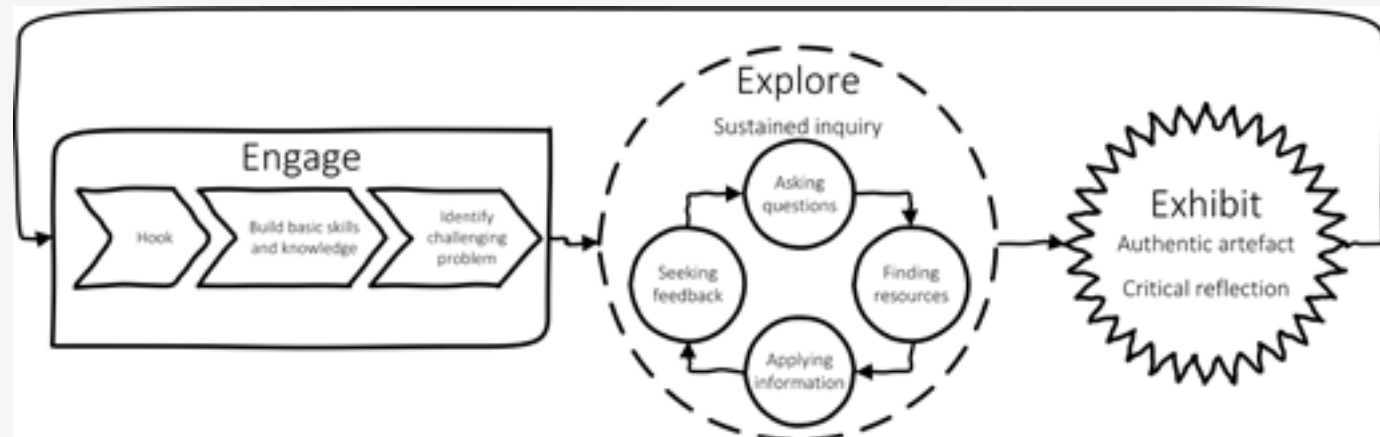
During the first stage students are engaged inquiry-focused learning activities to help them identify and learn content and skills they 'need to know' to be successful with a project.

2. EXPLORE

During the second stage students complete their sustained inquiry as they work towards completing their team/personal project which may involve creating a product or solution to a problem.

3. EXHIBIT

The final stage of a project sees students preparing to showcase their learning and a final product to staff, peers, parents and/or members of the local community. Critical reflection of the learning journey and exhibition completes the cycle.





DEEP LEARNING ELECTIVES

BIG IDEAS

- How can we feed the world without destroying the environment?
- Will we be able to feed the human population in 2050?
- Does backyard, sustainable food production really make a difference?



ARE WE EATING OUR ENVIRONMENT?

Almost 1 billion people around the world do not have enough food to eat and this number is steadily growing. Currently our food production comes at a huge cost to the environment and many ecosystems around the world are 'on the brink' after decades of habitat destruction and clearing to make way for traditional farming. Sustainable food and fibre production is one of the mega-challenges of the 21st century and you can choose to be part of the solution!

Have you ever wondered:

- Are we producing enough food annually for the entire world population, or is there a genuine shortage?
- Is the future of food one of global shortages and widespread famine?
- What might happen if we follow in the footsteps of previous generations and continue clearing the land for agriculture?
- Does modern technology really hold the answer to producing larger quantities of more nutritious food with greater sustainability?

These are some of the issues you may choose to investigate in depth if you elect to wonder 'Are we eating our environment?' You will discover how we currently produce our food and fibre, how we change the land to do so, and how this impacts natural ecosystems and the environment. Using what you learn, you will then create a strategy or solution for producing food which doesn't come at the expense of the natural environment. Be prepared to get 'down and dirty'!

WHAT COULD I PRODUCE?

- You could build and design an aquaponics system where you grow green vegetables for human consumption by recycling the nutrients in wastewater created by the culture of fish.
- You could create a campaign to educate people about the rate of deforestation in Australia (and around the world) to allow for the increased grazing of livestock.
- You could deliver an oral presentation where you share your informed opinions on the genetic modification of food crops and whether biotechnology offers a sustainable solution to feeding the world.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn by doing. In addition to learning and participating in classroom activities you will be able to choose from a range of practical activities, both at school and on excursions. We can create new vegetable gardens on the college grounds. We could organise a school camp into regional Victoria to learn where our food and fibre comes from. You will definitely be encouraged to 'take control' of your own learning in this deep learning elective.

DURATION

Semester

POSSIBLE PATHWAYS

- VET Agriculture
- VET Horticulture
- VCE Biology
- VCE Food Technology
- VCE Geography
- VET Design Fundamentals



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DEEP LEARNING ELECTIVES

BIG IDEAS

- *Can art influence the way we think and act as individuals, and as a society?*
- *How do artists make and create change in the world today?*
- *Can we raise awareness of global issues through art?*



CAN ART REALLY CHANGE THE WORLD?

Why do people make art? Have you ever taken a brush to paper and used it to pour out frustrations? Students can explore ideas about communication and self-expression through art. People tend to communicate with words, both written and verbal. But sometimes, conveying ideas is done in other ways. You've heard the old saying "a picture's worth a thousand words", right? That's because art can get ideas across using a different kind of vocabulary. Some people respond more to visual images than words. Art translates ideas into symbols and also gives the imagination free-reign, allowing you to experience the surrounding world in different ways and then record how you feel about it without relying on words.

Can you create a voice through visual expression? Visual storytelling can be very powerful and can provide a great outlet for expressing emotion, providing a powerful voice and bringing people together who relate to the artwork. This visual storytelling that you can explore can be drawn from personal experiences, beliefs or views that centre around historical, social or political issues going on in our world today as well as also help dealing with feelings and emotions to provide a healthy way of expressing them.

You will also become more aware of global issues and perceived injustices in our world, and look at ways you can present your views, beliefs and voice through visual expression. Are you ready to use art to make a difference to people's lives and society?

WHAT COULD I PRODUCE?

- You could choose a specific global issue to develop and produce a folio of artwork that addresses and provides a voice to your opinion and views.
- You could research and explore past art movements that have changed society and how artists have used their craft to express their view of the world either personal or globally. This could be a report, presentation or digital storytelling.
- You could develop and project manage a community art project. This might involve writing proposals, applying for permission and grants, and working with others to convey your ideas in a way that benefits the school and/or wider community.

HOW WILL I LEARN?

In this elective you will explore significant issues in society, both current and historical, and the role art and artists have played in creating awareness and challenging the accepted 'norms'. Depending upon your passions and interests you may:

- Develop art and design techniques in a variety of media and materials.
- Investigate and use visual devices that can be used for visual storytelling.
- Experiment as you learn to incorporate your personal expression into artwork.
- Collaborate as you go about applying for and conducting a community art project.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Art Making and Exhibiting*
- *VCE Media*
- *VCE Politics*





DEEP LEARNING ELECTIVES

BIG IDEAS

- What is 'waste'?
- How we reduce the amount of 'waste' we produce?
- Can we find ways to make 'waste' profitable?



CAN WE REDUCE, REUSE AND RECYCLE FOR PROFIT?

Can you think of something that can be recycled and/or re-purposed? Can you think of ways to use this 'waste' to produce a product that people will pay for?

Sustainable design seeks to reduce negative impacts on the environment. The basic objectives of sustainability are to reduce consumption of non-renewable resources, minimise waste, and create healthy, productive products and environments. Making a new product requires a lot of materials and energy- raw materials must be extracted from the earth, the product must be fabricated, and then transported to wherever it will be sold. As a result, reducing and reusing waste are super powerful ways you can save natural resources, protect the environment and save money!

Creative recycling can be a great way to contribute to helping the environment, and nowadays more and more people are taking this one step further, turning their recycling ideas into money-making projects. There are now many businesses based around upcycling 'waste' that would otherwise have been thrown away. Your challenge in this hands-on elective is to design, create, and market a product that recycles and repurposes others waste. Could your idea make you money? Let's find out together!

WHAT COULD I PRODUCE?

- You could design and make a prototype of a product that repurposes and recycles other materials. For example, building a cubby house using unwanted wooden pallets. There are also business opportunities that you could investigate.
- You could investigate how specific products are made, and how the impact of their manufacture on the environment could be reduced. For example, single-use plastics.
- You could explore the different types of waste materials and investigate how these materials can be transformed, re-purposed and given new life. These could be presented as videos or actual products that show the new use for the recycled material.

HOW WILL I LEARN?

In this elective you could investigate reducing waste and giving new purpose to old materials by:

- Visiting a local waste/recycling centre and sourcing real-world waste/recycling data.
- Identifying the types of items currently destined for landfill and thinking of ways they may be re-purposed.
- Learning about the technology which allows materials to be transformed, reused or re-purposed.
- Identifying a 'market need' and then designing a product, made from recycled materials, that can be sold for profit.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Product Design and Technology
- VET Design Fundamentals



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DEEP LEARNING ELECTIVES

BIG IDEAS

- How do I learn a new skill?
- How can technological advances in sport improve results?
- How can I develop my sporting techniques?

CAN YOU BE A SPORTING SUPERSTAR?

The development of your sporting ability is a complicated and detailed process. Learning how your body functions, how it moves and the way to learn skills is how you improve your sporting level.

This subject is targeted at students with a passion for sport and a desire to achieve the best that they can do both in their sport and at school. Students are exposed to information regarding the cardiorespiratory system, skill acquisition and biomechanics. Students will complete a number of cardiorespiratory fitness labs to research how this system functions. They will also analyse their own skill movement and make recommendations for improvements by looking at how their body works during sporting activities.

WHAT COULD I PRODUCE?

- Develop the history of a sport detailing changes in equipment, technology, rules changes etc.
- Develop a program to learn a new skill or sport, including fitness, skill testing and coaching session plans.
- Create an analysis of a specific skill and develop a coaching unit to improve your skill in this area.

HOW WILL I LEARN?

- Visit elite training sessions: Collingwood, Richmond AFL, Melbourne City Soccer
- Visit Latrobe/RMIT Uni high performance centres.
- Visit Australian Sporting Museum at MCG



DURATION

Semester

POSSIBLE PATHWAYS

- VCE Physical Education
- VCE Health and Human Development
- VCE Biology



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DEEP LEARNING ELECTIVES

BIG IDEAS

- What are the characteristics of a great leader?
- What are the big issues in my world?
- Can youth make a difference and inspire others to care?



CAN YOU BE THE CHANGE?

Do you want to be a leader, not just in the future, but now? What issues in the world make you frustrated? Where do you see inequality and injustice? Challenges with racism, hunger, poverty, homelessness, the climate, inequality, the future of work, the economy and animal cruelty will only change when people speak up and advocate for change.

This subject will empower you to BE THE CHANGE by finding out about local, national and global issues, canvassing opinions within and beyond the school community, analysing data and information, and learning about the ways in which citizens can act in order to make change. You will explore models of leadership and study young people who are taking action, e.g. Greta Thunberg. You will practice your presentation skills and hone your debating skills to argue your point of view and convince others to get on board! You will also be able to work with others to design campaigns and products to promote awareness and change. You will learn about Australian Government and how changes can be influenced via government representatives.

Finally, we want to be a voice in our community, so we will look for ways to showcase our presentations, campaigns and solutions outside of the College walls. Come and BE THE CHANGE!

"It always seems impossible, until it's done." Nelson Mandela

WHAT COULD I PRODUCE?

- You could stage a public debate, with teams advocating for a particular group in society.
- You could create a campaign or awareness blog to feature in our College newsletter, giving information about an issue you've been looking into and some of the solutions being found.
- You could take a stand about an issue. Work out who can help you, write a letter, develop a social media campaign, work in your local community or liaise with external organisations, fundraise, and actually do something real to make a change.

HOW WILL I LEARN?

You will collaboratively learn about a range of issues and current actions being taken to try to solve these. Throughout this course you will develop knowledge and practical skills of student voice, agency and leadership. You will look at different leadership models, analyse the strengths and weaknesses of these and research a leader of the past. You will learn how to conduct effective surveys within the community and how to advocate for an issue within and beyond the school community. From the knowledge gained in your collective learning experiences, you will then work in a team to research an issue of your choice and design a campaign, product or service to create an impact.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE English
- VCE Extended Investigation
- VCE Australian and Global Politics
- VCE Geography



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DEEP LEARNING ELECTIVES

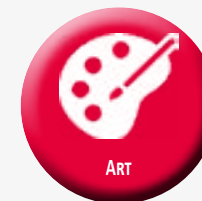
BIG IDEAS

- What are all the elements that go into making a production?
- What is the process of script writing and developing your own show?
- What historical, social or even political factors influence productions and how they work?

CAN YOU ENTERTAIN ME?



PERFORMING ARTS



ART

Do you like to entertain an audience? Do you like fashion and want to create some amazing costumes? What about hair and make-up? Finally, are you a team-player with the motivation to see a project through till the end?

In this subject you will be looking at constructing and developing a play of your choice. You will be engaging in all the elements it takes to build a production, through writing your script, analysing other shows, and using this knowledge to create your own show. Throughout this elective you will be participating in a range of workshops, watching live performances and other fun opportunities to help you develop your understanding of what goes into making a show. Once you have worked through this exploration you will design and create your own performance, that will entertain a live audience.

WHAT COULD I PRODUCE?

- You could design, write, direct and produce your own play, which will explore a range of social issues.
- You could explore, design and create sets, costume, hair and make up for the play.
- You could explore the importance of how backstage works, and implement this knowledge into running the backstage of the performance.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Production Camp
- Excursions
- Participation in performing small plays
- Creating costumes and sets
- Producing productions (Marketing, Budgeting, etc.)
- Directing Productions
- Workshops
- Tours of MTC and other performing arts centres
- Visiting other school shows
- Short courses on Set Design, Costume Design and Hair and Make Up

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Drama
- VCE Media
- VCE Theatre Studies
- VET Make Up



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DEEP LEARNING ELECTIVES

BIG IDEAS

- *How has money changed over time?*
- *Is our idea of 'money' still changing in the 21st century?*
- *How do we know what we can afford to buy?*



DOES MONEY MATTER?

Money has changed throughout history, both in its physical form, and how it has been used by people and governments. How we use money has also changed, including the way goods and services are purchased. In this subject you will have the opportunity to investigate the history of money, why different cultures have used different types of currency and how this has changed over time.

Balancing what we want to buy and what we can afford is an important skill in understanding the concept of budgeting in the wider economy and in our own lives. In this subject, you could budget your future expenses, such as buying a car, comparing phone plans or choosing the best electricity plan.

In the global economy, money is continuously moving around the world. You could develop an inquiry into how currencies are traded, what effects international exchange rates, or events in history that have impacted multiple economies across the globe.

WHAT COULD I PRODUCE?

- You could produce a board game that teaches students how to budget for household or other living expenses.
- You could produce a series of posters or infographics on the history of money – from precious metals to EFTPOS.
- You could produce a spreadsheet or app for budgeting or converting international currencies.

HOW WILL I LEARN?

There are three main areas of study in this elective – History of money, Budgeting and Money as a currency. You are able to choose an area to focus on and also the type of learning product/project could intend to create and share. For example, if you'd like to focus more on History, you may choose to investigate how money changed from metals to a paper-based currency. You could then present your learning in any number of ways (podcast/poster/play/lesson/comic strip/etc.).

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Accounting*
- *VCE Business Management*



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DEEP LEARNING ELECTIVES

BIG IDEAS

- Is movement and fitness critical in order to live a healthy, happy and fulfilling life?
- How much do you know about the history and geography of the local area?
- Does exploring the place where you live, and developing a deeper understanding and appreciation, make you a better local citizen?



HOW CAN EXERCISE AID EXPLORATION?

Exercise and fitness (movement) are critical for one's health and wellbeing, staying motivated can be difficult if all you experience is the same dull gym or athletics track. Exploring our local area is best done by foot or bike and makes staying fit enjoyable and exciting.

In this elective, students learn about the local area. This involves understanding how to interpret maps, build routes, check and understand weather predictions and probabilities, plan for how they need to be prepared and stay safe. Students develop and track their fitness, either through walking, hiking or bike riding. Using fitness apps, they will learn how to interpret different metrics. They learn about what is occurring in their body as they exercise, what foods are best for maintaining health and wellbeing along with stretching and body maintenance to avoid injury and aid recovery.

While students explore the local area they will incorporate photography, history and geography, researching and documenting their journeys, they will understand how Indigenous Australians lived on and used the land before colonisation, the different demographics that have lived in the area in more recent times, understanding the different ways modern people live and used the land, the geological history of the landscape and the change that have occurred over the years, they will research and visit local historical sites.

Students will have the opportunity to learn practical skills like bicycle maintenance, navigation and hiking.

WHAT COULD I PRODUCE?

- You could produce a report that documents your process of researching, planning, implementing and reflecting on the journey you choose to go on.
- You could produce a presentation of your explorative journey and fitness development.
- You could produce a photo collage or artistic folio that documents your journey and demonstrates what you've learnt.

HOW WILL I LEARN?

- Fitness apps and websites – Strava, Map my Run, Garmin
- Mapping and Route Planning apps – Google maps, MapsMe, Strava, All Trails
- YouTube channels – stretching/yoga demonstrations, fitness planning, outdoor skills and safety explanations, bike building and maintenance
- Books – nutrition, biology and biomechanics, bike building and maintenance, photography
- Websites/research – geology, anthropological and cultural history

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Physical Education
- VCE Health and Human Development
- VCE Geography



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DEEP LEARNING ELECTIVES

BIG IDEAS

- What makes an elite athlete 'elite'?
- How can I eat to help develop fitness and conditioning?
- Can I develop and create fitness/ sport specific coaching programs?

HOW CAN I BECOME BETTER, FASTER, HARDER, STRONGER?



What can you do to become an elite athlete? Developing fitness may seem like a simple task. Getting ripped or shredding. There is a science to this, which involves the study of the human body relating to nutrition, fitness, body systems, training principles, training methods, energy systems and coaching specific sport skills. By developing all these tools and putting them into practice can allow you to develop yourself from an average performer- to an elite performer. Even further, developing this knowledge can allow you to create others into elite athletes, by becoming a personal trainer or fitness instructor.

So how can I develop myself into a well-oiled machine? This subject is targeted at students with a passion for sport, science and nutrition and a desire to achieve their personal best in their fitness development, sporting ability and schooling outcomes. This subject involves the development of knowledge of what is required to be an elite athlete. The underpinning 'science' is severely underestimated in athlete development. Knowledge about how the body works through studying anatomy and physiology is key to being able to develop muscle and training programs. Developing food and nutrition plans and cooking skills to give you the nutrition and diet to allow for development is crucial in health and fitness. Developing specific coaching and interpersonal skills will allow you to develop leadership and the ability to work with others to construct suitable fitness and sporting programs for maximum skill, health and fitness benefits.

WHAT COULD I PRODUCE?

- You could create a blog or website which describes how to cook healthy meals designed to help develop, maintain and recover fitness, health and muscle.
- You could develop an instructional video or infographics to assist a client to use gym equipment with correct technique and following your training principles.
- You could design sport-specific training sessions that includes skill development based on biomechanical and physiological principles as well as progression and tactics/game plan.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn by doing including:

- Visit elite training sessions: Collingwood, Richmond AFL
- Visit Latrobe/RMIT Uni high performance centres.
- Use of school gym and sporting facilities
- Food tech Classroom

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Physical Education
- VCE Health and Human Development
- VCE Biology



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DEEP LEARNING ELECTIVES

BIG IDEAS

- How can you send a car to space?
- Where is the future of mankind going?
- Is affordable space travel in our future?

HOW CAN WE EXPLORE THE STARS?

Students are introduced to the historical motivation for space exploration. They learn about the International Space Station as an example of space travel innovation and are introduced to new and futuristic ideas that space engineers are currently working on to propel space research far into the future! Space travel is made possible by engineers. From mechanical engineers who design the components for spacecraft to biomedical engineers who design ways to care for astronauts' health while traveling in space, people from almost every discipline of engineering work together to further space exploration. Have you considered what your daily life would be impacted without a space program?

WHAT COULD I PRODUCE?

- You could design and develop your own model rocket.
- You could conduct science experiments on propulsion and thrust and create a scientific poster to communicate your findings.
- You could participate in a debate on the benefit of expenditure on space exploration.
- You could design an anti-gravity solution to solve an everyday problem that is made much harder in space.

HOW WILL I LEARN?

Students will calculate the velocity and acceleration and use Newton's Second Law of Motion to study the forces on the Earth and Moon. Developing your learning using Kerbal space program, the Victorian Institute of Space and so much more! Explore the risks of re-entering orbit, discuss the ethics and economics of space travel, explore the surface of different planets, drive a rover and debate and design the future of mankind! Explore the ISS through Virtual Reality.



DURATION

Semester

POSSIBLE PATHWAYS

- VCE Physics
- VCE Product Design and Technology
- VET Design Fundamentals



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DEEP LEARNING ELECTIVES

BIG IDEAS

- *Is Virtual Reality (VR) the way of the future?*
- *How do designers plan experiences?*
- *How real is VR?*

HOW CAN WE BUILD VIRTUAL REALITY EXPERIENCES?

Are you creative and have an idea for building your own VR game? Want to learn industry standard coding languages including Unity and C#? Want to develop a VR game app for the school VR headsets? In this subject students investigate and create content for Augmented Reality (AR). This then leads on to exploring the difference between AR and VR by creating content for VR and understanding the different considerations for the two realities. Students explore and evaluate a range of Virtual Reality applications and experience and how they are used in education and other industries. Students gain a basic understanding of the sensor technology used in the VR headset to track movement of the user. Students form game development teams and work collaboratively to build a game experience, considering the game story line, characters and settings. Using an iterative design process, including user testing, development teams will bring their story and game to life.

Collaboration is an essential component of this subject in order to manage the amount of work required to develop a VR experience.

WHAT COULD I PRODUCE?

- Students could produce AR content including a 3D Avatar model.
- Students could produce 360-degree videos for immersive VR experiences.
- Students could investigate a range of VR applications and games and prepare a report evaluating the benefits for a specific purpose, such as health, industry training or education.
- Students could work in a development team to create a simple VR game that assists users to develop a new skill.
- Students could work in a development team to build a Bundoora Secondary College Virtual Tour game that allows users to explore the BSC farm and other parts of the school in VR.

HOW WILL I LEARN?

- Students explore the applications of extended reality (augmented or virtual reality) and evaluate the cost-benefit of VR in a variety of industries, including health and education.
- Students use design thinking to develop a game concept and create a game design brief.
- Students structure the game story line including planning settings and using genre conventions
- Students use image, sound and text to bring their story to life
- Students then use structured programming languages (Unity and C#) to build VR assets and a game prototype.
- Students use an iterative design cycle, including live user testing, to improve their prototype.



DURATION

Semester

POSSIBLE PATHWAYS

- VCE Software Development
- VCE Media
- VET Design Fundamentals



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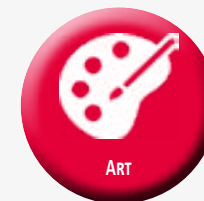


DEEP LEARNING ELECTIVES

BIG IDEAS

- *What makes a small business successful?*
- *How do ideas become products in our hands?*
- *How does marketing influence consumers?*

HOW DO I TURN MY IDEA INTO A BUSINESS?



Do you like to make things? Do you want to see if your ideas might be able to make you money? In this elective, you will undertake market research to identify a marketable product you can create. Each student will pitch an idea to the whole class. Students will then self-select into small business teams to work towards running a small business.

You will investigate the legal requirements of establishing a small business and consider how to raise the necessary capital to establish a small business in the local community. You will need to create a business plan to convince investors to support your business financially.

As part of a team, you will then design and create prototypes of your selected product and seek feedback from the community and other small business owners on the product prototype. Once you have completed the research and prototype phase, you will consider how to market your product (labels, company branding, advertising etc.).

Here's the really exciting bit! You will manufacture your product using equipment within the Makerspace Technology area (including wood, textiles, plastics, laser cutting/engraving and food). You will then attempt to sell your product through various channels including e-commerce and market stalls.

WHAT COULD I PRODUCE?

- You could establish a small business that creates personalised items (such as chopping boards, t-shirts, custom skateboard decks etc.) including an e-commerce site.
- You could establish a small business making and selling custom designed wooden, fabric or acrylic jewellery.
- You could establish a small business making and selling recycled plastic products such as bowls, pegs, key rings using the precious plastics equipment.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Conducting surveys in the local community
- Working with a small business mentor aligned with the type of product you have chosen
- Visiting small businesses in the local community
- Working as a team to write a business plan
- Researching different financing options
- Applying design skills to prototype and manufacture products of student's choice
- Use digital design software to create marketing materials
- Sell created products at market stalls or in online marketplaces

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Business Management*
- *VET Design Fundamentals*



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DEEP LEARNING ELECTIVES

BIG IDEAS

- How do I improve the health of a community?
- What does it mean to be healthy?
- What are the issues that matter to me, and how can I influence change?

HOW DO WE GROW HEALTHY COMMUNITIES?



Everyone keeps saying that life after school can be tough. So how can you help yourself and others just like you, experience a high level of health and wellbeing? Discover and develop your skills in helping our college community. In this elective you will explore the 5 different areas of health and wellbeing (Physical, mental, social, emotional & spiritual) and develop a plan to improve one of these in a community of your choosing.

You'll get the opportunity to improve your research and communication skills, through formal and informal approaches to learning. You get to collaborate as you investigate current issues that are related to youths. You will develop, implement and evaluate a community project that will bring about genuine change to the health and wellbeing of our community. Make your mark with this first step.

WHAT COULD I PRODUCE?

- You could choose to develop a media campaign to promote awareness around health and wellbeing.
- You could develop a community action project to inform and influence change within the community.
- You could create a series of posters highlighting the work of an individual or organisation changing the world.
- You could run a lunchtime or personal best activity group that is of interest to you.

HOW WILL I LEARN?

There is a mixture of teacher directed and self directed learning. You will then have a range of opportunities to put this information into practice, to develop a plan to bring about change and improve the health and wellbeing of our community. Collaborating with others is essential as you design, implement, and then evaluating your action plan for addressing a current issue for the student body or college community. Wider experiences may include:

- Visiting organisations to learn how communities are supported.
- Group collaboration and teamwork
- Organisation of events and campaigns
- Excursions to wider experiences such as the DAX museum, Headspace, Beyond Blue.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Psychology
- VCE Health and Human Development



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DEEP LEARNING ELECTIVES

BIG IDEAS

- Is it worth investing in technology research?
- Has automation improved our quality of life?
- Is the connected world more of a help or a hazard?

HOW DO WE USE TECHNOLOGY TO IMPROVE OUR LIVES?



Have you ever thought about how much you interact with technology every day? Beyond our computers and mobile phones, technology permeates our lives, from traffic signalling to wearable tech, assistive safety technology in vehicles to remotely controlling or monitoring devices and sensors in our homes. The Internet of Things (IoT) is making the fabric of the world around us smarter and more responsive, merging the digital and physical. In this subject, students will learn about the technology behind IoT and research some of the latest innovative applications in fields such as health care, agriculture, smart home applications, safe driving, smart cities and the environment. Students will learn basic programming and how to collect information from sensors. Students will identify a problem, ideate possible solutions and develop a prototype solution using a programmable device. Students will develop their technical communication skills and will pitch their solutions to potential investors.

WHAT COULD I PRODUCE?

- Students could investigate the current advances in using technology in the automotive industry and create a prototype of a self-parking or self-driving car.
- Students could investigate the current advances in using technology in the agriculture industry and create a prototype that uses temperature and moisture sensors to monitor and control a water system for a garden.
- Students could investigate the current advances in smart home technology and build a prototype that uses sensors or remote control to activate lights and appliances in the home.

HOW WILL I LEARN?

- Students will develop their programming skills using both a simulator environment and actual microcontrollers to build some basic projects.
- Students may attend skill-up sessions at the Tech School to learn about the innovation process and more advanced skills using microcontrollers or developing mobile phone applications.
- Students will use an iterative process using a scientific process to develop prototypes.
- Students will be able to choose which industry they will focus on for their inquiry.
- Students can interview IoT developers or users in the industry as part of their inquiry.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Physics
- VCE Software Development
- VET Design Fundamentals



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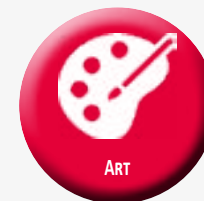


DEEP LEARNING ELECTIVES

BIG IDEAS

- *What is personal identity?*
- *How can portraits reflect our culture, values and historical moments?*
- *How do artists communicate ideas?*

HOW DO YOU PORTRAY IDENTITY?



Who inspires you? What makes up a person's IDENTITY? Is it their ethnic background, the colour of skin or the culture they come from? Is it their beliefs or personality traits? What are the qualities that make a person different from others?

In this elective you will investigate "Who am I?" and consider how you, or your family or culture, would like to be visually presented as an artwork. Part of this exploration into your personal identity will involve you exploring famous people in history who have made a significant impact on your life and the life of others. How have they been portrayed by artists? How will your research expand your own artistry and how will you create art that is inspired by the identity of self and others?

You only require an open and inquiring mind and the desire to learn about all aspects of art, culture and history.

WHAT COULD I PRODUCE?

- You could produce a visual diary and art that demonstrates your in-depth investigation into your own identity.
- You could produce a folio of artwork which documents the life and achievements of a historical figure that you deeply respect and/or identify with.
- You could investigate an influential artist and produce a written investigation or PowerPoint presentation into their life and times.
- You could produce a collection of art pieces that are inspired by other artists and a reflection of your identity.

HOW WILL I LEARN?

You may learn through research activities, excursions to galleries and experimentation with different artistic media. Historical concepts will be developed through research and comparing and contrasting artworks throughout history.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Art Making and Exhibiting*
- *VCE History*



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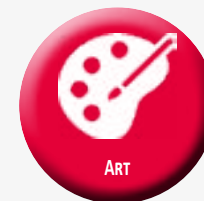
MAIN MENU



DEEP LEARNING ELECTIVES

BIG IDEAS

- Why is Japanese art and culture so unique?
- What has influenced Japan's art and culture to date?
- How is Japanese culture influencing the world?



IS JAPANESE ART AND CULTURE UNIQUE?

Why is Japanese art and culture so unique? What makes this ancient culture so mysterious and intriguing? How is Japanese culture influencing the world? These are some of the questions we will attempt to answer in this deep dive into Japanese art and culture.

There are so many interesting elements about Japanese culture that the possibilities for investigation are endless. We can learn about Japan's Architecture, Visual Arts, Performing Arts, Furniture Design, History etc. Once you have discovered an area/s of interest you will then be able to research, analyse information, write stories, and create and make artefacts which demonstrate your understanding of the 'big questions'.

Your own personal journey in this elective may lead to the ancient historical worlds of the Samurai soldiers, or to the more modern global phenomena of animé and manga. **すごい** – Awesome!

WHAT COULD I PRODUCE?

- You could produce a folio of Japanese traditional paintings, such as ink wash paintings on scrolls.
- You might document the entire process of designing and making your own Kimono.
- You could produce your performance- perhaps your very own Banraku (traditional puppet theatre) performance.

HOW WILL I LEARN?

You will experience the board spectrum of Japanese art and culture. This may include looking at documentaries, film, historical readings, art, and gallery visits. The National Gallery of Victoria has a vast collection of Asian art and culture. You may research 'how to' create traditional art forms and do hands on workshops in class. This may include guest presenters and speakers to run workshops in these specialist areas. Once you have discovered your niche you will be able to develop a deep understanding of it and produce a product to share with friends and family in the end of semester exhibition.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Media
- VCE Visual Communication and Design
- VCE Art Making and Exhibiting
- VCE History



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DEEP LEARNING ELECTIVES

BIG IDEAS

- What makes New York so special?
- How has the history of New York influenced our own society?
- What are New York's most iconic buildings?

NEW YORK: A MODEL METROPOLIS?



New York is a city famed throughout the world as a modern metropolis, but is it really “all that”? What is its legacy and influence on our own society? In this subject, you can explore and immerse yourself in the history of New York (1870s onwards). You will investigate Prohibition (when all alcohol became illegal), flappers and the Jazz Age, the Gilded Era when capitalists flaunted their immense wealth, the lifestyles of the Rockefellers, Vanderbilts and other prominent figures, amazing architecture (from Art Deco to the rise of the skyscraper), stunning art nouveau and Art Deco design, fashion and its social implications, women's roles, immigration and Ellis Island, race and civil rights, crime and gangsters, etc.

How has society progressed, and what are the issues which are still at play in modern cities and society? Maybe you will choose to use film or literature (classics such as *The Great Gatsby*) as your focus to get a feel for the era. You also have the chance to be creative, focusing on art and architecture to bring to life a model of one of this city's well-known landmarks, or paintings and drawings reflecting the Art Nouveau or Art Deco style.

WHAT COULD I PRODUCE?

- An oral presentation on an aspect of life in New York, presented in the role of a character from a time in the city's history.
- A portfolio of artwork reflecting a period or event, possibly focusing on the Art Deco or Art Nouveau style.
- An engaging digital presentation on an aspect of historical New York – a “then & now” comparison.

HOW WILL I LEARN?

We will watch films and study novels with relevant settings and content (e.g. *The Great Gatsby*, *The House of Mirth*, *The Buccaneers*, *Gangs of New York*) to get a feel for what it felt like to live in this era. You'll be able to follow your interests to complete research into influential figures, wealth & poverty, society & etiquette, emigration & race issues, fashion, art, architecture and/or crime figures. Studying and creating a form of art (Nouveau/Deco), architecture, or fashion is also possible.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Art Making and Exhibiting
- VCE History



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DEEP LEARNING ELECTIVES

BIG IDEAS

- How is crime defined?
- How have laws, crime and consequence evolved over time?
- What factors contribute to criminality?



WHAT CREATES A CRIMINAL?

Have you ever wondered what makes criminals tick? And what drives people to commit crime? This course will focus on various issues surrounding the study of crime. Examines how crime is defined, its distribution over different types of societies, the different methods of measuring the extent and nature of crime, theories of crime causation, characteristics of particular types of criminal conduct, and approaches to crime control. This course draws knowledge from a range of disciplines such as law, sociology, psychology and history. In this subject you will investigate the fascinating world of crime and get an opportunity to explore the criminal psyche.

WHAT COULD I PRODUCE?

- Case Study on a hypothetical crime. Examine the motives behind the crime, psychological/biological and environmental factors that contributed and provide a justifiable sentence for the crime.
- Research project/Presentation. Investigate the relationship between crime and socioeconomic status, the dark figure of crime, moral panic and the historical nature of crime. OR Evaluate the effectiveness of incarceration and the rehabilitation programs provided in Australian prisons.
- Mock trial. Develop and participate in a mock trial taking on the role of defendant, prosecution, defence lawyer, judge or jury.
- Debate. Debate topics such as capital punishment, not guilty by reason of insanity findings, bail, the need for higher or lower sentencing for crime, war on drugs etc.

HOW WILL I LEARN?

- Documentaries (such as Louis Theroux- By reason of insanity, World's toughest prisons, Australia's shame).
- Excursion to Loddon prison (privileged prison where students talk to inmates).
- Excursion to Pentridge or Melbourne Jail
- Incursion with a speaker who is a criminologist
- Ted talks
- Real case studies
- Curated PowerPoints
- Who 'Dun It Activities
- Research projects

DURATION

Semester

POSSIBLE PATHWAYS

- VCE History
- VCE Psychology
- VCE Legal Studies



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DEEP LEARNING ELECTIVES

BIG IDEAS

- How has our species biologically evolved?
- What is culture and how does it lead to change over time?
- Are humans unique in the animal world?



WHAT DOES IT MEAN TO BE HUMAN?

Humans have evolved simultaneously around the world, developing language and tools. Unpack the story of human evolution and how we have evolved into our modern society. From primates and early hominids, study how physical and genetic adaptations have influenced human anatomy, behaviour and the psychology of our species. Investigate how technology is influencing our future in terms of health and life expectancy and what happens when our DNA gets it wrong.

You could choose to examine indigenous cultures and consider what ancient artefacts, myths and stories tell us about our ancestors. Have myths and stories been replaced by Science as human curiosity and thinking has expanded? Are both stories and Science a consequence of human consciousness? Are there other animals who are similarly self-aware? There is so much to explore!

WHAT COULD I PRODUCE?

- You could create a family tree for our species after researching the evolution of primates, hominoids and hominids.
- You could investigate whether our species is continuing to evolve given the impact of our own technology. This research could be presented as a mini documentary that you film and narrate.
- You could conduct research into the structure and function of DNA and how many genetic disorders are a consequence of random mutations.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, such as participating in science practicals, performing individual research, and collaborating with your peers. Following introductory master classes to establish themes and define important concepts, you will then have the chance to pursue an area that is of personal interest to you.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Biology
- VCE History
- VCE Psychology





DEEP LEARNING ELECTIVES

BIG IDEAS

- *What is my identity and brand within the music industry?*
- *What music scenes and subcultures influence me?*
- *Can I build social connections by developing my identity and brand?*



WHAT IS MY BRAND IN THE MUSIC BIZ?

Do you create, compose, perform or produce music? Would you love some audience exposure, or would you love like-minded subculture/scenes to follow your music? What music do you listen to? Have you ever considered that because of this, you identify with a scene or subculture?

Don't pass through life without any significant involvement in a scene or subculture, remember you can find this in music. Popular Music plays a prominent role in the creation of community identity and youth culture. Identity is not fixed or static but is the process of becoming out of points of similarity and differences.

Define yourself through the music you love, create, produce and perform. Collaborate and build social connections with like-minded students, social groups and people with a shared interest. Develop a visual representation of your music identity and your product. Remember all the best artists in history are all about identity and identifying with their audience. Learn about the history of these genres, scenes and subcultures to influence your brand as a musician and what you love to do.

Learn about and share the music from scenes and sub-cultures you identify with. Work towards establishing yourself as a musician and discovering your inner spark of uniqueness but more importantly, learn about yourself.

WHAT COULD I PRODUCE?

- You could perform in front of an audience, either at school or in the wider community.
- You could create a digital folio of your research and the development of your brand.
- You could develop a visual representation of your music identity and your product.
- You could arrange, compose and produce a music product ready for promotion and marketing.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, possibly including:

- Learning an instrument.
- Research, critical listening and folio development.
- Organisation of music events and showcases.
- Recording studio composition and production.
- Branding and visual representation.
- Sharing, collaborating and social networking.
- Music marketing, distribution and brand development.
- Excursion to gigs and performances (internal and external)
- Internal and external community performances.
- CD and Poster printing.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Music
- VET Music



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DEEP LEARNING ELECTIVES

BIG IDEAS

- *Where is our food grown in Australia and/or around the world?*
- *What journey does our food go through from farm to fork?*
- *What importance is agriculture in the Australian economy?*



WHAT IS THE JOURNEY FROM FARM TO FORK?

When you sit down to dinner each evening, do you ever wonder where your food has come from? How many people and businesses are required to turn a potato into a yummy bag of crisps? In 'Farm to Fork' you'll explore the production of food and the many and varied careers and businesses required to support your food's journey from where it is grown to where it is consumed along the food supply chain.

Students will have the opportunity visit farms, food manufacturing businesses, and commercial kitchens to learn exactly how several important agricultural commodities make it to our supermarkets and home kitchens. There will also be the opportunity to collaborate and get engaged in the BSC permaculture garden, learning how to plant and grow food. From there, the opportunity exists to sell produce to the community or to prepare, cook, and experiment in the college kitchen. Some students may also wish to explore how First Nations people survived on bush tucker before colonisation and possibly develop a BSC bush tucker supply here on campus!

WHAT COULD I PRODUCE?

- You could research and produce a poster which describes the steps that wheat (or another crop) goes through on its journey from the field to your table as a loaf of bread.
- You could experiment and attempt to produce a refined, marketable product from the original unprocessed plant material (e.g. making white table sugar from sugar cane).
- You could select a vegetable/crop and go through the entire process of planting, growing, harvesting, preparing, and marketing your own recipe/food item.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn by doing. In addition to learning and participating in classroom activities you will be able to choose from a range of practical activities, both at school and on excursions. We could experiment with new recipes in the college kitchen. We could organise a school camp into regional Victoria to learn where our food comes from, or book a restaurant experience where the class provides and helps prepare vegetables that they've grown collaboratively in the college gardens. Student ideas will be actively supported in this deep learning elective so here's your opportunity to try and learn something new.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Food Studies
- VCE Biology
- VET Agriculture
- VET Horticulture
- VET Design Fundamentals



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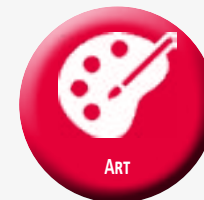
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DEEP LEARNING ELECTIVES

BIG IDEAS

- What values and beliefs drove the rise of the civilisation?
- How were these values and beliefs expressed in the art, architecture and literature of the civilisation?
- What causes a civilisation to decline?



WHAT MADE ANCIENT CIVILISATIONS GREAT?

The ancient world saw the rise and fall of great civilisations, such as those in Egypt, Greece and Rome. What made these societies so successful? Why did they achieve so much? In this subject, you will investigate the history, culture, religion and values of ancient civilisations. You will consider how the beliefs that drove these civilisations were expressed in their art and architecture. You could choose to focus on a particular style of art and compare it to the culture of our own times. You have the option to create an artwork in a “classical” style as part of your study and display it, along with other artefacts created by the class, at a “Night at the Museum” exhibition. You might also choose to focus on some other aspect of an ancient civilisation as your contribution to the exhibition (such as a famous military campaign, or the social structure, or one of the gods). The ancient civilisations, as great as they were, eventually fell. But why? You will investigate the factors that might lead to decline and whether ancient civilisations still have an impact on modern life.

WHAT COULD I PRODUCE?

- A “Night at the Museum” exhibit, consisting of an artefact with an accompanying explanation. Example: an urn, decorated to show an aspect of cultural beliefs, with a museum style plaque explaining the time, the style and the meaning of the decoration.
- A “Night at the Museum” exhibit, consisting of a short documentary on a selected inquiry question, such as the reason for military success, or the role played by the gods.
- A “Night at the Museum” exhibit, consisting of an app which challenges visitors to find answers to questions based on the displays.
- An essay about your chosen ancient civilisation using historical research and essay writing skills.

HOW WILL I LEARN?

You might choose to undertake virtual tours of different online museums; virtual tours of famous architectural sites; or watch and analyse films based on the era. You can select and specialise in an aspect of a civilisation that personally interests you the most, for example: the gladiators, the culture of Sparta, Socrates and the beginning of philosophy, the Iliad, archaeology and the Valley of the Kings.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE History
- VCE Art Making and Exhibiting





DEEP LEARNING ELECTIVES

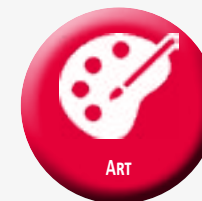
BIG IDEAS

- How do I reach my audience?
- When is creative work ready to share?
- How can music communicate a cause or message that is important to a group of people?

WHAT MAKES A SUCCESSFUL MUSIC EVENT?



PERFORMING ARTS



ART

Do you enjoy playing or performing music, or do you enjoy listening to live music? In this subject, students will research what it takes to make a music event a success. You will learn about the many different elements required when planning a music event. You will evaluate different promotional material including social media campaigns for public music events. Students will use a design brief to plan promotional and ticketing material for their events. Students will develop their collaboration skills by working in teams that included performers, event managers and event staff to host several small events leading up to the planning of larger-scale events. This will include things such as organising an event proposal, coordinate the event services, a rehearsal schedules, booking venues, arranging, and setting up equipment, promoting the event, selling tickets and the key environmental and social impacts of the event delivery. Students will also develop key skills and concepts within the function of event staging products and equipment, the preparation and presentation of an accurate and comprehensive event proposals, the completion of activities within the time constraints and the event deadlines and the planning the delivery of in- house events or functions. Following each event, you will debrief and critically review and evaluate operational success of the event and what the team has learnt in the process.

WHAT COULD I PRODUCE?

- Students can work in a team to plan, produce and perform a series of lunchtime music performances, including the promotion and advertising of the event.
- Students can work in a team to plan an evening event for the school community to showcase the school bands or instrumental music program.
- Students can arrange a charity fundraising music concert in the ECA Drama centre including all promotion, ticketing and organising equipment and logistics for the event..

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, possibly including:

- Learning an instrument.
- Designing posters and promotional materials.
- Planning a social media campaign.
- Rehearsing with a band.
- Attend music events.
- Design tickets or set up online ticketing.
- Plan and run lunchtime music performances.
- External performance opportunities.
- Learn, manage and run audio and lighting systems, technology and equipment.

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Music
- VET Music
- VET Events
- VCE Visual Communication and Design



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DEEP LEARNING ELECTIVES

BIG IDEAS

- *Is our Earth and its biosystems unique?*
- *How does our planet work?*
- *How has the human species impacted on our world?*



WHAT ON EARTH?

Our planet is amazing! It has evolved and developed over millennia, and so have its ecosystems, plants and animals – including humans. Humans are incredibly diverse and amazing but we are also impacting our planet in many ways. You may choose to examine the physical structure of our Earth, or consider the impact that humans have had on our planet. Or perhaps you wish to investigate an endangered species and the efforts being made to save this species. You may wish to examine the human species, where we live, where we move, how we change the world around us, how we create problems, and how we (sometimes) solve them. Your focus will be up to you. If it's on Earth, you can study it in this deep learning elective.

WHAT COULD I PRODUCE?

- Research report about structural aspects of our planet, for example, plate tectonics, volcanoes and earthquakes. Report to be accompanied by a 3D model of a volcano.
- An investigation into the status of the platypus in waterways in South Eastern Australia, along with an awareness raising campaign about the impact of human waste such as jar lid rings on platypus populations.
- Report into asylum seekers and the reasons for seeking asylum; a world map showing conflicts around the world which are forcing the displacement of people.

HOW WILL I LEARN?

We will examine our natural world and the place of plants, animals and ecosystems that dwell on it. We will learn from experts and share our knowledge with other members of the school community. We will undertake excursions to a range of environments, and to museums and other centres. We will develop hypotheses, analyse data and reach conclusions. Where we go and what we learn will depend on your input and desire to pursue specific aspects of the physical structure of our planet and/or the interactions that take place upon it.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Geography*
- *VCE Biology*



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DEEP LEARNING ELECTIVES

BIG IDEAS

- What drives our appetite?
- How do our senses influence eating behaviour?
- How is chemistry used to enhance the appeal of food?



WHY DOES IT TASTE LIKE THAT?

Do you love watching MasterChef? Do you like experimenting with food? Have you ever wondered why things taste the way they do?

In this elective you will explore the science which underpins the production of food creations and how we as humans consume food. You will explore the chemistry involved in making your favourite recipes, learn new techniques to use in food presentation, including molecular gastronomy, and experience foods in a way you may never have seen before. You will develop an understanding of how the digestive system works to fuel our bodies and how the central nervous system influences the response humans have to food via our senses.

WHAT COULD I PRODUCE?

- For a class exhibition, you could create a meal using molecular gastronomy (making a meal that looks like one food and tastes like something different).
- For a class exhibition, you could create an edible model of a scientific concept learnt about during the semester – such as the digestive system.
- For a class exhibition, you could make a blind taste test game – to see if people can identify foods when you remove some of the physical features or sensory properties of food.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Modelling the digestive system in the science lab
- Sensory evaluation activities
- Molecular Gastronomy – using edible chemicals and chemistry techniques to alter the normal state of foods
- Visit a restaurant
- Guest chef demonstrations
- Masterclasses – student choice – e.g. food in the form of foam, bread making, soufflés, emulsification, caramelization
- MasterChef challenges
- Visit a food company production line

DURATION

Semester

POSSIBLE PATHWAYS

- VCE Chemistry
- VCE Food Studies
- VET Hospitality
- VET Design Fundamentals





WORKING COMMUNITY



- Industry experience
- Accredited training
- Leadership experience

WORKING COMMUNITY PROGRAM

What we do:

The Working Community Program provides students with personal and professional development activities and engagement with local community organisations to support student led projects.

The Program incorporates community-based learning that enables young people to develop life competencies and enterprising skills, sense of personal and social responsibility and their understanding of the world of work.

During a semester length planned program, Working Community assists students to develop a range of transferable skill sets such as teamwork, leadership, and communication through activity participation, learning in the community and reflection back into the classroom about findings.

Students may opt into the Working Community program for both semesters.

What will you learn?

The Working Community Program helps students to develop their teamwork, leadership and communication skills. It does this through community visits and engagement programs and accredited training. The skills developed during these activities will support students to learn about leading their own projects. Students will get to participate in training relevant to their area of enterprise such as Safe Food Handling or barista training.

Leaving to Learn

Students will also visit a variety of local organisations with the view to explore possible student led project opportunities.

On completion of this course students may be credited with one unit towards their VCE .

Structured Workplace Learning:

A key component of the Working Community program is for students to gain enterprise experience each semester through structured workplace learning (SWL). During the semester students will identify and explore opportunities for SWL outside of school while undertaking SWL in the school for a minimum of 2 hours per week. Students who gain 35 hours of SWL may be eligible for one VCE credit.

The following table lists many of the school based SWL opportunities that may be available each semester .Students are encouraged to explore other areas of passion where they see opportunity.

Positions	Description
Maintenance	Learn hands on skills working with the maintenance caretaker on school maintenance and improvement.
Media	Work with the media team to maintain, source and create media to promote and inform including social media, school newsletter and school web page.
Farm and environment	Work directly with the farm and environment caretaker on farm/garden maintenance and improvement.
Food and beverage carts	Work under supervision of the entrepreneurship leader to service, maintain and operate the carts.
Library Trainee	Work with the Library manager to assist in the operations of the library service.
IT support	Work under the supervision of the IT manager to service and maintain school IT resources.
Administration	Work with the front office team to assist with administrative tasks such as answering phones, mail handling and distribution.
Lab Assistant	Work with the Science Lab Technician to assist in the preparation and maintenance of science lab equipment
Canteen	Work with the Canteen Manager to assist with food preparation, cleaning, ordering and stocktaking.

DURATION

Semester

PREREQUISITES

None

LEVEL

- PACE2
- PACE 3
- VCE
- VCE-VM

POSSIBLE PATHWAYS

- VCE Industry and Enterprise
- VCE-VM
- VET Design Fundamentals
- VET Hospitality



- Elite training
- Dedicated mentoring
- Performance mindset

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BSC ELITE SPORTS PERFORMERS PROGRAM

The BSC Elite Sports Performers Program has been established to nurture and develop the academic and sporting achievements of BSC students, from PACE1 to Graduates. The program is designed so that students can reach their full athletic potential by building a strong foundation of strength, power, and speed, allowing them to develop their capacity in their chosen sport. The program also assists students to develop a 'performance mindset', motivating them to flourish as an empowered learner and as an athlete, building essential personal resilience, leadership, interpersonal, and communication skills.

Aims of the program:

- To promote a culture of excellence with a focus on academic, personal, and sporting performance through a range of programs and opportunities.
- To offer students a high-quality strength and conditioning program which includes performance testing, pre-training protocols, stability development, power development, strength development, and recovery protocols
- To provide students with information and resources about nutrition, recovery strategies, and injury management.
- To provide opportunities for students to engage with guest speakers and specialists who will help motivate and inspire them to achieve their personal best as a young athlete.
- To assist students to develop advanced skills, knowledge, and an understanding of career pathways that exist within their chosen sport and the wider sporting industry.

This extra-curriculum program is a year-long subject choice with an annual cost of \$250. Students in PACE21 will study one less deep learning elective per semester if they elect to participate in the BSC Elite Sports Performers Program.

Benefits of the program:

- The program harnesses student interest and passion around sport as a vehicle to engage them in their learning, and to promote increased connectedness to the College.
- Students are exposed to and experience the high expectations that are placed upon elite athletes when they are working in a professional sporting environment.
- Students have access to all college resources and specialised equipment and training provided through our partnership with La Trobe University.
- Students receive tailored mentoring to help them to reach their personal goals as a learner and an athlete.

The Elite Sports Performers Program is not appropriate for all students. It is both rewarding and demanding, with high expectations of elite behaviours and achievement of 'personal best' academically.

PREREQUISITES

None

LEVEL

- PACE21
- VCE
- VCE-VM

 \$250



HEAD START



- Industry experience
- Completing a VET study
- On the job training

HEAD START PROGRAM

Head Start is an education pathway for secondary school students that combines their VCE or VCE-VM with an apprenticeship or traineeships.

What we do:

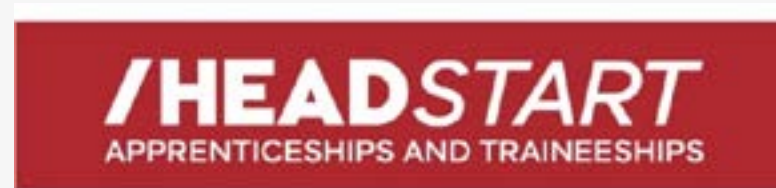
Head Start is designed to give students the confidence, capabilities and employability skills that employers are seeking in growth industries. It is a quality pathway option for motivated students who wish to get a Head Start on their future career.

Each year students will increase the time spent developing skills in the workplace. A Head Start Coordinator will support students in all aspects of their Head Start Program including; school, work and training.

What will you learn?

A Head Start Program offers students a range of benefits including:

- Career planning advice to find the right pathway.
- A Head Start Pathway Plan tailored to the specific needs of the student and the employer.
- One on one support from a Head Start Co-ordinator to keep students on track.
- Quality assured nationally recognised training.
- VCE or VCE-VM unit credits.
- Significant progress towards, or completion of a trade qualification.
- Payment of a fair training wage.
- A tailored pathway into a priority industry career.



PREREQUISITES

Students will be interviewed

LEVEL

- PACE 3
- VCE
- VCE-VM



The Victorian School of Languages (VSL) is at the forefront of language teaching. Due to its single faculty language focus, the VSL has a high concentration of expertise and is well placed to offer quality, innovative language programs. A common curriculum rationale, methodological approach and organisational focus is implemented for every language and year level and this forms the basis of the development of individual syllabi and teaching materials. The VSL curriculum provides for its students a balanced set of learning experiences which are active, cooperative and participatory and which give students maximum opportunity to realise their potential. Curriculum development is based on the communicative approach to language teaching, aimed at the intellectual, social, emotional and creative development of all students and is inclusive of gender, ability and background. Learning tasks and assessment practices are structured in such a way that student progress is measurable and so that participating students are enabled and encouraged to perform well. All courses are reviewed to ensure compatibility with the Victorian Curriculum and VCE.

VSL courses are for students who are unable to study the language at their regular school. Enrolment eligibility for all VSL courses is determined by Department of Education guidelines.
<https://www.vsl.vic.edu.au/>

Courses:

Languages	Secondary	VCE	Accelerated
Arabic	✓	✓	
Chinese - Mandarin FL		✓	
Chinese - Mandarin SL	✓	✓	
Chinese - Mandarin SLA		✓	
French	✓	✓	✓
German	✓	✓	✓
Greek	✓	✓	
Hindi		✓	
Indonesian	✓	✓	✓
Italian	✓	✓	✓
Japanese	✓	✓	
Latin	✓	✓	✓
Punjabi		✓	
Spanish	✓	✓	✓
Vietnamese		✓	



SENIOR PATHWAYS



HOW TO GUIDE

PACE21 CORE SUBJECTS

PACE21 SPECIALIST ELECTIVES

PACE21 DEEP LEARNING ELECTIVES

WHAT IS VCE?

VCE-VM

VET STUDIES

VICTORIAN SCHOOL OF LANGUAGE

HEAD START PROGRAM

WORKING COMMUNITY

HIGHER EDUCATION

PATHWAYS GUIDE

MAIN MENU



VCE SUBJECTS



ENGLISH

English
Literature



LANGUAGE

German
Victorian School of Languages



ARTS

Art Making and Exhibiting
Drama
Media
Visual Communication & Design



MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics



BUSINESS & ECONOMICS

Accounting
Business Management
Industry & Enterprise
Legal Studies



SCIENCE

Biology
Chemistry
Environmental Science
Physics
Psychology



HEALTH & PE

Health and Human Development
Physical Education



TECHNOLOGY

Food Studies
Product Design & Technology



HUMANITIES

Australian & Global Politics
Geography
History
Philosophy (new in 2025)



HIGHER EDUCATION

CHES
University Studies

VCE-VM SUBJECTS

VCE Vocational Major
Literacy
Numeracy
Personal Development Skills
Work Related Skills



VET SUBJECTS

Northern Melbourne VET Cluster (NMVC)
Cert II Animal Care
Cert II Agriculture
Cert III Aviation (Remote Pilot)
Cert II Conservation & Ecosystem Management
Cert III Design Fundamentals
Cert II Horticulture
Cert II Hospitality

OTHER PATHWAYS

OTHER PROGRAMS AT BSC

Head Start Program
Working Community Program
BSC Elite Sports Performers Program



REQUIREMENTS OF THE VCE:

The VCE program is the complete list of VCE units you complete usually over two years – or longer if you choose. Typically, this list will consist of 20-24 units. That translates as five or six subjects, each of four units.

To obtain the VCE, students must satisfactorily complete at least 16 Units in all. These 16 Units must include at least:

- Three Units from the English sequence, and
- Three pairs of Units 3 and 4 sequences in studies other than English. For example, Units 3 and 4 of Accounting, Drama and Geography.

EXTERNAL EXAMINATIONS

External examinations are set and marked by the Victorian Curriculum and Assessment Authority. These are held in October/November. Student results for each exam will be reported as a grade from A+ to E. The final marks given by the VCAA for both exams and school assessed coursework and tasks will be used to calculate the Study Score, which is then used to calculate your ATAR.

Non-scored VCE may be undertaken in special circumstances. Students considering doing a VCE without an ATAR score should schedule a meeting with the VCE Pathways Transition Co-ordinator and the Careers and Pathways Practitioner.

GENERAL ACHIEVEMENT TEST (GAT)

All students attempting a Unit 3 or 4 study will be expected to sit the General Achievement Test (GAT) in June.

The GAT will be split into two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence will be required to sit Sections A and B.

Students enrolled in VCE-VM but not in any VCE or scored VCE VET Unit 3-4 sequences will be required to sit Section A.

GAT results will continue to be used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. If a student does well in the GAT, they are likely to do well in their other assessments.

No special study will be required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning





ENGLISH



- Critical thinking
- Creative writing
- Current Affairs

- Reading and Literature

ENGLISH

Unit 1 & 2

What will we learn?

Unit 1

Reading and exploring texts

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

Crafting texts

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

Unit 2

Reading and exploring texts

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

Exploring Argument

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

Unit 3 & 4

What will we learn?

Unit 3

Reading and exploring texts

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

Reading and creating texts

The student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

Reading and exploring texts

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

Exploring argument

The student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

DURATION

2 Years

PREREQUISITES

English is a compulsory subject from Entry to Graduation as Literacy competency is essential in all subjects.

POSSIBLE PATHWAYS

- Author/writer
- Journalist
- Teacher
- Library technician/assistant
- Historian
- Interpreter
- Secretary



ENGLISH



- Writing creatively
- Thinking critically

- Reading a wide range of Literature

LITERATURE

Unit 1 & 2

What will we learn?

Unit 1 - Reading Practices

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Unit 1 - Exploration of literary movements and genres

They explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2 - Voices of Country

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Unit 2 - The text in its context

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3 & 4

What will we learn?

Unit 3- Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

Unit 3- Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4- Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Unit 4- Close analysis of texts

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

DURATION

2 Years

POSSIBLE PATHWAYS

- Author/writer
- Academic
- Journalist
- Teacher
- Librarian
- Film/script writer



ARTS



- Group work
- Ensemble work
- Solo performances
- Acting
- Creating dramatic performances
- Storytelling
- Analysing live performances

DRAMA

What will we learn?

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship.

Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners. The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories.

Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Unit 1 & 2

Unit 1 Introducing performance styles

In this unit 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.

Unit 2 Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of 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. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity.

Unit 3 & 4

Unit 3 Ensemble performance

In this Unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 Solo performance

Creating a solo performance in this Unit requires use of processes to develop character, actions and stories. Students need to understand the range of skills and abilities involved in exploring the potential of ideas and using dramatic elements, stagecraft, theatrical conventions and performance styles to communicate their ideas through the performance. Ultimately, the creation of the solo performance is as much about self-management, planning and working to a timeline as it is about performance.

DURATION

2 Year

POSSIBLE PATHWAYS

- Actor
- Musician
- Choreographer
- Film, stage and TV director
- Artist
- Theatre critic
- Publicity agent



ARTS



- Analysing media texts and exploring the meaning contained
- Constructing media texts across different forms

- Exploring the complex relationship between the media and the audience

MEDIA

Unit 1 & 2

What will we learn?

Unit 1: Media forms, representations and Australian stories
 In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms
 In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Unit 3 & 4

What will we learn?

Unit 3: Media narratives, contexts and pre-production
 In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Unit 4: Media production; agency and control in and of the media
 In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

DURATION

2 Year

POSSIBLE PATHWAYS

- Journalist
- Actor
- Editor – film and TV
- Film critic/reviewer
- Teacher
- Film and TV producer
- Camera operator
- Public relations manager



ARTS



- Expressing their creativity further.
- Exploring their art skills further.
- Researching artists.
- Art conservation and exhibition

ART MAKING AND EXHIBITING

Unit 1 & 2

What will we learn?

Unit 1: Explore, expand and investigate.

In Unit 1 students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Unit 2: Understand, develop and resolve

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

Unit 3 & 4

What will we learn?

Unit 3: Collect, extend and connect.

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

Unit 4: Consolidate, present and conserve

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

DURATION

2 Year

POSSIBLE PATHWAYS

- Photographer
- Web designer/developer
- Multimedia developer
- Artist
- Animator
- Curator



ARTS



- Applying freehand drawing to generate design ideas for problem solving
- Design, technical and architectural drawing

- Using drawing and design software to refine design ideas and create final presentations

VISUAL COMMUNICATION AND DESIGN

Unit 1 & 2

What will we learn?

Within Unit 1 design folios, students apply design thinking and drawing skills to create visual messages, ideas and design concepts. They practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. They create drawings for different purposes using a range of drawing methods, media and materials and select and apply design elements and design principles to create visual communications for specific purposes. They describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Within Unit 2 design folios, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications that meet specific purposes in designated design fields. The folio will include presentation drawings that incorporate relevant technical drawing conventions and information and ideas for a selected design field. Students will manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright, and apply stages of the design process to create an appropriate final presentation to a given brief.

Unit 3 & 4

What will we learn?

Students will gain an understanding of the processes designers undertake that structure their design thinking and how they communicate ideas with clients, target audiences, other designers and specialists. They explore a range of existing visual communications and create a body of work (folio) based on each of the 3 design fields:

- Communication Design (examples are; posters and packaging)
- Environmental Design (examples are; Architectural/built environments and interior design)
- Industrial design (examples are; auto design, fashion accessories and electrical goods).

They investigate the practices of contemporary designers whom are employed in each of the design fields and how they apply design processes and factors that influence their work and specific field. Students will write a brief that for a client and undertake research and generate a range of drawn ideas for their folio which are relevant to the brief. Students create a folio that focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (created in Unit 3). They apply the design process twice to meet each of the stated communication needs. While undertaking the folio they annotate their work and use a range of materials and media (including IT such as Photoshop) to generate design options and to refine their design solutions.

DURATION

2 Year

POSSIBLE PATHWAYS

- Architect
- Interior designer/ decorator
- Fashion designer
- Builder
- Industrial engineer
- Visual merchandiser
- Furniture designer



BUSINESS & ECONOMICS



- Starting or managing their own business

- Learning the skills involved in effective financial management of a business

ACCOUNTING

Unit 1 & 2

What will you learn?

Unit 1, explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Unit 3 & 4

What will you learn?

Unit 3, focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

In Unit 4, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

DURATION

2 Years

POSSIBLE PATHWAYS

- Accountant
- Auditor/Tax Agent
- Actuary
- Bookkeeper
- Budget Analyst
- Business Manager
- Chief Finance Officer
- Finance Analyst
- Financial Planner/Advisor
- Small Business
- Treasurer
- Forensic Accountant



BUSINESS & ECONOMICS



• Businesses and how they operate to produce the goods/services we enjoy in our everyday lives

• Learning about the skills involved in establishing and running a successful business

BUSINESS MANAGEMENT

Unit 1 & 2

What will you learn?

In Unit 1, students examine the concepts of innovation and entrepreneurship and consider factors that influence business ideas. Students explore the internal and external environments of a business and consider how each environment influences the way the business operates. Students learn core business planning and decision-making skills and apply these to their very own business plan.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the strategies involved in effectively marketing a business and its goods/services. Students explore the concepts of staffing a business and managing the needs of employees to maximise success.

Unit 3 & 4

What will you learn?

In Unit 3, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are arranged to meet objectives. Students examine a range of theories/strategies for improving the performance of employees and optimising business operations.

In Unit 4 students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) manage change effectively.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Small business Manager*
- *Corporate management*
- *Human Resource Manager*
- *Business Analyst*
- *Consultant*



BUSINESS & ECONOMICS



- investigate job tasks and processes in work settings
- developing work-related skills

INDUSTRY AND ENTERPRISE

Unit 1 & 2

What will you learn?

In Unit 1, students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

In Unit 2, students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning.

Unit 3 & 4

What will you learn?

Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings. Students explore the role and impact of four significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning. After completing the relevant OH&S induction program, students demonstrate the practical application of work-related skills by completing at least 35 hours of structured workplace learning.

In Unit 4, students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Small business*
- *Business management*
- *Entrepreneurship*



BUSINESS & ECONOMICS



- Learning about their rights and responsibilities, investigating crime, and the workings of the legal system

- Critical thinking and legal reasoning to solve legal problems
- A legal or justice career

LEGAL STUDIES

Unit 1 & 2

What will you learn?

Unit 1: The presumption of innocence

In this unit, students 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. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3 & 4

What will you learn?

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, 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. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes 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. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

DURATION

2 Years

POSSIBLE PATHWAYS

- Lawyer
- Legal aid
- Clerk
- Police



HEALTH & PE



- Health and health promotion
- The science of nutrition
- Prenatal and child development
- World health issues

HEALTH AND HUMAN DEVELOPMENT

Unit 1 & 2

What will you learn?

Understanding health and wellbeing, with a focus in three areas:

- Health and wellbeing as a concept with varied and evolving perspectives and definitions. For the purposes of this study, students will consider what health and wellbeing is and the influence of age, culture, religion, gender and socioeconomic status on perceptions. They look at data reflecting the health status of Australians, with a focus on youth.
- Health and nutrition explores food and nutrition as foundations for good health and wellbeing. Students investigate nutrition and tools to promote healthy eating, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth.
- Health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes.

Managing health and development, with a focus in two areas:

- Changes in health, wellbeing and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.
- Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Unit 3 & 4

What will you learn?

Australia's health in a globalised world, with a focus in two areas:

- Understanding health and wellbeing explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world.
- Promoting health and wellbeing looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing.

Health and human development in a global context, with a focus in two areas:

- This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries
- Health and the Sustainable Development Goals looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN SDGs, focusing on their promotion of health and wellbeing and human development.

DURATION

2 Years

POSSIBLE PATHWAYS

- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Health promotion
- Nutritionist



HEALTH & PE



- Sport and exercise
- Health and fitness
- Training

- Physical activity

PHYSICAL EDUCATION

Unit 1 & 2

What will you learn?

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

In Unit 2 students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They explore a range of factors that influence and facilitate participation in regular physical activity and collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3 & 4

What will you learn?

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

DURATION

2 Years

POSSIBLE PATHWAYS

- Physiotherapy
- Sports science
- Personal trainer
- PE teacher
- Sports coaching
- Nursing
- Health promotion
- Nutritionist



HUMANITIES



- Debating and discussing global political issues
- Gathering research to make informed judgements

- Working independently to complete written assessments and multimedia presentations

AUSTRALIAN & GLOBAL POLITICS

Unit 1 & 2

What will you learn?

In Unit 1, students are introduced to the key ideas relating to the exercise of political power. They learn how these ideas shape political systems and in particular the characteristics of liberalism. They will consider the nature of power in Australian democracy and in a non-democratic political system. They also learn what influences the key political actors in Australia such as political parties, interest groups and the media.

In Unit 2, students learning will have a more global focus. This unit will see students learn about the global community and the global actors that are part of this community. They will explore the ways in which their lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Students will also learn how global actors cooperate and share visions and goals as part of the global community. They will investigate the ability of the global community to manage areas of global cooperation and respond to issues of global conflict and instability.

Unit 3 & 4

What will you learn?

In Unit 3, students will learn about the aims, roles and powers of the main global political actors. They will develop this understanding through an in-depth examination of the concepts of national interests and power as they relate to the state. They will also learn how a state in the Asia-Pacific uses power to achieve its objectives.

In Unit 4 students will learn about the key global challenges facing the international community in the 21st century. They will examine and analyse the debates surrounding ethical issues that are underpinned by international law. They will also look how the global community responds to these issues. Students will also learn the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

DURATION

2 Years

POSSIBLE PATHWAYS

- *International Relations*
- *Politician*
- *Journalist*
- *Parliamentarian*
- *Court Officer*
- *Public servant*



HUMANITIES



- The natural and human environment
- Understanding the world around them
- Group/collaborative work and problem solving
- Debating and discussing global geographical issues
- Completing fieldwork – going out into the environment to collect information

GEOGRAPHY

Unit 1 & 2

What will you learn?

In Unit 1, students investigate how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious diseases.

In Unit 2, students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organisation definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

Unit 3 & 4

What will you learn?

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

In Unit 4, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Urban Planner*
- *Landscape Architect*
- *Mining Engineer*
- *Marine Biologist*
- *Volcanologist*
- *Meteorologist*
- *Civil Engineer*



HUMANITIES



• Ask and use a range of historical questions to explore continuity and change, and construct arguments about continuity and change using sources as evidence

• Analyse the perspectives of people and how perspectives changed and/or remained the same over time

MODERN HISTORY

Unit 1 & 2

What will you learn?

In Unit 1, students investigate the nature of social, political, economic, and cultural change in the later part of the 19th century and the first half of the 20th century. They also explain patterns of social and cultural change in everyday life in the first half of the twentieth century and analyse the conditions which influenced these changes. Key knowledge includes consequences of World War 1, ideologies and political structures of empires and nation states, political and social change, significant individuals who contributed to these changes, and the significant causes of World War 2.

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political, and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Students explain causes of the Cold War and analyse its consequences on nations and people. Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students examine ways in which ideas, values and political systems remained the same or were changed and explore the causes of significant political and social events and movements, and their consequences for nations and people. Key knowledge includes long term and short-term causes of the Cold War, competing ideologies, establishment of the UN, Cold War tensions, events and conditions that challenged traditional social, political, and economic structures, significant individuals and movements, and the consequences of change.

HISTORY - AUSTRALIAN HISTORY

Unit 3 & 4

What will you learn?

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates, and tensions in Australian society.

Two historical investigations are selected and followed through Units 3 and 4.

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992)

Through the lens of these themes, students explore the foundations of continuity and change in Australian history and examine the prominent trends, interactions and relationships between Aboriginal and Torres Strait Islander peoples, early European colonisers, settlers, and migrants, as they debated how the new society should be governed and who should be excluded and included as citizens.

They continue the exploration of their selected themes by examining the extent to which Australia was transformed and changed by social, political, and economic events, ideas, experiences, and movements that took place after World War Two.

DURATION

Unit 1 & 2: Year

Unit 3 & 4: Year

POSSIBLE PATHWAYS

- Politician
- Social Worker
- Lecturer
- Sociologist
- Human resource officer
- Community services



HUMANITIES



- Construct reasoned and coherent arguments
- Critically reflect on your own thinking

- Develop a sophisticated and coherent world-view
- Explore the ideas of some of history's greatest thinkers

PHILOSOPHY (STARTING 2025)

Unit 1 & 2

What will you learn?

Unit 1: Existence, knowledge and reasoning
 What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit.

Unit 2: Questions of value
 What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3 & 4

What will you learn?

Unit 3: Minds, bodies and persons
 This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

Unit 4: The good life
 This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

DURATION
2 Years

POSSIBLE PATHWAYS

- Lawyer
- Psychologist
- Journalist
- Marketing consultant
- Policy Analyst



LANGUAGES



• Apply their language skills; career or continued study pathways

• Learning about the skills involved in speaking German fluently and confidently

GERMAN

Unit 1 & 2

What will you learn?

Unit 1 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 2 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3 & 4

What will you learn?

Unit 3 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

DURATION

2 Years

PREREQUISITES

Level 10 German

POSSIBLE PATHWAYS

- Interpreter
- Language teacher
- Foreign affairs officer
- Historian
- Hotel manager
- Speech pathologist
- Linguist
- Immigration officer
- Customs officer



MATHEMATICS



• Developing numeracy skills

• Learning a trade

FOUNDATION MATHEMATICS

Unit 1 & 2

What will we learn?

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.

In Unit 1, students will study topics in four areas 'Space, shape & design', 'Patterns & number', 'Data' and 'Measurement'. They explore the use of math in everyday life in the community, at work and at study.

In Unit 2, students continue to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs. Students progressively develop skills throughout the units of study, developing links between the concepts. The math content is in the context present in students' other studies, work or other familiar situations.

Unit 3 & 4

What will we learn?

Algebra, number and structure: students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Data analysis, probability and statistics: students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Financial and consumer mathematics: students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Space and measurement: students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

DURATION

2 Years

POSSIBLE PATHWAYS

- Building trades
- Retail assistant
- Secretary
- Cashier
- Sales assistant



MATHEMATICS



• Continuing math studies in Year 12

• Using CAS in solving problems

GENERAL MATHEMATICS

Unit 1 & 2

What will we learn?

In Unit 1, students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data. They cover the concept of a sequence and its representation by rule, table and graph, and simple financial and other applications of these sequences. Students cover linear functions and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications. They cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

In Unit 2, students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation. They cover direct and inverse variation, transformations to linearity and modelling of some non-linear data. Students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees. They cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions.

Unit 3 & 4

What will we learn?

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and use technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

DURATION

2 Years

POSSIBLE PATHWAYS

- Bank officer
- Accountant
- Auditor
- Secretary
- Teacher
- Science



MATHEMATICS



- Learning more about higher level algebra, calculus.
- Relating number patterns to graphs.

- The math related to the sciences.

MATHEMATICAL METHODS

Unit 1 & 2

What will we learn?

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

In Unit 1, students use algebra with and without technology to examine the concepts of functions and graphs, calculus, probability and statistics. They explore the application of functions in a variety of practical and theoretical contexts.

In Unit 2, students focus on the study of transcendental functions and the calculus of simple algebraic functions. Students progressively develop skills throughout the units of study, developing links between the concepts.

Unit 3 & 4

What will we learn?

Functions, relations and graphs: students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry.

Algebra, number and structure: students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods.

Calculus: students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions.

Data analysis, probability and statistics: students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions.

DURATION

Year

POSSIBLE PATHWAYS

- Actuary
- Investment analyst
- Engineer
- Mathematician
- Teacher
- Programmer
- Pilot



MATHEMATICS



• In-depth study of mathematics.

• Further studies in mathematics and mathematics related fields.

SPECIALIST MATHEMATICS (CHES/VSV)

Unit 1 & 2

What will we learn?

- The development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.
- The study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.
- The study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.
- Trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.
- The arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.
- An introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the Cartesian, parametric and polar forms of these relations.

Unit 3 & 4

What will we learn?

- The development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction.
- Rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.
- The algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.
- The advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations.
- The arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and Cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and Cartesian equations of lines and planes.
- The study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

DURATION

Year

COREQUISITES

Math Methods

POSSIBLE PATHWAYS

- Actuary
- Mathematician
- Aerospace engineer
- Chemist
- Chemical engineer
- Financial trader/broker
- Financial planner
- Physicist
- Teacher
- Biochemist



SCIENCE



- Medicine biomedical science
- Ecology and the environment
- Gene technology
- Health and nutrition

BIOLOGY

Unit 1 & 2

What will you learn?

Unit 1: How do organisms regulate their functions?

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

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They consider how the relationship between genes, and the environment and how these genes are expressed. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological, and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems. Students research a contemporary ethical issue.

Unit 3 & 4

What will you learn?

Unit 3: How do cells maintain life?

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

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

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from a variety of different sources. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

DURATION

2 Years

POSSIBLE PATHWAYS

- Biologist
- Anaesthetist
- Dentist
- Zoo keeper
- Paramedic
- Laboratory worker
- Pharmacist
- Biomedical engineer



SCIENCE



- Analytical science
- Biomedical science
- Engineering

- Medicine/pharmacy

CHEMISTRY

Unit 1 & 2

What will you learn?

Unit 1: How can the diversity of materials be explained? In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

A student-directed research investigation into the sustainable production or use of a selected material is undertaken. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

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

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

A student-adapted or student-designed scientific investigation is undertaken. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

Unit 3 & 4

What will you learn?

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

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. 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.

DURATION

2 Years

POSSIBLE PATHWAYS

- Chemist
- Medical practitioner
- Physiologist
- Nurse
- Veterinarian
- Dietitian
- Biomedical engineer



SCIENCE



- Earth's systems
- Biodiversity
- Sustainability

- Climate change
- Energy use

ENVIRONMENTAL SCIENCE

Unit 1 & 2

What will you learn?

Unit 1: How are Earth's dynamic systems interconnected to support life? In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

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

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

Unit 3 & 4

What will you learn?

Unit 3: How can biodiversity and development be sustained?

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

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

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

DURATION

2 Years

POSSIBLE PATHWAYS

- Environmental Engineer
- Environmental Education Officer
- Conservation officer



SCIENCE



- Radiology
- Space and astrophysics
- Engineering

- Mathematics

PHYSICS

Unit 1 & 2

What will you learn?

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored.

Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Students choose from one of eighteen different options, they pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is also undertaken.

Unit 3 & 4

What will you learn?

Unit 3: How do fields explain motion and electricity?

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

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

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

DURATION

2 Years

POSSIBLE PATHWAYS

- Physicist
- Audiovisual technician
- Aircraft engineer
- Civil and structural engineer
- Electrical engineer
- Electrician
- Pilot
- Mathematician
- Teacher
- Surveyor
- Computer engineer
- Astronomer
- Architect



SCIENCE



- Mental health and wellbeing
- Human behaviour
- Educational psychology

PSYCHOLOGY

Unit 1 & 2

What will you learn?

Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They examine the contribution that research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 & 4

What will you learn?

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

Students examine both macro-level and micro-level functioning of the nervous system to explain how the nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider 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. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is mental wellbeing developed and maintained?

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, as a scientific model, 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.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Psychologist*
- *Social worker*
- *Counsellor*
- *Careers adviser*
- *Community worker*
- *Teacher*



TECHNOLOGY



- Studying a practical-based subject
- Nutrition
- The Food Industry

FOOD STUDIES

Unit 1 & 2

What will you learn?

In Unit 1, students look at food from a historical and cultural perspective. Students investigate the origins and roles of food through time and across the world, with a focus on Australian cuisine. The practical component of the study explores the use of ingredients available today. Australian indigenous foods are investigated and we see how food patterns have changed through the influence of food production, processing and manufacturing industries. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

In Unit 2, students investigate food systems in Australia, looking at both commercial food production and small scale food production in the home. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and compare their foods to commercial products. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.

Unit 3 & 4

What will you learn?

In Unit 3, students explore the science of food relating to chemical changes that occur during food preparation and cooking. They will look at the rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop an understanding of nutrient requirements. The influences on food choice and how communities, families and individuals change their eating patterns over time will be discussed. There is opportunity to investigate the functional properties of food, experiment with food to demonstrate techniques and effect, and apply their knowledge and practical skills in the safe production of a variety of nutritious meals for a range of audiences; including healthy meals suitable for families.

In Unit 4, students focus on the global and Australian food systems, the development and application of technologies, the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. Food information and misinformation regarding labelling and marketing will be looked at along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Food beliefs, food trends, food fads and diet will be evaluated.

DURATION

2 Years

POSSIBLE PATHWAYS

- Chef
- Food technician
- Food teacher
- Nutritionist
- Health officer
- Caterer
- Dietician
- Food critic
- Bar attendant



TECHNOLOGY



- Improving the quality of life by designing creative, innovative and sustainable products
- Drawing and product manufacture

- Practical application of building skills
- Carpentry/joinery
- Furniture-making

PRODUCT DESIGN AND TECHNOLOGY - WOOD

Unit 1 & 2

What will you learn?

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Unit 2: Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3 & 4

What will you learn?

Unit 3: Applying the Product Design Process

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

Unit 4: Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

DURATION

2 Years

POSSIBLE PATHWAYS

- Construction worker
- Builder/carpenter
- Plumber
- Labourer
- Building surveyor
- Civil engineer
- Architect



- Algorithmics
- Extended Investigation
- Higher Education Studies

- HOW TO GUIDE
- SENIOR PATHWAYS INDEX
- ENGLISH
- ART
- HEALTH & PE
- HUMANITIES
- LANGUAGE
- MATHEMATICS
- SCIENCE
- TECHNOLOGY
- VET STUDIES
- HIGHER EDUCATION STUDIES
- VCE-VOCATIONAL MAJOR
- PAL
- HEAD START PROGRAM
- WORKING COMMUNITY
- MAIN MENU

WHAT IS CHES?

CHES is where we think ahead, open minds, cultivate talents, explore new territory, accelerate learning journeys, forge friendships, raise aspirations, and realise potential.

We are a state-wide provider of Higher Education Studies—first-year university subjects—as well as specialising in two highly-regarded VCE studies of great appeal to high-ability students: Extended Investigation and Algorithmics.

Through CHES, you can study a subject aligned to your skills and interests that may contribute to your ATAR, and potentially earn university credits, providing a head start on your undergraduate degree.

Our innovative virtual learning environment enables our students to study at CHES from anywhere in Victoria.

Students interested in taking a subject through CHES need to apply through the website - www.ches.vic.edu.au. Applications are now open and close **31 August 2023**.

VCE Studies	Higher Education Studies
<p>VCE Extended Investigation enables students to undertake extensive research in an area of interest, such as science, humanities, environmental issues, aspects of psychology, the arts, sociology, health, high performance sport and more—and to access our state-of-the-art science and design labs and our expert teaching and support. This subject provides a strong foundation for future university studies.</p> <p>VCE Algorithmics is a 'Higher Education Scored Study' so it is designed to be the equivalent of a first-year university subject and some universities offer accelerated pathways and credits for completion. Algorithmics provides a structured framework for solving real-world, practical problems with computational methods. It is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of our information society. Further, it provides a methodical way to approach complex problem-solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from analytical problem-solving and formal reasoning. Computing is central to our society and economy and drives innovation across many fields of human endeavour.</p>	<p>Australian Catholic University</p> <ul style="list-style-type: none"> • Exercise & Sport Science <p>Federation University</p> <ul style="list-style-type: none"> • Accounting • Anatomy & Physiology • Biological Science • Information Technology • Introduction to Psychology • Maths and Analysis <p>La Trobe University</p> <ul style="list-style-type: none"> • Aboriginal Studies and Anthropology • Accounting • Health Sciences • Human Biosciences • Law • Politics, Philosophy and Economics <p>Monash University</p> <ul style="list-style-type: none"> • History <p>RMIT University</p> <ul style="list-style-type: none"> • Sustainable Development <p>Swinburne University</p> <ul style="list-style-type: none"> • Space Industry <p>University of Melbourne</p> <ul style="list-style-type: none"> • Economics • Literature • Mathematics • Psychology



This program, may interest students who are completing two Unit 3 and 4 VCE subjects in their Pre-Graduate year, or students wishing to experience University subjects in advance of starting University.

To be eligible for this program, students will need to have a Pathways meeting with the Pathways Practitioner and be able to demonstrate that their academic performance will meet the entry requirement for the University. This will usually be an overall average of 80% in VCE assessment tasks.

Prerequisites are required for most subjects across all Universities. They will also require a copy of your Semester 1 Report initially, then a copy of your Semester 2 Report and VCE Units 3 & 4 Study Score in December. Please check the online links provided for prerequisite VCE subjects for these Higher Education subjects. You must be a Graduate student next year to apply.

Students will need to flag their interest in potentially doing an Extension Studies University subject when they do their Subject Selections. There is no guarantee a student who is interested in doing an Extension subject will be approved by the College or the University for participation. Universities open their application process in August and usually run an information and enrolment session in November, approving the student into the subjects offered.

Students are able to only do **one** Higher Education Studies subject, selecting a pair of University first year subjects (Units 3 & 4 VCE equivalent) for the year.

Fees are approximately \$900-\$1000 (\$450 each semester per subject). This is a substantially reduced price from normal first year University subject fees.

Most universities will give Recognition of Prior Learning (RPL) credits for the Higher Education subjects in their Bachelor Degrees, with some using results from the Higher Education subjects to pathway into a certain degree if the results are higher than 70%.

The attendance required will vary between universities, with some online lectures, but between 4-6 hours of face to face attendance either at the University or at a designated Secondary School, for tutorials, labs and practical classes.

The Higher Education Studies will only be recognised as the 5th, 6th or 7th subject towards the ATAR with results accounting for the equivalent of:

Result	Points	Study Score Equivalent
90%+	5.0 points	50
80 – 90	4.5 points	45
70 – 80	4.0 points	40
60 – 70	3.5 points	35
50 – 60	3.0 points	30

For further information on available subjects and different university programs, click on the links provided below:

- **La Trobe University - Aspire**
<https://www.latrobe.edu.au/study/aspire>
- **University of Melbourne – Extension Program**
www.futurestudents.unimelb.edu.au/info/school-students/extension-program
- **RMIT University – VCE Extension Studies**
<https://www.rmit.edu.au/study-with-us/levels-of-study/pre-university-study/rmit-extension>

Vocational Education and Training (VET) refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCE-VM studies with vocational training.

Bundoora Secondary College offers VET units in partnership with the Northern Metropolitan VET cluster (NMVC), or directly with TAFE Institutions.

Features of VET

- It is an accredited vocational education and training program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior secondary certificate such as VCE at the same time.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

How does it work?

- Students start the program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical and academic experience.
- Assessment is outcome and skill based in VET Units, that is, the student will have to demonstrate their ability to perform all the required tasks, tests and assignments.
- Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM.
- Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.
- All students who apply for a VET subject must get a Unique Student Identification Number.

Do you want to do more than one VET program?

This may suit students who want to try out two areas. Students receive a Statement of Attainment for all VET Modules completed. The statement of attainment is recognised nationally. Students must make sure they fulfil requirements for satisfactory completion of the VCE.

Compulsory purchase of modules applied for each VET Program

In order to satisfy the requirements of the Australian Qualifications Framework and the Office of Training and Tertiary Education students must complete and keep accredited modules. Student learning outcomes and competencies are signed off in these module booklets.

Access to VET classes at Bundoora Secondary College are contingent on students paying their relevant subject and module charges. Parents will be notified of the date by which these charges must be paid at the time they receive their subject choices.

VET STUDIES



Northern Melbourne VET Cluster
<https://nmvc.vic.edu.au/>

NORTHERN MELBOURNE VET CLUSTER (NMVC)

Would you like to take up a NMVC VET program next year?

Bundoora Secondary College is part of the Northern Melbourne VET Cluster (NMVC), which provides an extensive selection of VET programs to you as a student.

Any PACE 2 student going into PACE 3 or any PACE 3 student going into Pre- Graduation in able to select from these VET courses.

No promises getting into a VET cluster subject

We cannot make promises where VET subjects are concerned. There need to be enough students in the class for the VET course to run, there is also a limited capacity in some VET courses.

Full payment must be made to secure your place in a VET class.

Steps in choosing a VET cluster subject

Step 1: 'NMVC Expression of Interest' form completed by student and given to Home School VET Coordinator.

Read the Handbook carefully, select your NMVC course and complete the NMVC "Expression of Interest" form. Submit this completed form to your Home School VET Coordinator. It will require your parent/guardian signature.

Step 2. 'Host School RTO Enrolment' form completed by student and given to Home School VET Coordinator, who submits it to the relevant Host School.

After you have submitted your 'Expression of Interest' form, your Home school VET Coordinator will give you the relevant 'Host School RTO Enrolment' form. This must be completed and submitted back to the Home School VET Coordinator, who will then send it to the relevant Host School. This form will require your parent/guardian signature.

Note: In some cases, enrolment depends on an audition.

Step 3. Information Session at NMVC Host School

Some of the NMVC Host Schools will require enrolled VET students to attend Information Sessions, usually in early Term 4. Parent/guardians will also be required to attend.

In order to undertake a VET you must have a USI

REGISTERING FOR YOUR USI NUMBER
 Before you get started you will need to know:

- Your Medicare number details
- Be aware of your legal name
- Please enter an email address on your registration that you will be able to access once you leave school

1. Follow this link to obtain a Unique Student Identifier (USI):
<https://www.usi.gov.au/students/get-a-usi>
2. Complete the application on the website
3. Once applied, you should receive your USI number online within a few seconds.

FORGOTTEN YOUR USI NUMBER?

If you have forgotten your USI, don't worry. It will only take a couple of minutes for you to get it back. Please visit this website and follow these instructions online:

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

1. Scroll down to the end of this page and hit 'Find your USI'
2. Follow the instructions to retrieve your USI.

VET STUDIES



- Working in agriculture
- Hands-on learning
- Health and safety
- Caring for animals
- First aid for animals

AHC20122 CERTIFICATE II IN AGRICULTURE

Course Overview

Enjoy a career working with the natural environment with a Certificate II in Agriculture. Students will learn how to care for livestock, recognise plants, and plan and construct fences. You will also receive important safety training in a range of industrial equipment, as well as how to safely use, transport, and store chemicals.

Graduates gain a diverse skill set that allows them to work in a wide range of farming enterprises, both cropping and livestock. If you're interested in a course that balances both academic and practical skills, with a focus on sustainable food and fibre production, look no further than agriculture.

This course may include:

- Inspect/clean machine plant/animal/soil material
- Carry out basic electric fencing operation
- Muster and move livestock
- Provide feed for livestock
- Operate basic machinery and equipment
- Treat weeds
- Work effectively in the industry
- Participate in workplace communications
- Collect and record production data

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and Pre-graduation

POSSIBLE PATHWAYS

- Certificate III in Agriculture
- Certificate IV in Agriculture
- Diploma in Agriculture
- Bachelor of Agriculture and Technology

ACM20121 CERTIFICATE II IN ANIMAL CARE

Course Overview

This qualification provides you with the basic skills and knowledge in order to become an animal carer. You will learn how to care for a variety of animals and provide information on animals, products, and services.

You will gain the practical skills and basic knowledge you need for entry-level work in the animal care industry. You will learn how to assist with general animal care, provide food and water for animals, and follow occupational health and safety procedures in the workplace.

You will undertake work in our college animals program throughout the year, giving you the opportunity to work with poultry, sheep, goats, reptiles and fish. You will also have dogs and cats attend class for practical training.

This course may include:

- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Assist in the health care of animals
- Provide basic first aid for animals
- Participate in workplace health and safety processes
- Participate in environmentally sustainable work practices

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and Pre-graduation

POSSIBLE PATHWAYS

- Certificate III in Animal Care Services (Animal Care or Pet Grooming)
- Certificate IV in Veterinary Nursing
- Certificate IV in Animal Behaviour and Training

VET STUDIES



- Hands-on learning
- Drone Piloting
- AROC accreditation

- Work outdoors
- Conservation work
- Parks and wildlife

AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

Course Overview

Drones are increasingly becoming well known for their ability to increase safety and efficiencies, whilst reducing costs in comparison to traditional means of data capture.

Drones are incredibly agile, and the latest technology means that they can provide rich, detailed information and data which can often be used across different departments to enhance business decisions.

This course is designed to take students from having never operated a remotely piloted aircraft (RPA) to obtaining a Certificate III qualification. The course will also accredit students with an Aeronautical Radio Operators Certificate (AROC), which is required to operate an RPA in controlled airspace. RPA's are now becoming commonplace in many industries including law enforcement, engineering, mining, telecommunications, energy, utilities, and many others.

This course may include:

- Manage human factors in remote pilot aircraft systems operations
- Navigate remote pilot aircraft systems
- Operate and manage remote pilot aircraft systems
- Perform operational inspections on remote operated systems
- Launch, control and recover a remotely piloted aircraft
- Apply the principles of air law to remote pilot aircraft systems operations
- Control remote pilot aircraft systems on the ground
- Manage remote pilot aircraft systems

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and
Pre-graduation

POSSIBLE PATHWAYS

- Diploma of Police Search and Rescue
- Diploma of Property Services (Asset and Facility Management)
- Advanced Diploma of Public Safety (Fire Fighting Management)
- Diploma of Aviation
- Diploma Commercial Pilot
- Diploma Commercial Helicopter Pilot
- Advanced Diploma Pilot in Command
- Advanced Diploma of Conservation and Land Management

ACH21020 CERTIFICATE II IN CONSERVATION & ECOSYSTEM MANAGEMENT

Course Overview

Gain the skills and knowledge you need to work outdoors in the conservation and ecosystem management industry. This qualification may be contextualised to focus on Indigenous land management; conservation earthworks, lands, parks and wildlife; or natural area management – or a mix of these.

This course may include:

- Participate in work health and safety processes
- Participate in environmentally sustainable work practices
- Inspect and clean machinery, tools and equipment to preserve biosecurity
- Capture digital media for fieldwork
- Maintain wildlife habitat refuges
- Perform basic ecological restoration works
- Collect native seed
- Recognise fauna
- Operate a handheld GPS device
- Recognise landforms and soil types
- Operate in isolated and remote situations
- Protect and preserve incident scene

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and
Pre-graduation

POSSIBLE PATHWAYS

- Certificate II in Horticulture
- Certificate II in Landscaping
- Certificate III in Conservation and Ecosystem Management
- Certificate III in Horticulture
- Certificate IV in Conservation and Ecosystem Management



- Sustainable practices
- Hands-on learning
- Plant propagation

AHC20422 CERTIFICATE II IN HORTICULTURE

Course Overview

Learn to create a more sustainable environment with the Certificate II in Horticulture. Students will work in a range of gardens, parks and nurseries and learn about plant classification, selection, and identification, as well as weed, pest, and disease control. You will also gain skills in plant propagation, pruning, and revegetation, and gain a solid understanding of the roles farm chemicals, soils, and plant nutrition play in landscaping.

Graduates gain a diverse skill set that allows them to work in a wide range of horticultural enterprises including parks and gardens, landscaping, and plant nurseries.

This course may include:

- Construct low-profile timber/mod
- Operate basic machinery & equipment
- Recognise plants
- Treat weeds
- Treat plant pests/diseases/disorders
- Soil/growing media sampling/testing
- Partake in work health/safety process

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace.

To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and
Pre-graduation

POSSIBLE PATHWAYS

- Certificate III in Horticulture
- Certificate III in Landscape Design
- Certificate III in Landscape Construction
- Certificate IV and Diploma of Horticulture



VET STUDIES



- Entrepreneurship
- Creativity
- Hands-on learning

- Food and beverage
- Service skills
- Employability skills

CUA30720 CERTIFICATE III IN DESIGN FUNDAMENTALS

Course Overview

This course will introduce students to foundation skills to launch their career in creative industries and entrepreneurial behaviour and practice. Students will experience a variety of projects to begin shaping their creative style and inform their progression in becoming an entrepreneur. Building from a base of understanding the entrepreneurial space students will follow the design thinking process, learn problem solving skills and collaborate with their peers to explore entrepreneurship, communication, business building skills and creative software.

This course may include:

- Produce drawings to communicate ideas
- Produce creative work
- Follow a design process
- Explore and apply the creative design process to 2D forms
- Explore the use of colour
- Source and apply design industry knowledge
- Apply work health and safety practices
- Participate in collaborative creative projects
- Write content for a range of media
- Plan a career in the creative arts industry
- Develop and apply thinking and problem solving skills
- Develop and present business proposals

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and
Pre-graduation

POSSIBLE PATHWAYS

- Certificate III in Design Fundamentals (Graphic Design)
- Certificate IV in Photography and Photo Imaging
- Certificate IV in Visual Arts
- Diploma of Graphic Design

SIT20316 CERTIFICATE II IN HOSPITALITY

Course Aims

This course provides students with the skills and knowledge to work in multiple food and beverage settings within the hospitality industry.

This course may include:

- Work effectively with others
- Source and use information on the hospitality industry
- Use hospitality skills effectively
- Interact with customers
- Use hygienic practices for food safety
- Participate in safe work practices
- Prepare and serve espresso coffee
- Serve food and beverage
- Clean kitchen premises and equipment
- Show social and cultural sensitivity
- Clean and tidy bar areas
- Prepare and serve non-alcoholic beverages

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and
Pre-graduation

POSSIBLE PATHWAYS

- Cert III Hospitality
- Cert IV Hospitality
- Diploma of Hospitality
- Advanced Diploma of Hospitality (Management)
- Bachelor of Applied Science (Hospitality Management)

VCE VOCATIONAL MAJOR (VCE-VM)

What is VCE-VM?

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE.

The VCE Vocational Major will prepare you to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

Students enrolled in the VCE-VM will have access to the VCE Vocational Major units of study. Each VCE Vocational Major unit of study has specified learning outcomes. Your teacher will supervise and mark your assessments and will let you know that you've passed the specified learning outcomes through a range of learning activities and tasks.

Unlike other VCE subjects, there are no external assessments, apart from the General Achievement Test. This means you don't have study scores and you will not get an ATAR.

UNITS	PRE-GRADUATION VCE-VM	GRADUATION VCE-VM
LITERACY (MINIMUM 3 UNITS, MUST INCLUDE A 3/4 SEQUENCE)	<ul style="list-style-type: none"> Unit 1/2 VCE-VM Literacy OR Unit 1/2 VCE English 	<ul style="list-style-type: none"> Unit 3/4 VCE-VM Literacy OR Unit 3/4 VCE English
NUMERACY (MINIMUM 2 UNITS)	<ul style="list-style-type: none"> Unit 1/2 VCE-VM Numeracy OR Unit 1/2 VCE Foundation Maths OR Unit 1/2 VCE General Maths 	<ul style="list-style-type: none"> Unit 3/4 VCE-VM Numeracy OR Unit 3/4 VCE Foundation Maths OR Unit 3/4 VCE General Maths
WORK RELATED SKILLS (MINIMUM 2 UNITS)	<ul style="list-style-type: none"> Unit 1/2 VCE-VM Work Related Skills 	<ul style="list-style-type: none"> Unit 3/4 VCE-VM Work Related Skills
PERSONAL DEVELOPMENT SKILLS (MINIMUM 2 UNITS)	<ul style="list-style-type: none"> Unit 1/2 VCE-VM Personal Development Skills 	<ul style="list-style-type: none"> Unit 3/4 VCE-VM Personal Development Skills
VET (MINIMUM 2 CREDITS)	<ul style="list-style-type: none"> VET Course Cert II or higher (2 CREDITS) 	<ul style="list-style-type: none"> VET Course Cert II or higher (2 CREDITS)

Students must successfully finish a minimum of 16 units (including the minimum 13 shown above).

A minimum of four Unit 3/4 sequences must be completed (including English/Literacy).

Students can also do other VCE subjects.

Students can also receive structured workplace learning recognition.



- Communication skills
- Professional writing
- Exploring Issues

- Informative reading and writing

LITERACY

Unit 1 & 2

What will we learn?

Unit 1

Students gain an understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Students learn the conventions of literacy and digital communication. They respond to and create a range of digital content, suitable for a community, workplace or vocational context.

Unit 2

The aim of this unit is for students to be aware of and explore different issues relevant to their lives and their communities.

Students also explore different opinions and perspectives linked to the issues.

Unit 3 & 4

What will we learn?

Unit 3

This unit is about building students' skills and knowledge in accessing and understanding texts they will encounter in their pathways and lives beyond school. It is about helping students learn where different texts can be found and how to extract the information, they need from them.

Unit 4

This unit is about bringing everything together. Students look at how to advocate for themselves and others and explore how groups and organisations promote themselves.



- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

NUMERACY

Unit 1 & 2

What will we learn?

Unit 1

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

Unit 2

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

Unit 3 & 4

What will we learn?

Unit 3

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

Unit 4

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



- Interpersonal skills
- Communication
- Leadership

- Personal management

PERSONAL DEVELOPMENT SKILLS

Unit 1 & 2

What will we learn?

Unit 1

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing.

Unit 2

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level.

Unit 3 & 4

What will we learn?

Unit 3

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

Unit 4

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

VCE-VM

HOW TO GUIDE

SENIOR PATHWAYS INDEX

VCE PATHWAYS

VCE-VM PATHWAYS

LITERACY

NUMERACY

PERSONAL DEVELOPMENT
SKILLS

WORK RELATED SKILLS

WORKING COMMUNITY

HEADSTART

VET STUDIES

MAIN MENU



VCE-VM



- Employability skills
- Workplace culture
- Portfolio

WORK RELATED SKILLS

Unit 1 & 2

What will we learn?

Unit 1

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Unit 2

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3 & 4

What will we learn?

Unit 3

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

Unit 4

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

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