



Subject Handbook

Year 10 into Year 11 & 12, 2025



Acknowledgement of Country

At Colac Secondary College, we acknowledge the Guldjan people as the traditional owners of the land on which we teach and learn and pay our respect to elders past, present and emerging.

We acknowledge the special contribution made to our school by Aboriginal and Torres Strait Islander people and extend a warm welcome to all indigenous community members.

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Colac Secondary College Information

School Motto

Aim ... Aspire ... Achieve

Mission Statement

The mission of Colac Secondary College is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, performing arts, music, public speaking, student leadership, technology and the arts. There is an emphasis on developing optimistic, resourceful and resilient global citizens for the future.

The College values of;

- Respect
- Honesty
- Achievement
- Responsibility

..... guide our fundamental principles of action across all areas of the school.

The College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiating curriculum approach supports students in their learning growth.

We are committed to building students' potential for success and wellbeing through strong mentoring partnerships that emphasise all aspects of life that relate to the holistic development of a students' talents, interests, and goals. We pride ourselves in providing an environment that is conducive to each child achieving their personal potential.

Student wellbeing is seen as critical in empowering students with the social and emotional competencies to experience success and happiness in their lives. A comprehensive student wellbeing structure is in place throughout the College that focuses on student care. These teams coordinate a series of inclusive programs that build student self worth, personal identity and relationships of mutual respect. We effectively monitor and compassionately support students at all levels of the College regarding their individual and collective wellbeing needs.

Colac Secondary College is a student-centered learning community that offers exciting and extensive pathways to facilitate 21st Century learning.

Moral Purpose

Our core business at Colac Secondary College is student learning, and we have an unrelenting focus on achieving 12 months learning growth in 12 months for every student. We empower our students to aim and aspire for success and to achieve their individual educational pathways. We promote the development of emotional intelligence for every student so that our students are equipped to become respectful and responsible members of the community.

Vision for Students

Colac Secondary College students...

- are innovative, adaptive and resilient learners, curious of the environment around them
- are motivated lifelong learners who strive to reach their full potential
- are socially responsible, being respectful, compassionate and tolerant for others
- are literate, numerate and technologically capable; able to adapt to a rapidly changing world
- work collaboratively to solve problems with a positive growth mindset

Mission for Staff

Colac Secondary College staff ... will work collaboratively for students' success by providing...

- a supportive framework focused on mentoring and the promotion of success
- opportunities for student voice and the development of a range of leadership capabilities
- a belief in the learning capacity of all students
- a broad, challenging, dynamic and authentic learning setting
- a safe learning environment based on the college values
- an innovative ICT rich learning space, which is supported by research based best teaching practice.

Values

Respect

Treating ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others.

Achievement

Being dedicated to learning and reaching our goals.

Honesty

Acting ethically, ensuring consistency between words and actions

Responsibility

Taking ownership of our behaviour and actions, contributing in a positive way.

VCE Overview

(Victorian Certificate of Education)

Students at Colac Secondary College who have chosen to complete the Victorian Certificate of Education (VCE) will follow the program outlined below to ensure they meet the requirements of the VCE learning program. Students will have the opportunity to choose subjects that align with their interests and future career goals.

A requirement of the VCE certificate is the completion of a minimum of 16 units across Years 11 and 12. These units will include a combination of compulsory and elective subjects, providing a well-rounded education and preparation for further study or employment.

A student's VCE learning program must include all of the following:

- Three VCE English units (including a Unit 3 and 4 sequence)
- Three other Unit 3 and 4 sequences
- Two VCE Mathematics units
- Additional elective units to make up a total of at least 16 units

Assessment

Students completing the VCE will be assessed based on their ability to demonstrate the key knowledge and skills outlined by the VCAA through individual subject study designs. Assessment will be both school-based and external, including:

- School-assessed coursework (SACs) and school-assessed tasks (SATs)
- External examinations for Unit 3 and 4 sequences

Program Structure

Year 11:

- Selection of a combination of units from VCE English, Mathematics, and other electives
- Completion of Units 1 and 2

Year 12:

- Continuation with a focus on Units 3 and 4 sequences
- Preparation for final examinations and completion of SACs and SATs

Students will receive guidance from their teachers and career advisors to ensure their VCE program is tailored to meet their individual needs and aspirations. Successful completion of the VCE will provide students with the Victorian Certificate of Education, recognized for entry into tertiary education and employment pathways.

VM Overview

(Vocational Major)

Students at Colac Secondary College who have chosen to complete a Victorian Certificate of Education in the Vocational Major (VCE-VM) stream will complete the program outlined below, to ensure students satisfy the stringent requires of the VCE-VM learning program. Students will have a choice of one subject at Year 11, and one subject at Year 12.

A requirement of the VCE-VM certificate is a minimum of 180 hours of VET at Certificate II level or above. This can be achieved through enrolment and completion of a VET certificate (refer to page X), or undertaking a school based apprenticeship or traineeship (SBAT) (refer to page X). Students unable to satisfy either option, will not be eligible to complete the VCE-VM program, and will need to complete the VCE program.

A student's VCE-VM learning program must include all of the following:

- Three literacy or VCE English units (including a Unit 3 and 4 sequence)
- Three other Unit 3 and 4 sequences
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Units
- 180 hours of VET at Certificate II level or above
- A total of at least 16 units

Assessment

Students completing the VCE-VM will be assessed based on their ability to demonstrate the key knowledge and skills outlined by the VCAA. Students will complete competency based assessment, meaning they will either satisfy or not satisfy the outcome. In each unit of study, students will complete two – three assessment tasks. Students will not be assessed against performance standards as in the VCE.

Year 10					
Industry and Enterprise Unit 1 & 2					
Year 11					
VM Literacy Units 1 & 2	Personal Development Skills Units 1 & 2	VM Numeracy Units 3 & 4	Industry and Enterprise Units 3 & 4	Student choice	VET or SBAT
Year 12					
VM Literacy Units 3 & 4	Personal Development Skills Units 3 & 4	Work Related Skills Units 3 & 4	Study line	Student choice	VET or SBAT

VET Overview

(Vocational Education & Training)

What is Vocational Education & Training?

Vocational Education & Training (VET) allows you to combine your senior secondary studies with a Vocational Education and Training (VET) program.

Colac Secondary College is part of the Colac Otway VET Cluster which offers a range of VET courses through various Registered Training Organisations (RTO's).

How does it work?

You can undertake a VET program as part of your senior studies.

Most VET courses run over two years, which you complete during Years 10, 11 and/or 12 depending on when you start.

Programs are generally conducted on Wednesday however other days may need to be utilised dependant on the course selected.

What are the benefits?

VET is a unique opportunity for you to experience a career you may be considering.

As a result, you can:

- Contribute to the eligibility requirements for the VCE Vocational Major
- Develop 'job ready' skills and experience in your chosen industry.
- Receive a nationally accredited qualification.
- Achieve a pathway and credits towards higher level courses.
- Gain credit into apprenticeships and possibly reduce the duration of an apprenticeship.

Courses Offered by Colac Otway VET Cluster

- Certificate II in Automotive Vocational Preparation (CSC Trade Training Centre – South West TAFE)
- Certificate II in Building & Construction (CSC Trade Training Centre – South West TAFE)
- Certificate III in Health Services Assistance (South West TAFE – Bromfield Street, Colac)??
- Certificate III in Early Childhood (South West TAFE – Bromfield Street, Colac)
- Certificate II in Horticulture (CSC Horticulture Building – South West TAFE)
- Certificate II in Hospitality (Trinity College – Federation TAFE)
- Certificate II in Music (CSC Performing Art – RTO TBC)

*Other VET courses can be accessed outside of the Colac Otway VET Cluster, such as completing courses at The Gordon in Geelong or through South West TAFE at neighbouring Corangamite Based Schools.

For more information please refer to the VET Course Menu provided separately from different providers.

VCE

Subject Offerings

VCE Agriculture & Horticulture

Rationale

Primary industries are an essential part of Australia's economy, society and culture. As Australia faces a rising population and increasing urgency to conserve resources and mitigate the effects of climate change, the productivity and sustainability of its agricultural and horticultural sectors are critical to its future.

Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities.

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations.

The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management. This study complements the skills focus of the competency-based nationally recognised VCE VET Agriculture, Horticulture, Conservation and Land Management program.

Aims

This study enables students to:

- gain an understanding of the role of agricultural and horticultural industries in local, state, national and global contexts
- develop awareness of the breadth and viability of career pathways and employment opportunities in food and fibre production
- develop understanding of ethical and sustainable land, water, plant and animal management
- analyse the drivers and effects of change in food and fibre industries and apply innovative technologies to practices
- engage in applied, experiential tasks to extend understanding of agricultural and horticultural practices
- apply scientific methodologies and data analysis to agricultural and horticultural planning and problem solving
- analyse challenges to food and fibre production including climate change, biological resistances and threats to biodiversity and biosecurity
- evaluate information and various points of view on issues relating to the food and fibre industries.

Structure

The study is made up of four units.

Unit 1: Change and opportunity

Unit 2: Growing plants and animals

Unit 3: Securing the future

Unit 4: Sustainable food and fibre production

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/agricultural-and-horticultural-studies/Pages/index.aspx>

VCE Art Making & Exhibiting

Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

Aims

This study enables students to:

- explore the characteristics and properties of materials, techniques and processes
- understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
- develop an understanding of aesthetic qualities in artworks and how they are used in art making
- learn how to work independently and collaboratively
- develop an understanding of the sources that inform and influence art making
- investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
- understand how artists use visual language to communicate ideas and meaning in artworks
- understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
- understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Structure

The study is made up of four units.

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx>

Rationale

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

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species and more broadly to:
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

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

<https://www.vcaa.vic.edu.au/Documents/vce/biology/2022BiologySD.docx>

VCE Business Management

Rationale

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Structure

The study is made up of four units.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

<https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/BusinessManagementSD-2017.pdf>

Rationale

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

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Aims

This study enables students to:

- develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product.

and more broadly to:

- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data

- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline, using appropriate terminology, conventions and formats.

Structure

The study is made up of four units.

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

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

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

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2023ChemistrySD.docx>

Rationale

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Aims

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

VCE Food Studies

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

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

Aims

This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choice
- research and discuss issues relating to economic, environmental and ethical dimensions of our food system
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

Structure

The study is made up of four units.

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

<https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/2023FoodStudiesSD.docx>

VCE Health & Human Development

Rationale

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Aims

This study enables students to:

- understand the complex nature of health and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- understand the biological, sociocultural and environmental factors that impact health and wellbeing
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing
- develop understanding of the Australian healthcare system and the values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- understand the importance of the United Nations' (UN's) Sustainable Development Goals (SDGs) and evaluate the effectiveness of health and wellbeing initiatives and programs to support the achievement of the SDGs
- propose and justify action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing (HH011)

Unit 2: Managing health and development (HH022)

Unit 3: Australia's health in a globalised world (HH033)

Unit 4: Health and human development in a global context (HH034)

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Aims

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

Structure

The study is made up of four units.

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Unit 3: Rights and justice

Unit 4: The people, the law and reform

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx>

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Foundation Mathematics Units 1 and 2

General Mathematics Units 1 and 2

General Mathematics Units 3 and 4

Mathematical Methods Units 1 – 4

Specialist Mathematics Units 1 – 4

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working co-operatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Aims

This study enables students to:

- develop and practise musicianship
- perform, compose, arrange and improvise music from diverse styles and traditions
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- use electronic and digital technologies in making and sharing music and communicating ideas about music
- participate in life-long music learning and the musical life of their community.

STRUCTURE

Unit 1 & 2: VCE Music

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-performance/Pages/unit1-2.aspx>

Unit 3 & 4: VCE Music – Contemporary Performance

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-performance/Pages/ContemporaryPerformance.aspx>

VCE Outdoor & Environmental Studies

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Aims

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of increasing awareness of sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Structure

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

<https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2018OutdoorEnviroStdsSD.pdf>

VCE Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Aims

This study enables students to:

- Engage in practical activities that integrate theoretical understanding with practical application in all types and intensities of movement.
- Develop the knowledge and skills to critically evaluate their participation and learning in, through and about movement.
- Engage in practical activities to determine and analyse how the body systems work together to produce and refine movement.
- Critically evaluate trends in participation in physical activity, sport and exercise from a psychosocial perspective.
- Analyse movement skills from a biophysical perspective and apply relevant training principles and methods to improve performance in physical activity at an individual, club and elite level.

Structure

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport, exercise and society

Unit 3: Movement skills and energy for physical activity, sport and exercise

Unit 4: Training to improve performance

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2025PhysicalEducationStudyDesign.docx>

Rationale

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

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography.

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data

Structure

The study is made up of four units:

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

<https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf>

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Aims

This study enables students to:

- apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology

and more broadly to:

- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Aims

This study enables students to:

- develop and apply drawing skills using a range of techniques
- develop design thinking
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- apply a design process to create visual communications
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language
- develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

Structure

The study is made up of four units:

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication within design fields

Unit 3: Visual communication design practices

Unit 4: Visual communication design development, evaluation and presentation

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

VM
Subject Offerings

Units 1 & 2

Rationale

The VCE Industry and Enterprise Units 1 & 2 are designed to introduce students to the dynamics of workplaces and the role of enterprise in the economy. These units focus on the development of work-related skills, understanding workplace culture, and exploring how individuals can contribute effectively to workplace environments.

Students investigate the changing nature of work, the skills and attributes required in various industries, and the factors that influence workplace operations. Through practical activities and case studies, students gain insights into the expectations and responsibilities of employees and employers. The curriculum emphasizes the importance of communication, teamwork, problem-solving, and innovation in achieving personal and organizational goals.

Units 3 & 4

Rationale

The VCE Industry and Enterprise Units 3 & 4 build on the foundational knowledge and skills acquired in Units 1 & 2, with a focus on more advanced concepts related to industry and enterprise. These units aim to deepen students' understanding of how enterprises operate within various industries and the broader economy.

Students explore the impact of globalisation, technological advancements, and economic policies on industries and enterprises. They analyse case studies, engage in research projects, and participate in practical activities to develop their analytical and strategic thinking skills. The curriculum emphasizes the development of enterprising behaviours and skills, such as leadership, innovation, and ethical decision-making, preparing students for active participation in the workforce and entrepreneurial endeavours.

Units 1 & 2

Rationale

The VCE Vocational Major (VM) Literacy Units 1 & 2 are designed to develop foundational literacy skills essential for effective communication in both vocational and personal contexts. These units emphasise the importance of reading, writing, speaking, and listening skills necessary for various life situations.

Students engage with a range of texts and media to explore themes relevant to their lives and future careers, fostering critical thinking and creativity. The curriculum aims to build a solid foundation in literacy, preparing students for the more advanced literacy demands of Units 3 & 4 and supporting their transition into the workforce or further education.

Units 3 & 4

Rationale

The VCE Vocational Major (VM) Literacy Units 3 & 4 build on the skills developed in Units 1 & 2, with a focus on applying literacy skills in complex and specialised contexts. These units prepare students for the literacy demands of the workplace, further education, and active societal participation.

Students engage with various texts and communication forms, including digital and multimedia formats, to develop advanced reading, writing, speaking, and listening skills. The curriculum emphasises critical analysis, coherent and persuasive text creation, and confident idea expression in diverse contexts. These units aim to equip students with the literacy skills necessary for lifelong learning and active citizenship.

Units 3 & 4

Rationale

The VCE Vocational Major (VM) Numeracy Units 3 & 4 are structured to advance students' numeracy skills through practical and relevant applications. These units aim to consolidate and extend the knowledge gained in prior numeracy studies, focusing on numeracy in real-world and vocational contexts.

Students will enhance their problem-solving abilities, critical thinking, and use of mathematical concepts through tasks related to everyday life, personal finance, and various vocational pathways. The curriculum encourages the integration of technology and collaborative learning, promoting students' ability to analyse, interpret, and communicate mathematical information effectively.

VM Personal Development Skills (PDS)

Units 1 & 2

Rationale

The VCE Vocational Major (VM) Personal Development Skills Units 1 & 2 aim to develop students' personal skills, such as self-awareness, social responsibility, and resilience. These units focus on fostering students' abilities to manage their lives, develop positive relationships, and contribute effectively to their communities.

Through various practical and theoretical activities, students enhance their self-confidence, communication skills, and capacity for teamwork. The curriculum encourages students to reflect on their personal values, set goals, and engage in community-based projects, promoting personal growth and active citizenship.

Units 3 & 4

Rationale

The VCE Vocational Major (VM) Personal Development Skills Units 3 & 4 build on the foundational skills developed in Units 1 / 2, with a greater emphasis on leadership, project management, and community engagement. These units aim to prepare students for active and informed participation in their communities and workplaces.

Students undertake more complex projects that require critical thinking, problem-solving, and effective communication. The curriculum focuses on developing students' abilities to plan, implement, and evaluate projects, encouraging a deeper understanding of social issues and the importance of civic responsibility. These units aim to equip students with the skills and knowledge necessary for lifelong personal and professional development.

VM Work Related Skills (WRS)

Units 1 & 2 (optional units)

Rationale

The VCE Vocational Major (VM) Work Related Skills Units 1 & 2 are designed to introduce students to the fundamental skills and knowledge required for success in the workplace. These units focus on developing practical skills, workplace communication, and an understanding of occupational health and safety (OHS).

Students engage in activities that simulate real-world work environments, allowing them to develop technical skills, problem-solving abilities, and effective communication strategies. The curriculum emphasises the importance of teamwork, time management, and adaptability, preparing students for the expectations and responsibilities of the workforce.

Units 3 & 4

Rationale

The VCE Vocational Major (VM) Work Related Skills Units 3 & 4 build on the skills and knowledge gained in prior school and vocational education, with a focus on advanced workplace skills and career planning. These units aim to enhance students' employability by developing their technical expertise, industry knowledge, and professional behaviours.

Students participate in more complex workplace simulations and projects, requiring them to apply their skills in practical and meaningful ways. The curriculum covers advanced topics in OHS, industry-specific practices, and career development, encouraging students to set career goals and plan their pathways into employment or further education. These units aim to equip students with the competencies needed for successful and sustainable careers in their chosen fields.

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