



# GLEN EIRA COLLEGE

## VISION

*Our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all – Learn, Grow, Connect*

# Senior School Years 10-12 COURSE HANDBOOK 2023

*A unit guide for students and parents.*



## The Glen Eira 5

### **5 promises teachers make to our students**

- maintain a safe learning environment
- know how you learn and what direction your learning should take
- make classes engaging
- listen, encourage and support
- Involve a wider community in your learning

### **5 promises staff make to one another**

- share resources
- support one another
- work collaboratively to improve student learning
- be consistent in applying policies
- learn from one another

### **5 characteristics you will see in our teaching**

- differentiate teaching and learning to support and challenge the full range of abilities
- structure lessons according to SABRE
- be innovative and reflective
- be enthusiastic
- be accountable for improving student outcomes

### **5 things you will see from our students**

- be enthusiastic and motivated
- communicate and be respectful
- seize opportunities to participate and learn
- work together, acting responsibly and creatively
- direct their own learning through questioning and exploring

### **5 things you will see from our parents, carers and guardians**

- be involved and contribute to the broader educational program
- play an active role in the child's learning
- support their children in achieving their learning goals
- promote the school values
- maintain open lines of communication with the school

This booklet will assist students with the important choices about subject selection for Year 10 and the VCE (Years 11 and 12). It provides information about regulations pertaining to course requirements. When reading the general information and the descriptions of particular units, students should think about what they want to do when they have completed their studies at Glen Eira College. Students should choose subjects they are good at and enjoy making their studies interesting, challenging and therefore lead to success.

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## **Glen Eira College: Vision, Values and Mission**

### **Vision**

Our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all – Learn, Grow, Connect

### **Mission Statement**

Our community believes passionately in state education and education as a human right. Our objectives in achieving our vision are:

- providing a challenging academic curriculum
- learning and connections beyond the classroom
- celebrating our learning endeavours
- teaching and encouraging critical and reflective thinking
- encouraging independent and creative thinking
- fostering a sense of belonging
- developing diverse and positive relationships
- promoting a sustainable future
- developing agile, self-confident and resilient learners

### **Values Statement**

Growth and striving – we grow and aspire to learn by innovating and collaborating together

Equity and integrity – we all have access to a broad range of opportunities that are inclusive of our diverse community.

Care and respect – we care for each other, we act respectfully and support each other in doing our best.

## **Year 10 Overview**

- The Year 10 course of study consists of semester length units that run for 5 periods per week.
- One unit of English and Mathematics is compulsory each semester.
- Students select a further 6 units (3 per semester) from the remaining 6 Curriculum Areas.
- Students must choose at least one unit from each curriculum area with the exception of Language which is optional.

### **Course Selection**

Glen Eira College has a rigorous approach to course counselling that is conducted by a small group of trained staff. There may be times when a student's strengths does not match their desires. In these cases the available evidence should be used to help inform their decision as opposed to simply allowing them to 'choose'. It is the goal of the course counselling team to guide students towards a course of study that most likely meets their abilities.

Where there is insufficient evidence to support the student's choice and the student is unwilling to take advice based on evidence the case will be referred onto the Assistant Principal for further discussion with the student and his/her family. Evidence used for course counselling includes:

- NAPLAN, On Demand Testing
- Assessment Task results including examinations
- Progress Reports
- Teacher Recommendations

In the VCE, the structure of the curriculum allows all Year 11 and 12 students to choose from a wide range of VCE studies, preparing them for a variety of tertiary courses and careers.

Students in Year 11 and 12 are required to complete a minimum of 20 units of study over two years. A normal Year 11 program comprises five Unit 1 & 2 sequences, followed by five Unit 3 & 4 sequences in Year 12. To graduate with the VCE, students must satisfactorily complete a minimum of 16 units, with a satisfactory pass in at least three units of English, English Language or EAL, including units 3 & 4.

Students may elect to do a Unit 3 & 4 study in Year 11 and may enroll in University Enhancement studies in Year

12. Access to Vocational Education and Training (VET) programs in the senior years enables students to gain bonus credits towards tertiary studies.

The expectation for all students in Year 12 is to be enrolled in 5 subjects. This may include a university enhancement subject or a VET subject.

Students choose their units in preference order, including reserve choices. This occurs after individual counselling and attendance at the VCE Parent Information. Parents must approve subject choice once counselling is completed on Xuno. Every effort will be made to satisfy students' preferred choices. However, timetabling considerations and student demand for units may result in a student not being placed in all their highest preferences.

Students are advised to choose a broad range of subjects to maximize their choices for their VCE studies. For example, not choosing Chemistry and Physics in Year 10, will make it difficult to select Physics or Chemistry in Year 11. Consequently, some consideration needs to be given to a student's VCE program at this point.

### Devices

Senior School students may wish to participate in the Windows laptop or MacBook BYOD program. This will allow students to connect to the school network using either a Windows laptop or a MacBook. Computer hardware specifications can be found on the school website. **It is recommended that students taking Art or Visual Communications subjects and who are thinking of working or studying in that area after Year 12 consider getting a MacBook. Students taking Applied Computing would benefit from having either a Windows laptop or a MacBook.**

### VCE Studies undertaken in Year 10

Mathematics for SEAL students likely to do Year 12 Mathematical Methods and Specialist Mathematics in their final year.

- 3rd year of high school, students do a combination of Year 9 and 10 Mathematics.
- 4th year of high school, students do Units 1 & 2 Specialist Mathematics.
- 5th year of high school, students do Units 1 & 2 Methods (and Year 12 Further Mathematics if they wish)
- 6th year of high school, students do Units 3 & 4 Methods and Units 3 & 4 Specialist (if they get a C+ or better for the Unit 1 and 2 Mathematical Methods Exam)

Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to high achieving Year 10 students. This is subject to timetable clashes and availability of space in classes. Priority for Unit 1 and 2 subjects is given to Year 11 students. If a student wishes to take a VCE unit, it should be taken in place of a Year 10 unit from the same Curriculum Area.

Students wishing to undertake a VCE subject must start thinking about planning their courses for the next three years. It is important to think about a program that will become a pathway to further study either at university, TAFE, apprenticeship or employment. Some sample pathways have been included in this handbook and a pathways planner to help you plan a pathway.

The process for students applying to undertake a VCE subject at Year 10 is to:

1. Attend the VCE information session.
2. Check with your teacher about the prospect of undertaking a VCE subject.
3. Discuss with your parent/carer taking into account your own maturity, work ethic and commitment.
4. Fill out an expression of interest enhancement form obtained from the sub school office (be sure to attach evidence required e.g. report, assessment tasks, teacher recommendation etc.).

After submitting the form to the senior sub school the expression of interest is considered in the context of availability of places, teacher recommendation, reports, exam results and other forms of student learning information.

## Promotion to Year 11

Students who do not meet the Glen Eira College Promotions Policy requirements will, at the completion of Year 10, meet with the Senior School Leader and their parent/guardian to discuss the most appropriate pathway for the student. With input from the relevant staff, a decision based on individual circumstances will be made. Particular reference will be made to the students' demonstrated ability to manage the work load and their ability to maintain appropriate attendance.

## Morrisby Testing

During Year 9 at GEC, all students take part in My Career Insights and complete the Morrisby testing, which is an online career discovery tool designed to help students learn more about themselves, their values, their preferences as well as their skills. This tool is very beneficial for students to help them in understanding where their strengths lie and provide them with personal insights to assist them in opening up and exploring a variety of possible career pathways, specifically tailored to who they are.

The Morrisby testing, followed by one on one independent career counselling for the students, sets them up on a pathway of self-discovery throughout their journey of high school. Once in Senior School, students will continue to have access to their Morrisby profiles, including results and further tests, which in addition to comprehensive course counselling, will assist students in selecting their subject preferences for VCE, as well as further explore post school possibilities and options.

## Pathways

### What is a 'Pathway?'

A "pathway" is not a pre-set combination of units, but a suggested package. Students should use the Pathways section as a guide to constructing a VCE course and in discussion with parents, teachers and careers advisors may wish to combine this with a VET program.

- Students may choose any combination of units.
- Students do not have to choose one of the pathways in this program guide, the pathways provided are only guided examples.
- Students can move in or out of the pathway and change their VCE and/or VET course at the end of the first semester, or at the end of the year. However, it is important to note that many subjects in Year 12 do have prerequisite units 1 and 2 that must be completed prior to undertaking a unit 3 and 4 course.

### Why provide pathways?

- To help students and parents see connections between, VCE, VCE VM, VET, TAFE and University.
- To provide coherence to the student's program of studies.
- To provide purpose and direction to the student's program of studies.
- To give a clear career focus to the student's VCE and/or VET studies.

### How to use pathways

This section is meant to guide students to the correct source of information rather than to supply the information. It is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from relevant VTAC prerequisite guide and the careers advisor.

Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career pathway.

At this stage students should ask; Do:

- I have some academic strengths in the units I wish to pursue? How did I perform this year in that subject?
- I enjoy the field of work to which this subject may lead?
- These units relate to my career intention?

## Languages

Languages have deliberately not been listed in any specific pathway because they can be successfully included in every

pathway. Whatever package of unit's students put together, they should consider including a Language. Its relevance is highlighted by the fact that many university courses highly value a Language unit.

See your careers advisor for further details.

## Sample Pathways

- For all pathways the selection of other units really depends on which direction you wish to take after completing your VCE.
- Consult a careers advisor and check:
  - Tertiary entry requirements
  - Prerequisites
  - Recommended units
  - Any special requirement

### ARCHITECTURE

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Maths Methods 1/2 and/or Specialist Maths 1/2	Physics 1/2	Visual Communication Design 1/2	Any Units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Maths Methods 3/4 and/or Specialist Maths 3/4	Physics 3/4	Visual Communication Design 3/4	

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
Limited opportunities for students seeking employment direct from VCE.  Some Traineeships and Apprenticeships are available.  See a Careers Advisor for details	Diplomas and Certificates in: <ul style="list-style-type: none"> <li>Visual Arts</li> <li>Building Design</li> <li>Product Design</li> <li>Building and Construction</li> </ul>	Bachelor Degrees including: <ul style="list-style-type: none"> <li>Architecture/Building</li> <li>Design</li> <li>Visual Arts</li> <li>Visual Communication</li> <li>Industrial Design</li> <li>Interior Architecture/Design</li> <li>Engineering (Building)</li> <li>Civil Engineering</li> <li>Landscape Architecture</li> </ul>

### BEHAVIOURAL/PSYCHOLOGICAL SCIENCE

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Biology 1/2	Psychology 1/2	Maths Methods 1/2 and/or General Maths 1/2	VET Cert III in Community Services
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Biology 3/4	Psychology 3/4	Maths Methods 3/4 and/or General Maths 3/4	

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available.</p> <p>See a Careers Advisor for details.</p>	<p><b>TAFE: Accessible through VCE-VM</b></p> <p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Community Services</li> <li>• Youth Work</li> <li>• Nursing</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Psychological Science/Studies</li> <li>• Psychology</li> <li>• Social Science</li> <li>• Social Work</li> <li>• Psychiatric Nursing</li> <li>• Health Science</li> <li>• Criminology</li> </ul>
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### BIOLOGICAL/GEOLOGICAL/AGRICULTURAL SCIENCE/ VET HORTICULTURE

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Chemistry 1/2 or Biology 1/2 or Geography 1/2	Maths Methods 1/2 and/or General Maths 1/2	VET Cert II in Horticulture	VET Cert III in Laboratory Skills  VET Cert II in Animal Studies
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Chemistry 3/4 or Biology 3/4 or Geography 3/4	Maths Methods 3/4 and/or General Maths 3/4 and/or Specialist. Maths 3/4	VET Cert II in Horticulture	

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available.</p> <p>See a Careers Advisor for details.</p>	<p><b>TAFE: Accessible through VCE-VM</b></p> <p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Laboratory Skills</li> <li>• Horticulture</li> <li>• Applied Science</li> <li>• Agriculture</li> <li>• Animal Studies/Technology</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Biological Science</li> <li>• Biomedicine</li> <li>• Health Science</li> <li>• Agriculture</li> <li>• Geospatial Science</li> <li>• Agriculture and Technology</li> <li>• Medical Lab Science</li> <li>• Environmental Science</li> <li>• Pharmacy</li> <li>• Chiropractic</li> <li>• Osteopathy</li> <li>• Biotechnology</li> <li>• Wildlife and Conservation Biology</li> <li>• Surveying</li> <li>• Dental Science</li> </ul>
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### BUSINESS/COMMERCE

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2	Business Management 1/2	Maths Methods 1/2 and/or Spec. Maths 1/2 and/or General Maths 1/2	VET Cert II in Business



and/or Literature 1/2			VET Cert II in Small Business
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Business Management 3/4	Maths Methods 3/4 and/or Spec. Maths 3/4 and/or General Maths 3/4	

This Pathway may lead to:

<b>EMPLOYMENT</b>  Limited opportunities for students seeking employment direct from VCE.  Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE: Accessible through VCE-VM</b>  Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Business Administration</li> <li>• Business (Accounting)</li> <li>• Accounting</li> </ul>	<b>UNIVERSITY</b>  Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Economics</li> <li>• Business</li> <li>• Commerce</li> <li>• Marketing</li> <li>• Office Management Accounting</li> <li>• Finance</li> <li>• Human Resource Management</li> <li>• Entrepreneurship</li> <li>• Financial Planning</li> </ul>
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## COMPUTING / ICT

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Applied Computing 1/2	Maths Methods 1/2 and/or General Maths 1/2	Physics 1/2 and/or VET Cert III in Information Technology	VET Cert III in Screen and Media
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Data Analytics 3/4 Or Software Development 3/4	Maths Methods 3/4 and/or Spec. Maths 3/4 or General Maths 3/4	Physics 3/4 and/or VET Cert III in Information Technology	

## VCE-VM Sample Pathway

Compulsory Units		Suggested Units		
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Foundation Maths 1/2 or General Maths 1/2	VET Cert III in Information Technology 1/2 or VET Cert III in Screen and Media (Game Design & Animation)	Work Related Skill 1/2	Personal Development 1/2
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Foundation Maths 3/4 or General Maths 3/4	VET Cert III in Information Technology 3/4 or VET Cert III in Screen and Media (Game Design & Animation)	Work Related Skill 3/4	Personal Development 3/4

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
<p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available. See Careers Advisor for details.</p>	<p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Business Administration</li> <li>• Business (Accounting)</li> <li>• Games and Software Development</li> <li>• Game Design</li> <li>• Game Programming</li> </ul>	<p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Computing</li> <li>• Business</li> <li>• Commerce</li> <li>• Game Programming</li> <li>• Applied Data Science</li> <li>• Information Systems</li> <li>• Games and Software Development</li> <li>• Cybersecurity</li> <li>• Software Engineering</li> </ul>

## GRAPHIC DESIGN AND VISUAL ARTS

Compulsory Units	Suggested Units		Other Units
<p>English 1/2 and/or English Language 1/2</p> <p>and/or Literature 1/2</p>	Art 1/2	Visual Communication Design 1/2	<p>VET Cert II in Visual Arts</p> <p>VET Cert III in Design Fundamentals</p> <p>VET Cert III in Screen and Media</p>
<p>English 3/4 and/or English Language 3/4</p> <p>and/or Literature 3/4</p>	Art 3/4	Visual Communication Design 3/4	<p>VET Cert II in Applied Fashion Design</p> <p>VET Cert II in Printing and Graphic Arts</p>

### VCE-VM Sample Pathway

Compulsory Units		Suggested Units		
<p>English 1/2 and/or English Language 1/2</p> <p>and/or Literature 1/2</p>	<p>Foundation Maths 1/2</p> <p>or General Maths 1/2</p>	<p>VET Cert III in Design Fundamentals 1/2</p> <p>Or</p> <p>VET Cert II in Visual Arts 1/2</p>	Work Related Skill 1/2	Personal Development 1/2
<p>English 3/4 and/or English Language 3/4</p> <p>and/or Literature 3/4</p>	<p>Foundation Maths 3/4</p> <p>or General Maths 3/4</p>	<p>VET Cert III in Design Fundamentals 1/2</p> <p>Or</p> <p>VET Cert II in Visual Arts 1/2</p>	Work Related Skill 3/4	Personal Development 3/4

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
<p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available.</p> <p>See a Careers Advisor for details.</p>	<p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Building Design</li> <li>• Interior Design</li> <li>• Fashion Design</li> <li>• Graphic Design</li> <li>• Multimedia</li> <li>• Game Design/Animation</li> </ul>	<p>Bachelor of Arts at various institutions:</p> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Advertising/Marketing</li> <li>• Fashion Design</li> <li>• Architecture/Architectural Design</li> <li>• Multimedia</li> <li>• Fine Arts</li> </ul>

	<ul style="list-style-type: none"> <li>Product Design</li> </ul>	<ul style="list-style-type: none"> <li>Animation/VFX</li> <li>Photography</li> <li>Graphic Design</li> <li>Design</li> </ul>
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## ENVIRONMENTAL SCIENCES

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Chemistry 1/2 and/or Biology 1/2 and/or or Geography 1/2	Maths Methods 1/2 or General Maths 1/2	VET Cert II in Permaculture  Any Units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Chemistry 3/4 and/or Biology 3/4 and/or or Geography 3/4	Maths Methods 3/4 or General Maths 3/4	

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
<p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available.</p> <p>See a Careers Advisor for details.</p>	<p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>Applied Science</li> <li>Horticulture</li> <li>Agriculture</li> <li>Community Recreation</li> <li>Landscaping Conservation &amp; Land Management</li> </ul>	<p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agriculture</li> <li>Environmental Science</li> <li>Applied Science</li> <li>Environmental Management &amp; Sustainability</li> <li>Marine Biology</li> <li>Education (Environmental Science)</li> <li>Environmental Engineering</li> <li>Conservation Science</li> </ul>

## HUMANITIES

Compulsory Units	Suggested Units	Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	To complete your course, choose from the following:  Geography 1-4  History 1-4  A Language (LOTE) 1-4  Legal Studies 1-4  Psychology 1-4	Any units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4		

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>See a Careers Advisor for details.</p>	<p><b>TAFE: Accessible through VCE-VM</b></p> <p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Community Services</li> <li>• Professional Writing / Editing</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Arts</li> <li>• Humanities</li> <li>• Social Science</li> <li>• Journalism</li> <li>• Social Work</li> <li>• Public Relations</li> <li>• Teaching, Education (e.g. Library and Information Studies)</li> <li>• Linguistics/Languages</li> <li>• Creative Writing</li> <li>• Urban Planning</li> <li>• Arts/Media. Majors may include Philosophy, International Studies, Politics, History, Geography, Literature</li> </ul>
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**LEGAL/WELFARE**

Compulsory Units	Suggested Units		Other Units
<p>English 1/2 and/or English Language 1/2</p> <p>and/or Literature 1/2</p>	<p>Legal Studies 1/2</p>	<p>Psychology 1/2 or VET Cert III Community Services</p>	<p>Any units from VCE, VET including VCE History.</p>
<p>English 3/4 and/or English Language 3/4</p> <p>and/or Literature 3/4</p>	<p>Legal Studies 3/4</p>	<p>Psychology 3/4 or VET Cert III Community Services</p>	

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>Some Traineeships and Apprenticeships are available.</p> <p>See a Careers Advisor for details.</p>	<p><b>TAFE: Accessible through VCE-VM</b></p> <p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Community Services</li> <li>• Justice</li> <li>• Youth Work</li> <li>• Early Childhood Education &amp; Care</li> <li>• Law Clerk</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Courses at various institutions in:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Social Science</li> <li>• Psychology</li> <li>• Social Work</li> <li>• Humanities</li> <li>• Counselling</li> <li>• Speech Pathology</li> <li>• Psychological Science/Studies</li> <li>• Teaching/Education</li> <li>• Criminology</li> <li>• Criminal Justice</li> </ul>
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## MEDIA/ARTS (VISUAL AND PERFORMING)

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Media 1/2	Music 1/2	Art 1/2 or Visual Comm. 1/2	VET Cert III in Acting (Screen) VET Cert II in Dance VET Cert III in Screen & Media,
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Media 3/4	Music 3/4	Art 3/4 or Visual Comm. 3/4	VET Cert III in Music Industry

### VCE-VM Sample Pathway

Compulsory Units	Suggested Units			
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Foundation Maths 1/2 or General Maths 1/2	VET Cert III in Screen and Media 1/2 or VET Cert III in Acting (Screen) 1/2	Work Related Skill 1/2	Personal Development 1/2
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Foundation Maths 3/4 or General Maths 3/4	VET Cert III in Screen and Media 3/4 or VET Cert III in Acting (Screen) 3/4	Work Related Skill 3/4	Personal Development 3/4

This Pathway may lead to:

<b>EMPLOYMENT</b>  Limited opportunities for students seeking employment direct from VCE.  See a Careers Advisor for details.	<b>TAFE: Accessible through VCE-VM</b>  Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Screen and Media</li> <li>• Visual Arts</li> <li>• Music Industry (Performance)</li> <li>• Dance</li> </ul>	<b>UNIVERSITY</b>  Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Visual and Performing Arts</li> <li>• General Arts</li> <li>• Media/Communications</li> <li>• Public Relations/Journalism</li> <li>• Fine Arts</li> <li>• Film &amp; Television</li> <li>• Screen Production</li> </ul>
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## MEDICAL PROFESSIONAL

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Chemistry 1/2	Maths Methods 1/2 and/or Maths Specialist 1/2	Physics 1/2 or Biology 1/2	Any units from VCE, VET.  Strong recommendation to consider Maths Methods and Specialist
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Chemistry 3/4	Maths Methods 3/4 and/or Maths Specialist 3/4	Physics 3/4 or Biology 3/4	Maths at 3/4 level.

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>See a Careers Advisor for details.</p>	<p>TAFE: Accessible through VCE-VM</p> <ul style="list-style-type: none"> <li>• Dental Assistant</li> <li>• Veterinary Nurse</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Speech Pathology</li> <li>• Podiatry</li> <li>• Orthotics</li> <li>• Chiropractic</li> <li>• Pharmacy</li> <li>• Dentistry</li> <li>• Prosthetics and Orthotics</li> <li>• Veterinary</li> <li>• Medical Image/Radiography</li> <li>• Paramedicine</li> </ul> <p>A UCAT test will need to be completed in some cases.</p>
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## MUSIC

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Music 1/2	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	Any units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Music 3/4	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	

This Pathway may lead to:

<p><b>EMPLOYMENT</b></p> <p>Limited opportunities for students seeking employment direct from VCE.</p> <p>See a Careers Advisor for details.</p>	<p>TAFE: Accessible through VCE-VM</p> <p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Music Industry</li> <li>• Entertainment (sound)</li> <li>• Music Performance</li> <li>• Music Production</li> </ul>	<p><b>UNIVERSITY</b></p> <p>Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Visual and Performing Arts</li> <li>• Audio Engineering &amp; Sound Production</li> <li>• Music Production</li> <li>• Music</li> <li>• Musical Theatre</li> <li>• Arts (contemporary, music, music industry, performance studies)</li> </ul>
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## NURSING/ALLIED HEALTH AND HUMAN SERVICES

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	General Maths 1/2	Health and Human Development 1/2 or Physical Education 1/2	Biology 1/2 or Chemistry 1/2 or Physics 1/2	VET Cert III in Allied Health Assistance
English 3/4 and/or English Language 3/4 and/or Literature 3/4	General Maths 3/4	Health and Human Development 3/4 or Physical Education 3/4	Biology 3/4 or Chemistry 3/4 or Physics 3/4	

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Allied Health Assistance</li> <li>• Nursing</li> <li>• Mental Health</li> </ul>	Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Health Science</li> <li>• Nutrition/Dietetics</li> <li>• Midwifery</li> <li>• Osteopathy</li> <li>• Exercise Sport Science</li> <li>• Dermal Science</li> </ul>

## PERFORMING ARTS

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Media 1/2	VET Cert III in Acting (Screen) or VET Cert II in Dance 1/2	Any Units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Media 3/4	VET Cert III in Acting (Screen) or VET Cert II in Dance 3/4	

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Stage &amp; Screen Performance</li> <li>• Specialist Make-Up</li> <li>• Screen &amp; Media</li> <li>• Theatre Arts</li> </ul>	Bachelor degrees at various institutions: <ul style="list-style-type: none"> <li>• Fine Arts - Theatre</li> <li>• Drama</li> <li>• Humanities</li> <li>• Arts/Media</li> <li>• Visual Arts</li> <li>• Screen Production</li> <li>• Film and TV</li> <li>• Performing Arts</li> <li>• Education (Media Studies, Drama, Dance)</li> <li>• Producer/ Director</li> </ul>

## PHYSICAL SCIENCE/ENGINEERING

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Physics 1/2 and/or Chemistry 1/2	Maths Methods 1/2 and/or Specialist Maths 1/2	VET Cert II in Engineering
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Physics 3/4 and/or Chemistry 3/4	Maths Methods 3/4 and/or Specialist Maths 3/4	

This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
Limited opportunities for students seeking employment direct from VCE.  See a Careers Advisor for details.	Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Engineering Technology</li> <li>• Applied Science</li> <li>• Building Design</li> </ul>	Bachelor Degrees at various institutions: <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Engineering Science (Applied, Physical, Agricultural, Chemical, Biological, Health)</li> <li>• Education</li> <li>• Manufacturing</li> <li>• Engineering (Civil, Mechanical, Electrical, Chemical, Aerospace, Software, Automotive, Biomedical)</li> </ul>

## TRADES – WOOD/PLUMBING/AUTOMOTIVE/ELECTRICAL

Compulsory Units	Suggested Units			Other Units
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Foundation Maths 1/2	Visual Communication Design 1/2	VET Cert II in Furniture Making 1/2 or VET Cert II in Building & Construction 1/3	VET Cert II in Plumbing  VET Cert II in Construction Pathways
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Foundation Maths 3/4	Visual Communication Design 3/4	VET Cert II in Furniture Making 3/4 or VET Cert II in Building & Construction 3/4	VET Cert II in Electrotechnology  VET Cert II in Automotive Vocational Preparation

### VCE-VM Sample Pathway

Compulsory Units	Suggested Units			
English 1/2 and/or English Language 1/2 and/or Literature 1/2	Foundation Maths 1/2 or General Maths 1/2	VET Cert II in Building & Construction 1/2 or VET Cert II in Electrotechnology 1/2 or other related VCE VET 1/2	Work Related Skill 1/2	Personal Development 1/2
English 3/4 and/or English Language 3/4 and/or Literature 3/4	Foundation Maths 3/4 or General Maths 3/4	VET Cert II in Building & Construction 1/2 or VET Cert II in Electrotechnology 3/4 or other related VCE VET 3/4	Work Related Skill 3/4	Personal Development 3/4



This Pathway may lead to:

EMPLOYMENT	TAFE: Accessible through VCE-VM	UNIVERSITY
<p>Some Apprenticeships and Traineeships are available.</p> <p>See a Careers Advisor for details.</p>	<p>Diplomas and Certificates in:</p> <ul style="list-style-type: none"><li>• Engineering</li><li>• Cabinet Making</li><li>• Building and Construction</li><li>• Plumbing</li><li>• Electrotechnology</li></ul>	<p>Bachelor Degrees at various institutions:</p> <ul style="list-style-type: none"><li>• Industrial Design</li><li>• Construction Management</li><li>• Project Management</li><li>• Mechanical Engineering</li><li>• Automotive Engineering</li><li>• Electrical &amp; Electronic Engineering</li></ul>

## Pathway Planner

All students must complete the grid below indicating the units you wish to study in 2023 as well as the units you would like to study during your VCE years. Please note that there is no guarantee that all studies offered will be timetabled.

Circle which pathway you are intending to access:      VCE (Victorian Certificate of Education)

VCE VM (Vocational Major)

	Year 10 2023		Year 11 2023 or Year 11 2024	Year 12 2023 or Year 12 2024/25
	Semester 1	Semester 2	Year 11 students enrol in 5 Subjects	Year 12 students enrol in 5 Subjects
Subject 1	English EAL Advanced English	English EAL Advanced English		
Subject 2	Maths Foundation Maths Specialist Maths*	Maths Advanced Maths Foundation Maths Specialist Maths*		
Subject 3				
Subject 4				
Subject 5				

English Group includes: English, EAL, English Language and Literature

\* SEAL students only

# The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) will be awarded to students who satisfactorily complete their program in accordance with the rules as set out by the Victorian Curriculum and Assessment Authority (VCAA).

## 1. What you must satisfactorily complete over the two years

To gain the VCE, students must satisfactorily complete at least 16 units of VCE studies. A unit is a one semester subject. These 16 units must include:

- at least three units of English group studies, with a sequence at unit 3 & 4\*
- at least three pairs of Units 3 & 4 sequences other than English
- 95% minimum attendance

\* To receive an ATAR score, students must satisfactorily complete both Units 3 and 4 of the English group subject. (English, EAL, English Language, Literature)

Note: The 16 units may include an unlimited number of units of Vocational Education and Training (VET) course.

## 2. How do you satisfactorily complete a unit of study?

Every unit of study has between two to four Learning Outcomes prescribed by the VCAA. Learning Outcomes describe the knowledge and skills you should have attained by the time you have completed a unit. Teachers set assessment tasks over the duration of the unit to determine students' ability to satisfy outcomes. To satisfactorily complete a unit of study you must successfully achieve **all** the Learning Outcomes for that study.

## 3. How will your work be assessed?

There are two ways in which each VCE unit will be assessed. They are:

- By satisfactory completion:** Assessment relating to satisfactory completion of a unit of study based upon demonstrated achievement of learning outcomes as described in the unit Study Design. You will receive 'S' (Satisfactorily completed) or 'N' (Not Satisfactorily completed) for each unit studied.
- By levels of achievement:** It is important to understand that the assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. Student's overall performance is based on a combination of set work and assessment tasks related to the learning outcomes.

At Units 1 & 2, the school will decide which parts of a unit will be assessed for grades and how they will be assessed. Assessment tasks related to the learning outcomes will include a variety of tasks usually performed in class under test conditions such as essay writing, problem-solving practical work and extended tasks involving some work outside of class. Graded assessment tasks will be awarded a letter grade. These are school-based grades and will not appear on your final VCE Certificate. However, for Units 3 & 4, the VCAA prescribes assessment tasks for all students studying each unit, for which grades will be awarded.

Each study has graded assessments, school-assessed coursework and 1 or 2 examinations. School assessment can be of two types - Coursework Assessment and School-assessed tasks.

- Coursework assessment assesses how you have performed assessment tasks related to the learning outcomes specified in the study design. Tasks are done mainly in class time and assessed by the college. School assessed tasks are the same for every school. The VCAA specifies how marks and grades are to be awarded.
- Examinations are set and marked by the VCAA and are held in November. Your grades for each of the assessments will be recorded on the official statement of results you receive from the VCAA. The aggregate for the grades for each study is used to determine the study score, which is then used for tertiary selection.

Results of school assessments count towards a student's study score in each VCE study and ultimately towards the Australian Tertiary Admissions Rank (ATAR).

### **What does S mean?**

For satisfactory completion students must demonstrate achievement of each of the learning outcomes for the unit in accordance with the specifications set out in the study design. This decision is based on the teacher's judgement of student performance on a combination of set work and assessment tasks related to the outcomes.

Achievement of a learning outcome means:

- the work meets the required standard as described in the outcomes
- the set work is submitted and assessment tasks are completed
- the teacher is able to authenticate that the work upon which the judgement is made is the student's own work
- there have been no substantive breaches of rules (including attendance requirements)

NB. Students who do not meet the 95% minimum attendance requirement will risk receiving an N for each unit, even if all work is completed satisfactorily. Documentation must be provided.

### **What does N mean?**

The student will receive an N (Not Satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task (for example, School Assessed Task deadlines), including if an extension of time has been granted
- the work cannot be authenticated
- there has been a substantial breach of rules

Students receiving an 'N' for one or more of their Learning Outcomes will receive an 'N' for the VCE Unit.

Please note: Passing an examination does not mean a student will receive an 'S' for a unit. All outcomes must be met in order for an 'S' to be awarded.

### **4. What is the GAT (General Achievement Test)?**

All students undertaking any Units 3 & 4 study are required to undertake the GAT in June, this includes Year 10 or Year 11 students undertaking any Year 12 subject. The GAT consists of a general test covering three broad areas: Written communication; Mathematics, Science and Technology; Humanities and Social Sciences. The GAT will test the level of student achievement in the general skills that grow out of study in specific subjects.

All students will receive a statement of their GAT results. Students will get separate scores from each of the three parts of the GAT. The VCAA uses results of the GAT for monitoring school assessments and for checking the marking of school-assessed tasks and examinations. They do not form part of your award of the VCE and are not used for tertiary selection processes.

### **5. How is school assessed work reviewed and moderated?**

For all forms of school based assessment, the VCAA has procedures to ensure all schools throughout the State are marking to the same standard. Each school's coursework assessments are statistically moderated using both the GAT and examinations in that study which are also used to check on results for school assessed tasks. This is all done before you receive the final grades for your work.

### **6. How are results reported?**

At the end of the year, the VCAA will issue a Statement of Results to all students enrolled in the VCE, including literacy and numeracy. At the Unit 1 & 2 level, it will only show S or N for each unit of study. At Units 3 & 4 level, it will also show your school assessment grades and examination grades plus your study score for each unit of study. Your study scores are then used by VTAC to calculate the ATAR score.

Students completing the Victoria Certificate of Education (VCE) will, as part of their senior secondary qualifications, receive information about whether they have demonstrated or exceeded the literacy and numeracy standards typically expected of those entering the workforce from school.

## **7. What is the Australian Tertiary Admissions Rank (ATAR)?**

The Victorian Tertiary Admissions Centre (VTAC) receives results (study scores) from the VCAA. VTAC will use these scores to determine the Australian Tertiary Admissions Rank (ATAR) for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives his/her study scores from the VCAA.

An applicant's ATAR is their percentile ranking. It gives the comparative placement of that applicant in the population of tertiary applicants who have applied for a tertiary course on the basis of their Year 12 results.

## **8. What are the attendance requirements?**

VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Year 11 students are expected to attend every school day. Attendance is compulsory for each unit. A minimum of 95% is required or students risk receiving an N, no matter how much work is done.

If a student has not attended a minimum of 95% of timetabled classes for a particular subject or unit they will be deemed to have not met the requirements of that subject or unit and will receive an "N" for the unit if it is a VCE study. All absences must be accompanied by a medical/parent note on the day of return to school. Parents are asked to assist by not allowing students to stay home unless they are too sick to attend school. Medical/Dental appointments should be made outside of school hours.

## **9. Qualifying for EAL**

A student may be eligible for Year 11 EAL in 2023 status if they meet both of the following conditions:

1.
  - a) The student has been a resident in Australia or New Zealand or other predominantly English-speaking countries for no more than seven years, that is, their date of arrival was on or after 1 January 2017 for students who are in a Unit 3 and 4 program in 2024 (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations) or
  - b) The student is an Aboriginal or Torres Strait Islander student whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

## **10. How can I change courses?**

Students enrolled in Units 1 & 2 may, in some cases, change their course at the end of Unit 1. Reasons may include - a career pathway has changed, loss of interest in a particular unit, or the work is too difficult. The process for changing courses at the end of Unit 1 will be outlined during a level assembly towards the end of term 2.

Students enrolled in Units 3 & 4 may apply to change to another subject only up to the school's closing date of the first week of February 2023. Unit 3 is a pre-requisite for all unit 4 subjects. Unit 4 cannot be studied alone.

It is important that students check prerequisites for entry into TAFE and University courses. The relevant publication for Year 10 is the VTAC prerequisite guide 2026. Please note: While every effort will be made to give students up to date advice when choosing courses, the final responsibility for checking prerequisites rests with students and parents.

## **11. Special provisions (Further information in the student planner)**

In VCE, schools may approve special provisions and arrangements for both classroom learning and School-based Assessments. The VCAA recognizes that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

As part of our process for special provision, information will be collected from Student Support Group meetings and the development of Individual Education Plans to inform special provision requirements for VCE.

Meetings between parents, Year Level Coordinators and Sub School Leaders in regards to special provisions in VCE need to occur during SSG meetings held in Semester 1 and 2 of Year 9. Any relevant documentation from health care professionals should be forwarded to the Year Level Coordinator and Senior School Leader.

Special provisions may include the following:

- Extra working time (extra reading and/or writing time) not exceeding 10 minutes per hour
- Rest breaks not exceeding 10 minutes per hour of the “total writing time”
- Alternative format examination papers such as enlarged print, electronic text and Braille (students with vision impairment may be eligible to apply for an exemption from the GAT because Braille and some other alternative format papers are not available for that external assessment)
- Permission to use technological aids such as a computer or Microlink assistive technology for a student with hearing impairment
- A reader and/or a scribe

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

### **VCE (Baccalaureate)**

VCE (Baccalaureate) is designed to provide further information about the kind of senior secondary program of study within VCE, it provides an additional form of recognition for those students who choose to undertake the demands of study both a higher level mathematics and a language in their VCE program of study. The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

The student will be enrolled in the appropriate set of VCE units as normal. Eligibility is determined by the criteria below and the award of the VCE (Baccalaureate) will be flagged through the normal VCE Student Eligibility Report. Confirmation of receipt of the award will only occur once the student receives final moderated study scores. Finally, the student’s Statement of Results will include an additional statement that recognizes the Award of the VCE (Baccalaureate).

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above or a Units 3 and 4 sequence in EAL with a score of 33 or above
- a Unit 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Unit 3 and 4 sequence in a VCE Language
- at least two other 3 and 4 sequences

## VCE STUDIES 2023

### VCE COURSE SELECTION and COLLEGE PROCEDURES

Stage 1	Counselling and information.
Stage 2	Students have a choice of units and programs offered by the college.
Stage 3	Selections are compiled and units to proceed are determined by the College, taking into account student numbers, staff and room availability.
Stage 4	A grid is developed to best accommodate the students' choices and minimize subject clashes.
Stage 5	Students adjust their subject choices WITHIN the final grid / timetable. Some minor changes of program are permitted.
Stage 6	Results for Years 10 & 11 are released, some students may need to adjust programs to reflect results.

### ENTRY TO UNITS

Generally, there are no prerequisites for entry into Units 1, 2 and 3, although students are strongly advised to take Unit 2 before Unit 3. Students who enter a study at Unit 3 must be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 and Unit 4 as a sequence. Students should seek advice prior to selecting mathematics units.

Units offered at Glen Eira College in 2023 (other Language studies may be taken outside the school):

Applied Computing	Units 1 & 2	
Art Creative Practice	Units 1 & 2	Units 3 & 4
Biology	Units 1 & 2	Units 3 & 4
Business Management	Units 1 & 2	Units 3 & 4
Chemistry	Units 1 & 2	Units 3 & 4
English / EAL	Units 1 & 2	Units 3 & 4
English Language	Units 1 & 2	Units 3 & 4
Food Studies	Units 1 & 2	
French	Units 1 & 2	Units 3 & 4
Foundation Maths	Units 1 & 2	Units 3 & 4
General Mathematics	Units 1 & 2	Units 3 & 4
Geography	Units 1 & 2	
History	Units 1 & 2	Units 3 & 4
Health & Human Development	Units 1 & 2	Units 3 & 4
Japanese	Units 1 & 2	Units 3 & 4
Legal Studies	Units 1 & 2	Units 3 & 4
Literature	Units 1 & 2	Units 3 & 4
Mathematical Methods	Units 1 & 2	Units 3 & 4
Media	Units 1 & 2	
Music	Units 1 & 2	
Physical Education	Units 1 & 2	Units 3 & 4
Physics	Units 1 & 2	Units 3 & 4
Psychology	Units 1 & 2	Units 3 & 4
Specialist Mathematics	Units 1 & 2	Units 3 & 4
Visual Communication Design	Units 1 & 2	Units 3 & 4

### NB:

1. The above units are OFFERED, but if numbers are insufficient or resources limited, they may not go ahead.
2. For unit 1/2 subjects that run next year, the corresponding unit 3/4 sequence will be offered in the following year.
3. Some unit 3/4 sequences maybe undertaken while in Year 11 subject to staff approval and counselling.

## VET (Vocational Education and Training) in the VCE

VETDSS is a VET program delivered to Secondary Students and allows students to complete accredited TAFE Studies (modules) whilst studying VCE or VCE Vocational Major. It enables students to complete a nationally recognized vocational qualification and the VCE at the same time. Some of these modules will be taught as part of normal VCE studies, some modules are taught separately. For any students interested in completing the VCE-VM certificate, it will be mandatory to complete a VET certificate.

At the end of Year 12, students who have satisfactorily completed all required units will be awarded both the VCE Certificate and a VET in the VCE Certificate.

### HOW DOES VET WORK?

A VET in Schools (VETDSS) program is usually made up of:

- **Units of Competency:** Units of work and skills training delivered by a registered training organization (e.g. TAFE), the students' school or another school close by.
- **Structured Workplace Learning:** A compulsory requirement for some VETDSS subjects, however all students are actively encouraged to participate in a Structured Workplace Learning Placement. These are usually held in one week blocks and organized by the students to occur during school holidays to minimize disruption to learning.

Structured Workplace Learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job during their placement.

Contribution to the VCE:

VET may be fully incorporated into the VCE either as VCE VET (scored assessment) or Block Credit.

VCE VETDSS Programs:

- Are fully recognized within the Units 1-4 structure of the VCE;
- Have equal status with other VCE studies;
- May offer scored assessment and provide a study score (selected programs only) or may provide a 10% increment to the ATAR.

VET Unit 3 & 4 sequences, with study scores:

- Scored VCE VET programs provide a study score and contribute directly to the ATAR in the Primary 4 or as a 5th or 6th study increment.

Block Credit VETDSS Programs:

- Are fully recognized within the Units 1-4 structure of the VCE and have equal status with other VCE studies;

Students who undertake VET programs not included in the suite of scored assessment VCE VET programs may be eligible for credit towards their VCE. This is achieved through a process described as **Block Credit**.

VTAC may award students who receive a Units 3 & 4 sequence through **Block Credit** recognition a **10% increment towards their ATAR**.



## VET OFFERINGS 2023

Glen Eira College is a member of the Inner Melbourne VET cluster. The cluster offers a broad range of VET certificate courses that are available to Glen Eira College students. Courses run off campus at various venues including other schools and TAFE Colleges. Offerings for next year were not finalized at the time of publication of this booklet, although a guide of some of the VET courses through IMVC are available <https://imvc.com.au/vet-course-information-books-2022/>

This list is a selection of courses that **may** be offered next year which includes courses that students have enrolled in recently:

Certificate III in Acting (Screen)  
Certificate III in Allied Health Assistance  
Certificate II in Animal Studies  
Certificate II in Automotive  
Certificate II in Building and Construction (Carpentry)  
Certificate II in Dance  
Certificate II in Electrotechnology Studies  
Certificate III in Events  
Certificate II in Furniture Making Pathways  
Certificate II in Hospitality  
Certificate III in Information Technology  
Certificate III in Interior Decoration and Retail Services  
Certificate II in Kitchen Operations  
Certificate III in Laboratory Skills  
Certificate III in Music Industry  
Certificate II in Plumbing  
Certificate III in Screen and Media (Creative and Digital Media) or (Game Design and Animation Focus)  
Certificate II in Small Business  
Certificate III in Sport and Recreation  
Certificate III in Tourism  
Certificate II in Visual Arts

### **Why a VET in the VCE Certificate?**

The program has definite advantages:

- It allows students to complete their VCE and VET in the VCE Certificate at the same time. Students will receive both a VCE and a VET certificate.
- VET in the VCE means that the TAFE modules are recognized as VCE units and can be included with VCE units as part of the basic 16 unit's students must complete satisfactorily to gain their VCE. VET programs have a Unit 1-4 structure.
- A fully completed VET Certificate including a Unit 3 & 4 sequence will be counted when calculating a student's Australian Tertiary Admissions Rank (ATAR) in specific VET subjects. It may contribute directly or as a 10% addition. It is important that you check which method is used for each of the VET studies. Students who want to go into university courses are not disadvantaged by gaining a certificate within their VCE program.
- These certificates are designed to meet industry requirements in the relevant areas and therefore give VCE students the bonus of work skills that are accepted as training by industry. The certificate is endorsed both by the Authority and the State Training Board. Students who successfully complete their program are awarded a nationally accredited Vocational Training Certificate.
- In Units 3 & 4 of VET studies, graded assessment will be available in specific subject areas.

### **Why a VET in the VCE Vocational Major Certificate?**

*VET is a mandatory requirement as part of the VCE-VM*

- 180 hours of VET at Certificate II or above is a requirement to complete the VCE-VM certificate
- Students will graduate with both a VCE-VM certificate, as well as a VET certificate (or partial completion)
- These certificates may give students credits towards other courses if they go on to further education at a TAFE
- Students wishing to enter the workforce, an apprenticeship/traineeship or continue on with further studies at TAFE after school will be able to do so with a nationally recognized certificate and some practical skills within the related industry.

Work placement is not a compulsory part of all VET programs. However, students will be encouraged to consider a work placement at some stage during the two-year program.

The VET program could lead to:

- TAFE: Begin first year of tertiary study with credit for completed Modules
- University: Various courses including: Information Technology and Software Development, Business, Multimedia, Hospitality
- Employment: Entering the employment market with a completed or partially completed certificate
- Apprenticeships & Traineeship
- A recognized level of practical skills being immediately useful to many employers in areas such as computers/small business, hospitality, retail.

## **EXTENSION PROGRAMS**

### *a. Completing VCE units in Year 10*

Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to capable Year 10 students (subject to timetable clashes and available spaces in classes). Students interested in studying VCE units should complete an expression of interest at the time of making their Year 10 choices.

### *b. Higher Education Studies in the VCE*

University Enhancement Programs aim to assist high-achieving secondary school students to maximize their learning experience in their final year of school. Participating in the program provides students with an intellectual challenge during Year 12. Extension studies are for the most able students. In any one year it is likely that less than 2% of VCE students will be eligible. These students are selected by schools, using university guidelines, to help ensure that selected students are capable of completing the VCE and extension studies program.

Enhancement studies students complete a standard first-year university level subject. There is a range of subjects available in the areas of arts, business and economics, information technology and science. Students have a choice of study modes including attendance at enhancement centres located at various secondary schools and at university campuses or via off-campus learning (distance education). Students studying off-campus may also have the option of attending specially established tutorial centres.

All students nominate a mentor at their school. Mentors monitor students' progress but are not expected to provide academic assistance as this is provided at the enhancement classes and/or by university staff.

Students attend classes at selected secondary schools, normally once per week after school, and they also attend a number of on-campus sessions during each semester.

It is important to realize that extension studies do not contribute to the requirement of the VCE. They are not VCE units, so you can't count them as one of the sixteen units needed for satisfactory completion. Extension studies are there to extend your capabilities beyond the VCE. That said, the extension studies results will be reported on your Statement of Results and they **do** contribute to your Australian Tertiary Admissions Rank (ATAR).

### **Eligibility**

- Students will have completed Units 3 & 4 of the associated study in Year 11 or will be undertaking the study in Year 12. (If undertaking Unit 3 & 4 in Year 12 then the student will have undertaken the associated Unit 1 & 2 in Year 11).
- Students will have achieved grades of A or A+ in the associated study at Units 3 & 4 (or Year 11 if appropriate)

- Students will have achieved exceptionally high level results across most subjects in Year 11.
- Students must be undertaking Units 3 & 4 of at least four VCE studies in Year 12, and must have completed at least five VCE studies at this level by the end of Year 12.

#### Cost to students

The cost to students is dependent on the university with whom the Enhancement Studies are undertaken. Monash charges \$450 per semester plus textbooks. Melbourne and RMIT do not charge. This fee may increase each year. If a student is subsequently granted credit for their Enhancement Studies, the student will not incur a HECS debt for credited subjects.

Students interested in undertaking Higher Education Studies should express their interest to the Senior School Leader.

## VOCATIONAL MAJOR (VCE VM)

### What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

It is a two year program over Year 11 and 12. Only students who enrol in the VM program can choose these new VCE VM studies. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

### How is the VCE Vocational Major structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

### Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

### Can I participate in Structured Workplace Learning (SWL) as a part of the VCE VM?

Yes, SWL can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

### What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences

- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Semester 1 - Yr 11	Semester 2 - Yr 11	Semester 1 - Yr 12	Semester 2 - Yr 12
Unit 1 English	Unit 2 English	Unit 3 English	Unit 4 English
Unit 1 Foundation Maths	Unit 2 Foundation Maths	Unit 3 Foundation Maths	Unit 4 Foundation Maths
Unit 1 Personal Development Skills	Unit 2 Personal development Skills	Unit 3 Personal Development Skills	Unit 4 Personal Development Skills
Unit 1 Work Related Skills	Unit 2 Work Related Skills	Unit 3 Work Related Skills	Unit 4 Work Related Skills
VET choice	VET choice	VET choice	VET choice

- Students need to pass 2 units of Work Related Skills and Personal Development Skills.
- VCE VM students will do VCE English.

Students must complete:

- 16 units
- 3 Literacy units or VCE English Units- including Unit 3 & 4
- 3 other unit 3 & 4 sequences
- 2 Numeracy or VCE Maths units
- 180 hours of VET at Certificate II or above.

## VCE VOCATIONAL MAJOR UNIT DESCRIPTIONS

### Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

### Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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

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

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

### **Personal Development Skills**

The VCE VM Personal Development Skills study focuses on helping students develop 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. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines 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. Students participate 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. Students will reflect on how community awareness of their selected issue can be improved.

### **Work Related Skills**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

# Year 10 Unit Descriptions

*‘Live as if you  
were to die  
tomorrow.*

*Learn as if you  
were to live  
forever.’*

*M.Gandi*

### Advanced English

Advanced English meets the requirements of the Victorian Curriculum while allowing students to work at a consistently advanced level. The subject combines elements of the Year 10 English course with elements of VCE English Language, VCE Literature and VCE English. Students will study a range of complex texts from different periods, styles, genres and contexts. They will be expected to produce substantial and sophisticated responses to these texts. This subject is suitable for students who are performing at a higher-than-expected level in all aspects of English.

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. In this part of the Year 10 Advanced English course, students read widely to develop their analytical skills and understanding of linguistics. They focus on the structures, features and functions of spoken and written English language and investigate such topics as the nature and functions of language, language variation and changes in language over time.

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which they are produced and read, and the experiences the reader brings to them. Students undertake close reading of texts and analyse how language and literary elements and techniques function within them. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

Advanced English will enable students to think critically about the ideas and arguments of others and the use of language to persuade and influence audiences. It will enable them to demonstrate (in written, spoken and multimodal texts) an ability to convey ideas, feelings, observations and information effectively and to make informed choices about the construction of texts in relation to purpose, audience and context.

#### Assessment Tasks:

- Text response/analytical essays
- Creative responses to texts
- Media and language analyses
- Debates and oral presentations
- Short answer questions
- Analytical commentaries
- Close analyses
- Writing folios
- Exams

### English

Students learn how to interact in a global environment, how to learn, adapt, create and communicate effectively and how to interpret and use information fluently and critically. The curriculum has a particular focus on English language, literature and literacy.

Specifically, the curriculum aims to support students to:

- Appreciate and enjoy language and develop its power to evoke feelings, form and convey ideas, persuade, entertain and argue
- Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- Access a broad range of literary texts and develop an informed appreciation of literature
- Respect the varieties of English and their influence on Standard Australian English

Assessment tasks will be based on the three strands of Language, Literature and Literacy which are defined as:

- Language – Knowing about the English language: a coherent, dynamic, and evolving body of knowledge about the English language and how it works.
- Literature – Understanding, appreciating, responding to, analysing and creating literature: an enjoyment in, and informed appreciation of, how English language can convey information and emotion, create imaginative worlds and aesthetic and other significant experiences.
- Literacy – Growing a repertoire of English usage: the ability to understand and produce the English language accurately, fluently, creatively, critically, confidently, and effectively in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences.

#### Assessment Tasks:

- Text response and analytical essays
- Imaginative and creative responses to texts
- Media and language analysis
- Debates and oral presentations
- Research-based tasks
- Writing folios
- Grammar tasks and tests
- Exam

## English as an Additional Language (EAL)

In English as an Additional Language (EAL) students develop their ability to learn collaboratively and independently and communicate effectively. Students develop their ability to comprehend, analyse and interpret a broad range of text types.

Through regular practice of listening to spoken texts, students improve their literal and inferential listening skills. In their study of literary texts, students consolidate their understanding of reading strategies to strengthen their capacity to reflect on and appreciate literature. Students develop their literal and inferential reading comprehension skills with three level guides. Through close analysis of literary texts, they build their ability to analyse literary techniques and their analytical writing skills.

In their study of contemporary issues in the Australian media, students engage with a broad range of multimodal texts. Students develop their capability to analyse argument, written and visual language. Through their analysis of persuasive texts, they build their understanding of how creators of texts express their opinion. Students strengthen their capacity to construct and present a reasoned point of view on an issue.

In the Writing Workshop, students build their understanding of the purposes, structures and language features of different written text types. Through close study of exemplary writing, they strengthen their capacity to plan, edit and revise their own writing. Students improve their vocabulary with a range of learning activities that support their acquisition of vocabulary. They develop their understanding of the spelling and grammar conventions of Standard Australian English.

### *Assessment Tasks:*

- Text response and analytical essays
- Media and language analysis
- Oral presentations
- Writing folios
- Exam

## MATHEMATICS

Students complete a mathematics course that best suits their needs and ability. Students should consult with their mathematics, careers teacher and parents to ensure they fully understand the consequences of their choice. Students select one of the two alternatives below for the whole year.

### **Foundation Mathematics – Semester 1 and 2**

This is VCE Foundation Mathematics Units 1 and 2 designed for students who are not intending to study VCE General Mathematics or Mathematical Methods in Year 11. The course focuses on the application of Mathematics in practical contexts relating to everyday life, recreation, work and study. The topic areas include Space, Shape and Design, Patterns and Number, Handling Data and Measurement and are investigated through themes such as Finance, Sport, Car Safety and Theatre Productions. This course is designed to complement and support other VCE subjects including VET studies.

### **Mathematics – Semester 1**

The semester 1 course is designed to prepare students for VCE Mathematical Methods (CAS) and Specialist Mathematics or VCE General Mathematics. Students study the solving of linear equations, graphs of straight lines, trigonometry, Pythagoras' Theorem, Indices and real numbers, and Financial Mathematics. There will be an emphasis on further developing problem solving skills.

### *Assessment Tasks:*

- Topic tests
- Workbook
- Investigation reports
- Exam

### **Mathematics – Semester 2**

The semester 2 course is a Mathematics course that is designed to prepare students for VCE General Mathematics. Students study Pythagoras theorem, total surface area and volume of a variety of 3D shapes, sequence and series, financial mathematics extension and statistics. There will be an emphasis on further developing problem solving skills.

### *Assessment Tasks:*

- Topic tests
- Workbook
- Investigation reports
- Semester Exam



**Advanced Mathematics – Semester 2 only**

A Year 10 Mathematics course specifically designed to prepare students for VCE Mathematical Methods and Specialist Mathematics. Students study algebraic expansion and factorisation, solving of equations, graphs of parabolas, trigonometry, surds and exponential functions, variation, probability and statistics. There will be an emphasis on further developing problem solving skills

*Assessment Tasks:*

- Topic tests
- Workbook
- Investigation reports
- Exam

**Possible course pathways in Mathematics**

Year 9	Yr 10	Year 11	Year 12
Year 9 (achieving <b>below</b> level)	Unit 1 & 2 Foundation Mathematics	Unit 3 & 4 Foundation Mathematics	
Year 9 (achieving <b>at or below</b> level)	Year 10 Mathematics (Sem 1&2)	General Mathematics Units 1&2 <b>or</b> Foundation Mathematics Unit 1 & 2	General Mathematics Unit 3&4 <b>or</b> Foundation Mathematics Unit 3 & 4
Year 9 (achieving <b>at or above</b> level)	Year 10 Mathematics (Sem 1) & Year 10 Advanced Mathematics (Sem 2)	Mathematics Methods Unit 1 & 2 (this can be done on its own or with General Maths)	Mathematical Methods Unit 3 & 4 &/or General Mathematics
Year 9 (achieving <b>well above</b> level)	Year 10 Mathematics (Sem 1) & Year 10 Advanced Mathematics (Sem 2)	Mathematical Methods Unit 1 & 2 & Specialist Mathematics Units 1 & 2	Mathematical Methods Unit 3 & 4 & Specialist Mathematics Unit 3 & 4
Year 9B SEAL class	Specialist Mathematics Unit 1 & 2	Mathematical Methods Unit 1 & 2	Mathematical Methods Unit 3 & 4 & Specialist Mathematics Unit 3 & 4

Students can choose to drop down a pathway at any time but cannot move up a Mathematics pathway.

**Biology & Psychology**

*(Expectation for Biology & Psychology Unit 1 & 2)*

Students learn about heritable characteristics and how these are transmitted from one generation to the next, in a process that involves genes, DNA and chromosomes. They will discover patterns formed by the transmission of heritable characteristics. They will design, undertake an extended investigation and report their findings. They learn about how genetic information can be used in medicine and discuss the many ethical issues associated in this area of Science.

Students will also learn about the scope of Psychology, including specialist career fields and fields of application and their contribution to understanding human behaviour. They will formulate research questions and construct Testable hypotheses. They will use an appropriate experimental research design and select appropriate sampling procedures for selection and allocation of participants to research various psychological questions. Students will analyse and interpret data, and draw conclusions consistent with these research questions.

**Chemistry & Physics**

*(Expectation for Chemistry & Physics Unit 1&2)*

Students discover that all matter is made of atoms which are composed of protons, neutrons and electrons and how they form patterns in the Periodic Table. They look at how chemical reactions involve rearranging atoms to form new substances and prove the Law of Conservation of Mass. Students identify different types of chemical reactions that are used to produce a range of products and recognise that reactions can occur at different rates. They will investigate chemical reactions and how they are represented by balanced chemical equations.

Students explain the motion of objects in terms of forces and investigate energy exchange and how this is predicted using the laws of Physics. Students will use Motion Sensors to investigate inclined planes and pulley system.

**Earth & Space Science**

Students investigate the theory of plate tectonics and how this explains global patterns of geological activity and continental movement. They will learn about global systems, including the carbon cycle, interactions involving the atmosphere, biosphere and lithosphere. They will investigate The Universe, discovering that it contains features including galaxies, stars and solar systems. Students will learn about how the Big Bang theory can be used to explain the origin of the Universe.

Students will investigate combustion and acid/base reactions and their importance in life and industrial processes in nature. Students will identify the different types of acids and bases and study the pH scale.

*Assessment Tasks for all Science units:*

- Practical Report
- Research investigation
- Tests
- Exam

## HUMANITIES

### **Civics and Citizenship – Legal Studies**

Civics and Citizenship aims to develop student understanding of the interconnectedness of Australia's political and legal systems in readiness for VCE subjects. Students will identify the key principles of Australia's justice system using contemporary examples and current issues. Additionally, students will investigate how Australia's international legal obligations including our role with the United Nations, influence law and government policy. Students will also complete a unit of work covering the causes and consequences of the Holocaust. Students will explore what it means to be an active and informed citizen in a range of democratic contexts. Civics and Civil Rights builds the foundational skills and knowledge required for VCE Legal Studies.

*Key Knowledge:*

- Government and Democracy in Australia
- Case Studies in Comparative Democracy e.g. Israel & USA
- Introduction to Constitutional Law
- Australia's International Obligations
- Civil and Human Rights e.g. OHS, Anti-Bullying and Anti-Semitism.

*Assessment Tasks:*

- Inquiry Project
- Case Studies
- Exam

### **Environment and Me - Geography**

The study of Environment and me focusses on natural and human processes that influence change and human responses, and what we can do as individuals.

The course focuses on the future with particular emphasis on planning for 2050 and beyond. Students will investigate how climate change is happening, who or what is responsible for it and are encouraged think creatively about what steps people need to take to reduce negative impacts. The role of government in the process is considered at a range of scales, including the United Nations, developed and developing countries as well as local environments. Urban, marine and land environments will be investigated through undertaking an excursion which will provide student with an opportunity contextualise their learning and gather data. Students consider Traditional people's approach to land care management and

responsibility. Furthermore, the study of Wellbeing at the local, national and global scale will enable students to analyse data and make informed decisions on their planet's future.

*Key Knowledge:*

- Contemporary Australia
- Asian Regions
- Developing Regions
- Indigenous Peoples

*Assessment Tasks:*

- Data Analysis
- Research Project
- Exam

*Pathways:*

This subject will build the necessary knowledge and develop the understanding of concepts and skill development as preparation for VCE Geography.

Year 10 The Environment and me → Units 1 & 2 Geography → Units 3 & 4 Geography

**The World as We Know it – History**

Students will investigate the causes of World War II and the reasons why Australians enlisted to go to war. They will consider significant places where Australians fought and their perspectives and experiences in these places. In addition to researching the nature of warfare, significant events and turning points of World War II, students will identify the effects of World War II, with particular emphasis on the changes and continuities brought to the Australian home front and society. Australia's international relationships in the twentieth Century will be studied, with reference to Britain, USA, Asia and the United Nations. Students will develop historical interpretations and identify contested debates about World War II and the significance of Australian commemoration of war. Understanding the post war significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration will be studied. Students will focus on the human rights struggles including the Holocaust and the fight for the rights and freedoms of Aboriginal and Torres Strait Islander peoples and their influence on current protest movements. Students investigate one major influence the shaped Australian society in the context of the Globalising World.

This subject will consolidate historical concepts and skills, and lay the foundational knowledge for VCE History.

*Key Knowledge:*

- World War II
- 20th Century Australia
- United Nations - Rights and Freedoms
- The Globalizing World: Migration Experiences

*Assessment Tasks:*

- Knowledge and Skills Test
- Comparative Essay
- Exam

*Pathways:*

Year 10 History → Units 1 & 2 History, Twentieth Century History → Units 3 & 4 History, Revolutions

**Money and Markets (Business Studies)**

Do you want to learn about how to manage money? Then this elective is the starting point for you.

Students will develop their understanding about the marketplace from the perspectives of consumers, employees and business owners. The emphasis is on business and economics, where students will investigate contemporary issues and/events in a personal, local, national, regional and global context. Students continue to develop their own economic and financial literacy knowledge and skills.

The subject is aimed to introduce students to key business ideas and develop foundation skills for VCE Business subjects.

*Key Knowledge:*

- The Australian Economy
- Consumer and Financial Literacy
- Markets
- The Business Environment
- Innovation and Enterprise
- Work and Work Futures

*Assessment Tasks:*

- Research Project
- Enterprise and Innovation Assignment
- Exam

*Pathways:*

Y10 Money and Markets → Units 1 & 2 Business Management

## LANGUAGES

### French

Year 10 French focuses on interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

#### Year 10 Topics

- Leisure
- Personal history
- World War II
- Book: Un sac de bille, Joseph Joffo
- Travel
- Art

#### Assessment Tasks:

- Writing tasks
- Listening, reading and responding tasks
- Speaking Tasks

For current Year 9 students who have followed the French immersion program there are two options:

1. Year 10 French
2. Year 11 French (VCE Units 1&2) on teacher recommendation and subject to successful completion of a written test

For current Year 9 students who have followed the French First Language (CNED) program there are two options:

1. Year 10 CNED Seconde leading to VCE Year 12 (Units 3 & 4) in the year after.
2. Year 11 (VCE Units 1&2) leading to Year 12 (Units 3 & 4) the year after.

Our recommendations are that:

1. Students who have followed the Year 9 CNED course this year select CNED Seconde for next year (unless students have been recommended by their teacher to choose Year 11 Units 1 & 2). The CNED Seconde program will offer the students a bridge from year 9 to VCE as it will enable them to develop analytical skills and enhance their vocabulary whilst studying French literature.
2. Students who have followed the French Immersion course in Year 9 select Year 10 French or Year 11 French (on teacher recommendation).

### Japanese

Students will focus on the areas of speaking, listening and writing through Japanese texts. They will further develop their understanding and appreciation of

Japanese culture.

#### Class Activities

- Dialogues and Role Plays
- Listening tasks
- ICT Supported Activities
- Reading Comprehension
- Written Responses

#### Assessment Tasks:

- Writing tasks
- Listening, reading and responding tasks
- Speaking Tasks

Year 9 students in the Japanese immersion class completing the advanced program (year 10) should choose Year 11 Japanese (VCE Units 1&2).

### Hebrew

Students will focus on the areas of speaking, listening, reading, writing and viewing skills. They will study texts and generate written responses. Students will develop listening and conversational skills in Hebrew. They will further develop their understanding and appreciation of the culture.

#### Class Activities

- Conversations, role plays and dialogues
- Reading and listening comprehension
- Written response to multi-modal texts including viewing and creative writing
- ICT supported activities

#### Assessment Tasks

- Conversations on chosen topics
- Reading and listening comprehension
- Written response to multi-modal texts including viewing and creative writing
- Presentations
- Exam

### Biomechanics and Sports Psychology

Students develop an in-depth understanding of the biomechanical principles of the human body and how skill can improve through a knowledge of biomechanical movement. Students will develop an understanding of sports psychology to improve participation and skill acquisition through different stages of learning. This unit has a practical activities and theoretical component. Students will have the opportunity to work both independently and in groups.

Theory components will include:

- Biomechanical principles of human movement
- Skill and skill acquisition
- Australia's Physical Activity and Behaviour Guidelines
- Sports psychology – motivation, arousal vs anxiety

Practical components will include:

- Biomechanical comparisons
- Developing an understanding of biomechanics through practical activities
- ICT data collaboration

*Assessment Tasks:*

- Practical work and participation
- Theory assessments
- Exam

### Human Movement

This unit aims to develop an in-depth understanding of the body's systems and how these systems work together to enable human movement. This unit has a practical and a theoretical component. Students will be involved in a selection of practical activities throughout the semester. They will have the opportunity to work both independently and in groups. This unit provides a strong foundation for further study of VCE Physical Education.

Theory components will include:

- Body systems - cardiovascular, respiratory, skeletal and muscular systems
- Energy systems and energy production
- Fitness components
- Training methods and principles

Practical components will include:

- Fitness testing and analyses
- Practical activities that relate to energy systems and body systems
- Training Method practical activities

*Assessment Tasks:*

- Musculoskeletal Test
- Cardiorespiratory Test
- Fitness testing and program development
- Exam

### Healthy Mind and Body

Students will:

1. Extend their learning about major tasks in establishing personal identity.
2. Identify patterns of food consumption in Australia and the strategies designed to improve it.
3. Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages of the lifespan.
4. Investigate the work of government departments and non-government bodies in promoting and protecting the health of young people – including the law, policies and provision of health services.

*Assessment Tasks:*

- Health Promotion Initiative
- Cancer Essay or Cancer Research Task
- Pre Natal Assessment Task
- Exam

*Topics covered include:*

- cardiovascular diseases, cancer, asthma & diabetes
- injury
- mental health
- health promotion
- healthy lifestyle decisions (food consumption)
- guidelines
- diet and health
- body image

### Teenage Issues

Students will:

1. Extend their learning of major tasks in establishing personal identity and how cultural and social factors shape their values.
2. Identify personal behaviour's and community actions that affect one's health status, both positively and negatively.
3. Understand the rights and responsibilities associated with an aspect of their developing independence.
4. Examine mental health issues relevant to young people.
5. Understand and practice appropriate assertiveness and resilience strategies.
6. Identify and investigate issues relating to Sexual matters and relationships

*Topics covered include:*

- risk taking behaviours
- road safety
- drug use and abuse in Australia
- alternatives to drug use
- body issues
- understanding mental health
- relationships
- strategies to minimise harm and maximize personal safety
- getting help

*Assessment Tasks:*

- Road Safety Campaign
- Mental Health Report
- Exam

## THE ARTS

### **Cinema & Theatre Studies**

Cinema & Theatre Studies is the study of the screen and the stage. Students study various genres in film, watching and discussing them as a class and completing written work. They will cover comedy, drama, musicals, family, kids, thriller (mild) and romantic comedy. This is a good preparation for students wanting to study VCE Media.

The theatre studies component includes acting on the stage and also being a part of the technical crew (behind the scenes). Students who choose to be part of technical crew will be required to work with light, sound, props, costume and stage dressing. Students will also gain the opportunity to perform warm up games to prepare for acting on the stage. All curriculum resources used comply with DET guidelines for selecting Teaching and Learning Resources.

*Assessment Tasks:*

- Film Analysis
- Performance of a play/working in a technical crew
- Exam

### **Dance**

Year 10 Dance prepares students for VCE Dance. Students study the dance making processes, movement creation, choreography, reflection, rehearsal, pre-performance and performance. Students will also develop a vocabulary of the dance industry and implement it into their writing and performance skills.

Students will perform a learnt group dance showcasing their dance skills and performance style. Students will choreograph their own solo dance performance, in whatever style they wish.

*Assessment Tasks:*

- Group Performance
- Performance Review
- Solo Performance
- Exam

### **Media**

Media is a folio subject that prepares students for VCE Media Units 1-4. Students will engage in film and TV studies with various topics to be looked at including representations, themes, social values and narrative. They will also look at advertising within the Media industry, including magazines, newspapers and social media.

#### *Assessment Tasks:*

- Film Studies
- Advertising
- Folio
- Exam

#### **Music**

Students will engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through:

- Music making
- Performing
- Composing, arranging and/or improvising
- Musicianship
- Aural perception, analysis and music language

#### *Assessment Tasks:*

- Solo Performance
- Group Performance
- Exam

Students will develop musical skills that will provide them with the opportunity to continue onto VCE Music Performance or VET Music in Year 11 and 12. It is preferable but not mandatory that students already have skills and experience playing a musical instrument.

#### **Photography**

Students will learn the basics of both traditional black and white photography and digital photography. This includes the SLR camera parts and functions, proper handling of a camera and relating the art elements and principles to create artistic photographs. Students will refine their photographic skills through a focus on composition and light, practice various photographic techniques and explore more creative approaches to photography.

Students will develop skills through the investigation of film processing, darkroom techniques and retouching photographs using photo-editing software such as Photoshop. Students will also learn the history of photography from the camera obscura to camera phones. They will become familiar with the work of famous photographers, both historical and contemporary.

By the end of the course students should be able to compose, edit, critique and display their Photographs, and have a basic understanding of the

techniques and history behind it.

Students are not required to have their own SLR camera but access to a digital camera would be advantageous.

#### *Assessment Tasks:*

- Folio of photographic work
- Design processes in Visual Diary
- Written analysis & case study
- Exam

#### **Visual Arts**

This course provides a solid introduction for students wishing to study VCE Art in Year 11 and 12. Students will look at the works and ideas of various artists throughout art history and seek sources of inspiration for their own art making. Students have the opportunity to experience a wide range of art media such as drawing, painting, ceramics, printmaking, photography and computer generated imagery using Photoshop. Students will utilize these media as an avenue of self-expression to investigate a variety of themes such as: the urban or natural environment, portraiture, contemporary events and issues, popular culture etc.

#### *Assessment Tasks:*

- Folio of completed artworks
- Visual process diary
- Written analysis
- Exam

#### **Visual Communication Design**

Students will develop their ability to think and solve problems creatively and imaginatively. Students will create drawings and design for Communication Design; book jackets, posters or advertisements. They will develop their skills for Environmental Design through drawing two-dimensional architectural plans or creating three-dimensional models. Students' experience is further developed for Industrial Design by creating products such as perfume bottles or furniture. Students may use a combination of traditional techniques and computer programs; Illustrator, Photoshop and SketchUp.

This course will be tailored to meet student interests in the topics that are taught and prepare those who are wishing to take this subject in Years 11 and 12.

#### *Assessment Tasks:*

- Development of a design folio
- Final Presentations
- Written Analysis
- Exam

### **Food and You**

This is a theoretical and practical unit of study that introduces students to the role food plays in our lives and the influences on our food choice. Students will be studying the relationship between diet and health. They will explore the Australian dietary health guidelines and develop an understanding of the importance of macro and micro nutrients. They will discover the major food related disorders that exist in Australia today. In addition, they will develop skills in food safety and hygiene plus develop their menu planning and catering abilities.

Topics covered are:

- The importance of eating healthy foods
- What factors influence our food choices?
- What are major and micronutrients?
- Why are vitamins and minerals important?
- Energy and its importance to the human body
- Nutritional requirements for teenagers
- What are dietary disorders?
- Microbes in our food
- Vegetarianism
- Evaluate food presentation and processes.

There will be a range of practical activities undertaken during the unit which complements the theory being covered.

*Assessment Tasks:*

- Production work
- Coeliac Disease project
- Exam

### **IT & Robotic Systems**

This unit is designed for students who enjoy learning how to apply digital technologies to address real world problems. It provides foundational skills and knowledge for students wishing to study VCE Computing or Systems Engineering

Students will cover the following areas:

- Computer systems - Students will investigate electronic components of digital systems, including single board computers, microcontrollers.
- Software and robotic engineering - Students will be introduced to the basics of computer programming and the application of computer programming in the development of a robotic system. The primary programming language used will be Python.
- Data analytics – Spreadsheet and data base software will be used to create advanced tools for data analysis and data management.



#### *Assessment Tasks:*

- Design and development projects with opportunities for extension will be completed for Robotics, Data Analysis and Programming with Python
- Exam

#### **Multimedia**

This unit is designed for students who enjoy challenging themselves in developing multimedia products and who may consider doing VCE Computing or VET multimedia courses.

This unit will provide students with the knowledge and skills to design and develop Multimedia solutions using a variety of software programs.

Students are expected to actively participate in all learning activities and equally contribute to all collaborative projects.

#### *Software packages used:*

- Adobe Premiere
- Adobe Dreamweaver
- Adobe Animate
- Game Maker
- Visual Basic/Python
- Other online apps

#### *Assessment Tasks:*

- Adobe applications folio
- Website development project
- Game development project
- Exam

#### **Product Design – Furniture Making**

Students will research, design and build a furniture piece of their own choosing incorporating timber, metal and plastics in their design. This subject is beneficial to students interested in undertaking a whole host of Vocational Education and Training (VET) subjects, e.g. building trades. Occupational Health and Safety (OHS) procedures are taught and how to apply these procedures using hand tools, wood and metal working machinery.

**\* Additional costs will apply where material costs are high**

#### *Assessment Tasks:*

- Production - Furniture Piece
- Assignment - Design Folio
- Exam

#### **World Food**

Students will learn about the:

- Distinctive flavours and traditional dishes of cuisines from all over the world and how we have incorporated and modified these cuisines to suit local tastes.
- Importance of culture and how it influences what we eat, how we eat and why we eat.

The design process is used to design the solution for any production task (that is the making of the recipes). The stages of the design process are investigating, generating, collaborating and managing, producing and evaluating.

- Middle Eastern Food - What is Kosher? What is Halal? (Chicken and Rice, Falafel)
- Italian Cooking - Regional cooking and ingredients (Pasta Making, Gnocchi)
- Asian Food - Japanese cooking and Chinese cooking (Nori Rolls, Beef stir fry with Asian Vegetables)
- Indian Food - common ingredients (Curry Making, Roti Making)

#### *Assessment Tasks:*

- Production Work
- Design Briefs
- Exam

The unit descriptions provide here are a brief outline.  
Full descriptions should be read on the VCCA website  
<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

# Year 11 and 12 Unit Descriptions

‘Tell me and  
I forget,  
teach me and  
I may remember,  
involve me and  
I will learn.’

Benjamin Franklin

## APPLIED COMPUTING

### **Rationale**

Students build capabilities in critical and creative thinking, and develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Please note that the recommended device that students purchase for this subject is either a Windows laptop or a MacBook.

### **Unit 1: Applied computing**

Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

### **Unit 2: Applied computing**

Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Students are introduced to cybersecurity and investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

### **Unit 3: Data analytics**

Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### **Unit 4: Data analytics**

Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

### **Unit 3: Software Development**

Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### **Unit 4: Software Development**

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

## ART CREATIVE PRACTICE

### **Rationale**

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

### **Unit 1: Interpreting artworks and exploring the Creative Practice**

Students use Experiential learning in making and responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how

artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

### ***Unit 2: Interpreting artworks and developing the Creative Practice***

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social

movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

### ***Unit 3: Investigation, ideas, artworks and the Creative Practice***

Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

### ***Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice***

Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

## BIOLOGY

### **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, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

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. 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 use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

### **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 and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### **Unit 2: How does inheritance impact on diversity?**

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### **Unit 3: How do cells maintain life?**

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to

photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. 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.

## **BUSINESS MANAGEMENT**

### ***Rationale***

Business Management enables students to 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.

### ***Unit 1: Planning a business***

Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

### ***Unit 2: Establishing a business***

Students examine the legal requirements that must

be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

### ***Unit 3: Managing a business***

Students explore the key processes and considerations with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives and stakeholders. Students investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies.

### ***Unit 4: Transforming a business***

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management.

## **CHEMISTRY**

### ***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.

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

The development and use of materials for specific purposes is an important human endeavour. 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.

The key areas of study covered during Unit 1 are:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

### **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 in Area of Study 3 of this unit. 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. The key area of studies that are covered during Unit 2 are:

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

As these are practical, component unit students will be undertaking experiments throughout the unit.

### **Unit 3: How can chemical processes be designed for optimum efficiency?**

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's Law to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with

reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

### **Unit 4: How are organic compounds categorised, analysed and used?**

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products to reactions pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods

## **ENGLISH LANGUAGE**

### **Rationale**

The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

In this study students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields,

including designing information and communications technology solutions or programs.

### **Unit 1: Language and Communication**

Students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

### **Unit 2: Language change**

Students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected - phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### **Unit 3: Language variation and social purpose**

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider

community.

### **Unit 4: Language variation and identity**

Students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

## **ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE**

### **Rationale**

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. Students build on their knowledge in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### **Units 1 and 2**

Students extend their writing, reading, speaking and listening skills. They discuss, explore and analyse a range of texts. They develop an understanding of how culture, values and context are relevant to the construction of texts. Through creating their own texts they demonstrate their ability to make informed choices about language, form, structure, purpose and audience.

On completion students should be able to:

- Make personal connections with texts and explore the vocabulary, text structures, language features



and ideas in, a text.

- 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 during writing processes.
- Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- 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.

### **Units 3 and 4**

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students compare the presentation of ideas, issues and themes in texts.

EAL students listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions prescribed in texts. EAL students should be able to demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short answer questions.

On completion students should be able to:

- produce analytical and creative responses to texts
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences
- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

## **FOOD STUDIES**

### **Rationale**

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. VCE Food Studies is designed to build the capacities of students to make informed food choices. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

### **Unit 1: Food Origins**

Students investigate the origins and roles of food through time and across the world. Students explore the progression of food through history. They look at Australian indigenous food prior to European Settlement and the influence of immigration on food production and consumption. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

### **Unit 2: Food Makers**

Students investigate food systems in contemporary Australia, including commercial food production industries and food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

### **Unit 3: Food in Daily Life**

Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They consider influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviour's develop within social environments. The practical component enables students to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### **Unit 4: Food Issues, Challenges and Futures**

Students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. They focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component provides students with opportunities to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating

**Rationale**

The study of French enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students’ ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

**Prescribed themes and topics**

There are three prescribed themes for study in VCE French:

- The individual
- The French-speaking communities
- The world around us

**Unit 1**

Students develop an understanding of the language and cultures of French-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual’s language use in specific contexts and for specific audiences.

**Unit 2**

Students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual’s language use in specific contexts and for specific audiences.

**Unit 3**

Students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

**Unit 4**

Students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## GEOGRAPHY

### **Rationale**

This interesting course investigates important issues in our lives today like why the climate is changing and how will we use resources in future. Students will develop an understanding of the causes and possible responses to natural and human environmental impacts at local, national and global scales.

Both natural and human environments are considered and skills learnt in Year 10 Geography (Environment and me) are built on. Major processes that affect these environments are investigated and the ways in which governments, organisations and individuals respond to these processes are evaluated. With understanding, we can help to ensure that the changing landscape and population in Australia and the world are managed in a sustainable way.

### **Unit 1: Hazards and disasters**

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including nuclear power, air pollution, malaria, rising sea level and bushfires. Students will conduct a Bushfires field trip to gather primary data on the characteristics, impacts and responses of the Black Saturday bushfires in the Kinglake region.

### **Unit 2: Tourism: issues and challenges**

Students investigate the characteristics of tourism, with particular emphasis on ethical tourism, where it has developed, how it has changed, its impacts on people and places at a range of locations. Students will also conduct fieldwork to investigate and evaluate strategies for managing tourism. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

### **Unit 3: Changing the land**

This course links closely to student interest's with particular reference to important issues like why the climate is changing and how will be use resources in future. Students will develop an understanding of the causes and possible responses to climate change at local, national and global scales. Two investigations of geographical change are studied: change to land cover and change to land use. Students investigate major processes that are changing land cover including deforestation and melting glaciers and ice sheets. A field trip is conducted in the Docklands region as part their investigative work on land use change.

### **Unit 4: Human population: trends and issues**

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, including China and Japan. Trends and issues associated with changing population dynamics are also studied.

## HEALTH & HUMAN DEVELOPMENT

### **Rationale**

Students are provided with broad understandings of health and wellbeing that reach far beyond the individual. Students have the opportunity to view health and wellbeing, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

### **Unit 1: Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

All assessments at Units 1 are school based. Procedures for assessment of levels of achievement in Units 1 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following: a short written report, such

as a media analysis, a research inquiry, a blog or a case study analysis; oral presentation, such as a debate or a podcast; a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation; structured questions, including data analysis.

### ***Unit 2: Managing health and development***

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

All assessments at Units 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following: a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis; oral presentation, such as a debate or a podcast; a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation; structured questions, including data analysis. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

### ***Unit 3: Australia's health in a globalised world***

Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health

promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

#### ***Assessment Outcomes***

Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

### ***Unit 4: Health and human development in a global context***

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

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

#### ***Assessment Outcomes***

Outcome 1: Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. Outcome 2: Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

## HISTORY

### **Rationale**

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

### **Unit 1: Twentieth Century history 1918 - 1939**

Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

### **Unit 2: Twentieth Century history 1945–2000**

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events in the period 1945-1991 including the Cold War, Cuban Missile Crisis, social and political movements in the USA. Students also 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 period 1945 to 2000.

### **Units 3 and 4: Revolutions**

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that oppress them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as having important international repercussions. Students study the Russian and Chinese revolutions.

## JAPANESE

### **Rationale**

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Studying Japanese provides

students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

### **Prescribed themes and topics**

There are three prescribed themes for study in VCE Japanese Second Language:

- The individual
- The Japanese-speaking communities
- The world around us

All the themes and topics are to be studied over the course of Units 1–4.

### **Unit 1**

Students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### **Unit 2**

Students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### **Unit 3**

Students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

#### **Unit 4**

Students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## **LEGAL STUDIES**

#### **Rationale**

The study of Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as: lawyer, paralegal, legal secretary and careers in the courtroom.

#### **Unit 1: Guilt and liability**

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's

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

#### **Unit 2: Sanctions, remedies and rights**

Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

#### **Unit 3: Rights and justice**

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

#### **Unit 4: The people and the law**

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between

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

## LITERATURE

### **Rationale**

Literature focuses on the meaning derived from texts, the relationship between texts, and the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. Students examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

### **Unit 1: Reading Practices and Exploration of literary movements and genres**

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. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. They explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these

groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. 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 and the Text in its Context**

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. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture. 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. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

### **Unit 3: Adaptations and transformations and Developing interpretations**

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative

## MATHEMATICS

### **Rationale**

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical and concise. It also provides means by which people can understand and manage their environment. Essential mathematical activities include: calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem posing and solving.

Satisfactory completion of Year 10 Mathematics is a prerequisite entry to any Year 11 Mathematics units. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout each VCE mathematics unit. This includes the use of technologies for various areas of study.

### **Units 1 and 2: Foundation Mathematics**

Foundation Mathematics Units 1 and 2 designed for students who are not intending to study VCE General Mathematics or Mathematical Methods in Year 11. Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

responses to texts. Students develop their skills in communicating ideas in both written and oral forms. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

### **Unit 4: Creative responses to texts and Close analysis of 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. Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations. 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.



### **Units 1 and 2: General Mathematics**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis and statistics – Univariate Data', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Matrices'. The areas of study for Unit 2 of General Mathematics are 'Data analysis and statistics – Bivariate Data', 'Graphs and Networks', 'Functions, relations and graphs' and 'Space and measurement'.

### **Units 1 and 2: Specialist Mathematics**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### **Units 1 and 2: Mathematical Methods**

Units 1 and 2 Mathematical Methods are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus', and 'Data analysis, probability and statistics'. All assessments at Units 1 and 2 are school-based. Assessment tasks include the opportunity for components to be completed with and without the use of effective and appropriate use of CAS technology or as applicable to demonstrate the achievement of outcomes outlined in all the areas of study.

### **Units 3 and 4: Foundation Mathematics**

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

and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study will be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit will be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

### **Units 3 and 4: General Mathematics**

General Mathematics consists of four areas of study which are the topics of Data analysis, Recursion and financial modelling, Matrices, Networks and decision mathematics.

Students must have completed Units 1 and 2 of a VCE Mathematics study other than Foundation Maths in order to undertake Units 3 and 4 General Mathematics.

### **Units 3 and 4: Mathematical Methods**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, Probability and Statistics', 'Calculus', and 'Functions, Relations and Graphs', which must be covered in progression from Unit 3 to Unit 4.

- Students wishing to study Mathematical Methods Unit 3 and 4 must have satisfactory completed Mathematical Methods Units 1 and 2 and have achieved a minimum C standard on each topic SAT/ Semester 1 and 2 exams
- In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, *with and without the use of technology*.
- They should have facility with relevant *mental and by-hand* approaches to estimation and computation.
- The use of numerical, graphical, geometric, symbolic and statistical functionality of technology *for learning mathematics, for working mathematically, and in related assessment*, is to be incorporated throughout each unit as applicable.

### **Units 3 and 4: Specialist Mathematics**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content will highlight mathematical structure, reasoning and applications across a range of modelling contexts.

Students wishing to study Specialist Maths Unit 3 and 4:

- must have completed Maths Methods Unit 1 and 2 and have achieved a minimum C+ standard on the exam
- must have a current enrolment in, or previous completion of Math Methods Units 3 and 4
- are strongly recommended to have completed Specialist Maths Unit 1 and 2

## **MEDIA**

### **Rationale**

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/ or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### **Unit 1: Media forms, representations and Australian stories**

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

media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

### **Unit 2: Narrative across media forms**

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, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### **Unit 3: Media narratives and pre-production.**

Students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

### **Unit 4: Media production and issues in the media**

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

## MUSIC

### **Rationale**

VCE Music equips students with personal and musical skills enabling them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. It 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.

### **Unit 1: Music**

Students study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### **Unit 2: Music**

Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### **Unit 3: Music Performance**

Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. Students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They

study the work of other performers and refine selected strategies to optimise their own approach to performance.

### **Unit 4: Music Performance**

All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

## PHYSICS

### **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.

### **Unit 1: What ideas explain the physical world?**

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: What do experiments reveal about the physical 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.

In Area of Study 1, 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.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle

physics, cosmology and local physics research. The selection of an option enables students to 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 undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### **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.

## **PHYSICAL EDUCATION**

### **Rationale**

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. 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 lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. 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.

### **Unit 1: The human body in motion**

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. They also 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.

### **Unit 2: Physical activity, sport and society**

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. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They 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: Movement skills and energy for physical activity**

Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. 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. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### **Unit 4: Training to improve performance**

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate and critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### **PSYCHOLOGY**

#### **Rationale**

Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society and use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues.

#### **Unit 1: How are behaviour and mental processes shaped?**

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

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

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

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

#### **Unit 4: How is wellbeing supported and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

### **VISUAL COMMUNICATION DESIGN**

#### **Rationale**

Students have the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and develop their ability to think creatively about design solutions. The study can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design.

Please note that there is a recommended device that students who intend to select this subject should seek advice on.

### ***Unit 1: Introduction to visual communication design***

Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. They review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

### ***Unit 2: Applications of visual communication design***

Students use presentation drawing methods incorporating the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas

and concepts in different ways in the communication design field.

### ***Unit 3: Design thinking and practice***

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

### ***Unit 4: Design development and presentation***

Students utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Students refine and present two visual communications within the parameters of the brief.

## GLOSSARY OF TERMS

**ATAR (Australian Tertiary Admissions Rank)** Calculated using Unit 3 /4 scaled study scores to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

### COURSEWORK ASSESSMENT

The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the Study Design. Can be School Assessed Coursework or School Assessed Tasks.

### GAT (General Achievement Test)

Consists of a test held in June. All students undertaking any studies at units 3/4 level sit the GAT. The GAT result is used for statistical purposes only and the confidential result is reported to students in December.

### LEARNING OUTCOMES

What students must know, or be able to do, by the time they have finished a unit.

### PREREQUISITE

This is a unit or units you must undertake and pass in order to be eligible for admission to a course.

### SATISFACTORY COMPLETION OF UNIT

Satisfactory completion of all units of study will be based on completion of all the outcomes prescribed for the unit of study. Where illness or other factors affect performance, students may seek Special Provision.

### SCHOOL ASSESSED COURSEWORK (SAC)

A task done at school to assess how students are performing in Units 3 and 4. Set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications.

### SCHOOL ASSESSED TASK (SAT)

A model done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. Applies only to Art, Visual Communication Design, Design and Technology: Wood and Food Technology.

### TAFE

Stands for Technical and Further Education. TAFE offers short courses, apprenticeship or traineeship training, one year Advanced Certificate courses and two year Associate Diploma courses.

### UNITS 1 and 2

Units within a VCE study designed to approximate the Year 11 level of difficulty.

### UNITS 3 and 4

Units within a VCE study designed to approximate the Year 12 level of difficulty.

### STUDY

A sequence of half year units (semester) in a particular area, for example; English, Mathematics, Spanish.

### STUDY SCORE

The aggregate score given out of 50 for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ATAR.

### STUDY DESIGN

Describes the units available within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

### UNIT

A semester length component of a study.

### VASS

VCE Administrative Software System, it is used by schools to enter VCE enrolments and results onto the VCAA database.

### VET (Vocational Education and Training)

A program in which student's complete TAFE subjects (modules) as part of their VCE.

### VCAA

Victorian Curriculum and Assessment Authority  
- Responsible for curriculum, assessment and certification Years 11 and 12.

### VTAC

Victorian Tertiary Admissions Centre - administers a joint selection system on behalf of tertiary institutions

### VTAC GUIDE

A booklet for Year 12 VCE students containing a description of each Victorian University and TAFE diploma course and private provider courses. It provides an indication of ATAR scores for each course and their prerequisites.

### VCE VM

Victorian Certificate of Education – Vocational Major

### VCE

Victorian Certificate of Education.