



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 2024

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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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 by 1 hour 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, Language is optional.

Morrisby Testing

During Year 9, 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 helps students understand 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 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.

Course Selection

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, a subject through CHES 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 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

Year 10 - 12 students can 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. **Students taking Art or Visual Communications and who are thinking of working or studying in these areas after Year 12 should 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.

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 and submit 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.).

Promotion to Year 11

Students who do not meet the Glen Eira College Promotions Policy requirements will meet with the Senior School Leader and their parent/guardian to discuss the most appropriate pathway. 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.

Pathways

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

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.

- 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 not been listed in any specific pathway as 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

1. For all pathways the selection of other units really depends on which direction you wish to take after completing your VCE.
2. 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 Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details	TAFE: Accessible through VCE-VM Diplomas and Certificates in: <ul style="list-style-type: none">• Visual Arts• Building Design• Product Design	UNIVERSITY Bachelor Degrees including: <ul style="list-style-type: none">• Architecture/Building• Design• Visual Arts
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	<ul style="list-style-type: none"> • Building and Construction 	<ul style="list-style-type: none"> • Visual Communication • Industrial Design • Interior Architecture/Design • Engineering (Building) • Civil Engineering • Landscape Architecture
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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:

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

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

Compulsory Units	Suggested Units		Other Units
English 1/2 and/or English Language 1/2 and/or Literature 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 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:

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

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

GRAPHIC DESIGN AND VISUAL ARTS

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

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 Design Fundamentals 1/2 Or VET Cert II in Visual Arts 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 Design Fundamentals 1/2 Or VET Cert II in Visual Arts 1/2	Work Related Skill 3/4	Personal Development 3/4

This Pathway may lead to:

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

This Pathway may lead to:

EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	TAFE: Accessible through VCE-VM Diplomas and Certificates in: <ul style="list-style-type: none"> • Applied Science • Horticulture • Agriculture • Community Recreation • Landscaping Conservation & Land Management 	UNIVERSITY Bachelor Degrees in: <ul style="list-style-type: none"> • Agribusiness • Agriculture • Environmental Science • Applied Science • Environmental Management & Sustainability • Marine Biology • Education (Environmental Science) • Environmental Engineering • Conservation Science
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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	Any units from VCE, VET.
English 3/4 and/or English Language 3/4 and/or Literature 3/4	A Language (LOTE) 1-4 Psychology 1-4 Legal Studies 1-4	

This Pathway may lead to:

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

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

This Pathway may lead to:

EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	TAFE: Accessible through VCE-VM Diplomas and Certificates in: <ul style="list-style-type: none"> • Community Services • Justice • Youth Work • Early Childhood Education & Care • Law Clerk 	UNIVERSITY Courses at various institutions in: <ul style="list-style-type: none"> • Law • Social Science • Psychology • Social Work • Humanities • Counselling • Speech Pathology • Psychological Science/Studies • Teaching/Education • Criminology • Criminal Justice
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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, VET Cert III in Music Industry
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	

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:

EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	TAFE: Accessible through VCE-VM Diplomas and Certificates in: <ul style="list-style-type: none"> • Screen and Media • Visual Arts • Music Industry (Performance) • Dance 	UNIVERSITY Bachelor Degrees in: <ul style="list-style-type: none"> • Visual and Performing Arts • General Arts • Media/Communications • Public Relations/Journalism • Fine Arts • Film & Television • Screen Production
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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 Maths at 3/4 level.
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	

This Pathway may lead to:

EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	TAFE: Accessible through VCE-VM <ul style="list-style-type: none"> • Dental Assistant • Veterinary Nurse 	UNIVERSITY Bachelor Degrees in: <ul style="list-style-type: none"> • Medicine • Physiotherapy • Occupational Therapy • Speech Pathology • Podiatry • Orthotics • Chiropractic • Pharmacy • Dentistry • Prosthetics and Orthotics • Veterinary • Medical Image/Radiography • Paramedicine A UCAT test will need to be completed in some cases.
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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>EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.</p>	<p>TAFE: Accessible through VCE-VM Diplomas and Certificates in:</p> <ul style="list-style-type: none"> • Music Industry • Entertainment (sound) • Music Performance • Music Production 	<p>UNIVERSITY Bachelor Degrees in:</p> <ul style="list-style-type: none"> • Visual and Performing Arts • Audio Engineering & Sound Production • Music Production • Music • Musical Theatre • Arts (contemporary, music, music industry, performance studies)
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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:

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

<p>EMPLOYMENT Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.</p>	<p>TAFE: Accessible through VCE-VM Diplomas and Certificates in:</p> <ul style="list-style-type: none"> • Musical Theatre • Stage & Screen Performance • Specialist Make-Up • Screen & Media • Theatre Arts 	<p>UNIVERSITY Bachelor degrees at various institutions:</p> <ul style="list-style-type: none"> • Fine Arts - Theatre • Drama • Humanities • Arts/Media • Visual Arts • Screen Production • Film and TV • Performing Arts • Education (Media Studies, Drama, Dance) • Producer/ Director
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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 Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	TAFE: Accessible through VCE-VM Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Technology Applied Science Building Design 	UNIVERSITY Bachelor Degrees at various institutions: <ul style="list-style-type: none"> Architecture Engineering Science (Applied, Physical, Agricultural, Chemical, Biological, Health) Education Manufacturing Engineering (Civil, Mechanical, Electrical, Chemical, Aerospace, Software, Automotive, Biomedical)
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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 VET Cert II in Electrotechnology VET Cert II in Automotive Vocational Preparation
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	

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

All students must complete the grid below indicating the units you wish to study in 2024 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 2024		Year 11 2024 or Year 11 2025	Year 12 2024 or Year 12 2025/26
	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 2024 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 2018 for students who are in a Unit 3 and 4 program in 2025 (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.

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 2024. 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 2027. 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

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. Centre for Higher Education Studies (CHES)

CHES is a Department of Education campus that has been established to cultivate the potential of high ability and high-achieving senior secondary school students.

CHES offers select VCE subjects to government school students across Victoria. Students remain enrolled at GEC and undertake one VCE study through CHES, as a part of their overall VCE program. CHES offers the following **VCE**

subjects for study in 2024:

- VCE Algorithmics Units 3 & 4
- VCE Extended Investigation Units 3 & 4

In addition, CHES offers three semester-length **Year 10 enrichment electives** that provide a strong foundation for high-achieving Year 10 students to later pursue Extended Investigation or Algorithmics in VCE.

- Research Matters
- Critical Thinking for Creative Minds
- Introduction to Algorithmics

All CHES programs are available through a hybrid and flexible approach, with opportunities to study online, on-site at CHES or a combination of the two.

Students who undertake a VCE subject at CHES will also have access to the CHES Student Enrichment Series, which includes exclusive masterclasses and events with a range of universities.

Students apply via a simple online application form available via the CHES website: www.ches.vic.edu.au
The student application includes two parts: one section to be completed by you and your parent/ carer and another by the GEC senior school. Our school will be asked to share some of your academic data, a statement that confirms your suitability for a CHES program and any special or extenuating circumstances. Your application must be approved by our Principal.

Further information on CHES:

- **Website:** <https://ches.vic.edu.au>
- **Video introduction:** [An introduction to CHES](#) (including current CHES students)

c. 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).

VCE STUDIES 2024

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 2024 (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
Economics	Units 1 & 2	
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	
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	Units 3 & 4
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	

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 2024

Glen Eira College offers a broad range of VET certificate courses through various TAFE and training providers. All courses run off campus at numerous venues around Melbourne, including other schools and TAFE Colleges. Students are required to leave school and travel to their required destinations to attend their VET courses once a week.

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.

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.

VOCATIONAL MAJOR (VCE VM)

What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a 2 year vocational and applied learning program that sits within the VCE. 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.

Only students who enrol in the VM program can choose the 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?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 16–20 units over the two years.

2024

	Semester 1 – Year 11	Semester 2 – Year 11	Semester 1 – Year 12	Semester 2 – Year 12
Subject 1	Unit 1 Literacy	Unit 2 Literacy	Unit 3 Literacy	Unit 4 Literacy
Subject 2	Unit 1 Foundation Maths	Unit 2 Foundation Maths	Unit 3 Foundation Maths	Unit 4 Foundation Maths
Subject 3	Unit 1 Personal Development Skills / Work Related Skills	Unit 2 Personal Development Skills / Work Related Skills	Unit 3 Work Related Skills	Unit 4 Work Related Skills
Subject 4	Other VCE unit	Other VCE unit	Other VCE unit or SBAT	Other VCE unit or SBAT
Subject 5	Unit 1 VET	Unit 2 VET	Unit 3 VET	Unit 4 VET

2025

	Semester 1 – Year 11	Semester 2 – Year 11	Semester 1 – Year 12	Semester 2 – Year 12
Subject 1	Unit 1 Literacy	Unit 2 Literacy	Unit 3 Literacy	Unit 4 Literacy
Subject 2	Unit 1 Foundation Maths	Unit 2 Foundation Maths	Unit 3 Foundation Maths	Unit 4 Foundation Maths
Subject 3	Unit 1 Personal Development Skills / Work Related Skills	Unit 2 Personal Development Skills / Work Related Skills	Unit 3 Personal Development Skills / Work Related Skills	Unit 4 Personal Development Skills / Work Related Skills
Subject 4	Other VCE unit or SBAT	Other VCE unit or SBAT	Other VCE unit or SBAT	Other VCE unit or SBAT
Subject 5	Unit 1 VET	Unit 2 VET	Unit 3 VET	Unit 4 VET

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

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 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.

Students 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

Students 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 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

This course is designed to prepare students for VCE Mathematical Methods (CAS) and Specialist Mathematics or VCE General Mathematics.

Students study Measurement and Pythagoras' Theorem, Algebra tools and techniques, Probability, graphing linear functions, and congruence and similarity. 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 Trigonometry, Financial Mathematics, Powers and Logarithms, Simultaneous Equations 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 Indices and Surds, Simultaneous Equations, Trigonometry, Quadratic Equations and Non-Linear Functions. 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 below level)	Unit 1 & 2 Foundation Mathematics	Unit 3 & 4 Foundation Mathematics	
Year 9 (achieving at or below level)	Year 10 Mathematics (Sem 1&2)	General Mathematics Units 1&2 or Foundation Mathematics Unit 1 & 2	General Mathematics Unit 3&4 or Foundation Mathematics Unit 3 & 4
Year 9 (achieving at or above 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 well above 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.

SCIENCE

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 to 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

Conflict, Protest and Change – History

The world today is a complex and ever-evolving place, evidence of its complicated past. This history elective analyses events in late-modern history that have shaped how we vote, protest and live today. Students will investigate the causes of World War II and the debates surrounding Australia's involvement. 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 on the world, with particular emphasis on the changes and continuities brought to Australian society that continue to affect us today, and hence question and investigate the significance of Australian commemoration of war. Students will focus on the fight for the rights and freedoms of Indigenous peoples, looking at key 20th

Century events such as the Stolen Generations, the 1967 Referendum and the Mabo Decision through to the more recent Uluru Statement of the Heart. Furthermore, students will look at the history Australia immigration policy and the growth of multiculturalism after WWII, from the implementation and eventual dismantling of the White Australia policy to current debates around offshore detention.

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:

- Annotated Timeline
- Research Project
- 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
- Exam

Current Year 9 students who have followed the French 1st Language (CNED) program should choose Year 11 Units 1 and 2.

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
- Exam

Year 9 students in the Japanese immersion class completing the advanced program (year 10) should

choose Year 11 Japanese (VCE Units 1&2) after consultation with their teacher.

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

HEALTH & PHYSICAL EDUCATION

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
- 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 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.
5. Develop the knowledge and skills needed to develop and enhance respectful relationships, including understanding and negotiating consent.

Assessment Tasks:

- Health Promotion Initiative
- Cancer Essay or Cancer Research Task
- Respectful Relationship and Consent Peer Presentation
- 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. Examine past and present TAC road safety advertising campaigns. They analyse statistics of crashes, injuries and fatalities associated with demographics such as gender, age, safety of car. Students research, plan and design their own campaign for an area of concern highlighted in current TAC or Police statistics.
2. Develop an understanding of different types of mental illness. Students research and report on statistics of their chosen mental illness, with reference to the sociocultural influences that may affect these statistics and identify organisations that can assist with their chosen mental illness.
3. Study the influences of social media and how body image affects mental health.
4. Identify, investigate and develop the knowledge and skills needed to develop and enhance respectful relationships, including understanding and negotiating consent.

Assessment Tasks:

- Road Safety Advertisement and Presentation
- Mental Health Report
- Respectful Relationship and Consent Peer Presentation
- Exam

THE ARTS

Drama & Theatre Studies

Students focus on expressive and performance skills. The program is developmental, moving from improvisation and practical vocal and physical skill development, through to play-building and devising characters.

These skills will then be applied to interpreting scripted drama and experimenting with design and technical elements of production. Students participate in workshops to develop collaborative and expressive skills and self-confidence. Rehearsals lead to a performance at the end of the semester. Attendance at professional performances and/or theatre company

workshops will enhance the students' appreciation of expressive skills to use in their own work.

Students will also explore and develop knowledge of non-acting production areas, such as lighting, sound, costume, direction, set and multimedia. They are encouraged to incorporate these into their own performances.

Assessment

- Major Performance Project
- Mini-performances
- Journal
- Performance Analysis

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 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 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 Creative Practice 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 utilise 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 develop their ability to think and solve problems creatively and imaginatively. Students will create drawings and designs for Communication Design; book jackets, posters or advertisements. They will develop their skills in Environmental Design by 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. Work maybe 3D printed or designs cut from materials like paper, vinyl, card stock or iron-on transfers.

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

TECHNOLOGIES

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

Computing Applications

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

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

Assessment Tasks:

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

Product Design – Furniture Making

Students 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 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)

These are only suggestions as students will have a choice as to what they are interested in investigating and producing.

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.

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. 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.

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 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.

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 investigate the concept of entrepreneurship. They 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

In this unit students explore the key processes and considerations for managing a business efficiently and

effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They 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 from the past four years.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit 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. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

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 design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the chemistry involved, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for use and storage of energy. They evaluate factors that influence the rate and extent of chemical processes in order to optimise production and avoid unwanted side reactions and byproducts. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is presented in a scientific poster format.

ECONOMICS

Rationale

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Unit 4: Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of

the domestic macroeconomic goals and living standards.

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.

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
- 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

FRENCH

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.

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.

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.

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.

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 VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system.

VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Unit 1: The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are

used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded.

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

Unit 3: Rights and justice

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

Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the

significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical 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 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.

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.

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'.

Units 1 and 2: General Mathematics

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 Proof and number, Graph theory, Logic and algorithms, Sequences and series, Combinatorics and Matrices

Units 1 and 2: Mathematical Methods

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

Students are provided with 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

There are four areas of study: 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?

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?

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?

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?

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

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education.

The study of VCE Visual Communication Design seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer whom is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

NB: here is a recommended digital device that students who intend to select this subject should seek advice on.

Unit 1: Finding, reframing and resolving design problems

Students learn human-centred design practices, problem-solving, and the impact of design on people,

communities, and society. They develop communication strategies, design criteria, and explore the VCD design process. Projects focus on brand strategy, sustainable product development, and circular design. They analyze how economic, technological, cultural, environmental, and social factors shape design decisions, emphasizing design's potential for positive change.

Unit 2: Design Contexts and Connections

Students explore conceptions of good design, human-centered research methods, and influential design factors. They apply the VCD design process in practical tasks focused on environments and interactive experiences. Adopting practices from architecture, landscape architecture, and interior design, they discover the role of interactive designers in user experience. The unit covers methods, media, materials, design elements, and principles in specialist fields. Projects promote sustainable and circular design, consider cultural appropriateness, and address issues of ownership and intellectual property.

Unit 3: Visual communication in design practice

Students delve into the world of designers, examining their work and understanding their design process. This knowledge serves as a foundation for their own exploration of the VCD design process. They engage in the Discover, Define, and Develop phases, conducting research, preparing briefs, and addressing design problems. Through generating, testing, evaluating, and critiquing design ideas, students gain practical experience in the development of effective communication solutions.

Unit 4: Delivering design decisions

Students progress in their exploration of the VCD design process, refining and sharing their ideas for further evaluation. They employ manual and digital methods, materials, and design principles, testing concepts through models or prototypes. After resolving design concepts, students create a pitch to justify their decisions and incorporate feedback through final refinements. They consider aesthetic impact and choose appropriate materials, methods, and presentation formats that align with design criteria specified in the brief, resulting in distinct final design solutions.

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.