



Rosehill  
Secondary College

# VCE & VCE VOCATIONAL MAJOR 2026

COURSE SELECTION HANDBOOK





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## INTRODUCTION

At Rosehill Secondary College we aim to foster the talents and nurture the aspirations of all senior students.

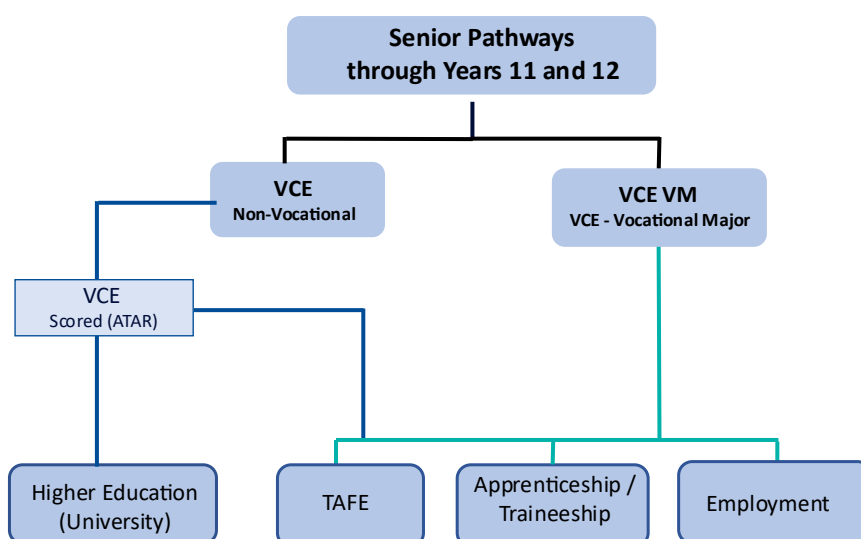
Choosing your program of study is an important decision and you should research your options carefully. Start by asking yourself:

- What am I good at?
- Which subjects do I enjoy most?
- What career goals do I have?
- What subjects and skills will I need to achieve these career goals?
- What level of school education will I need?
- What further education or training will I need?

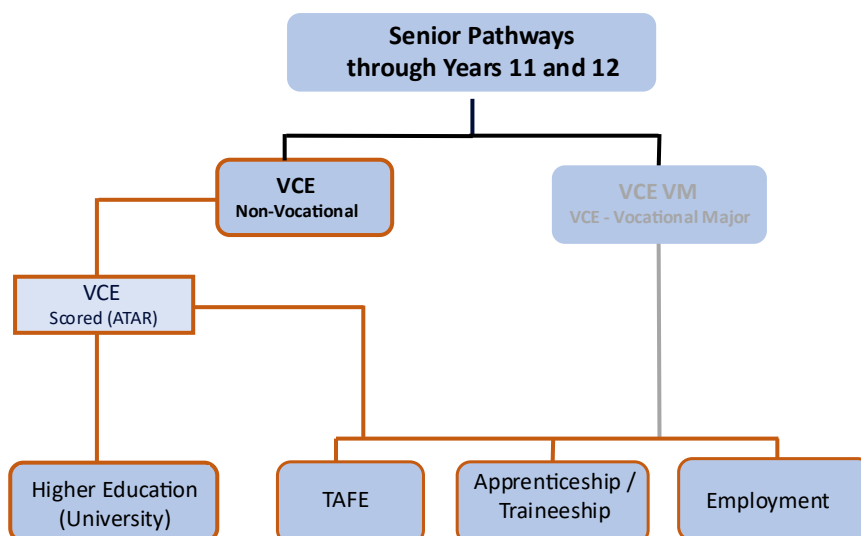
The answers to these questions will help you to decide on the best pathway for you through Years 11 and 12 as you embark upon your Victorian Certificate of Education (VCE).

The VCE is a two-year course\*. As shown below, there are several pathways available to students completing their VCE. These will be explained in detail in the following pages.

## SENIOR PATHWAYS THROUGH YEARS 11 AND 12



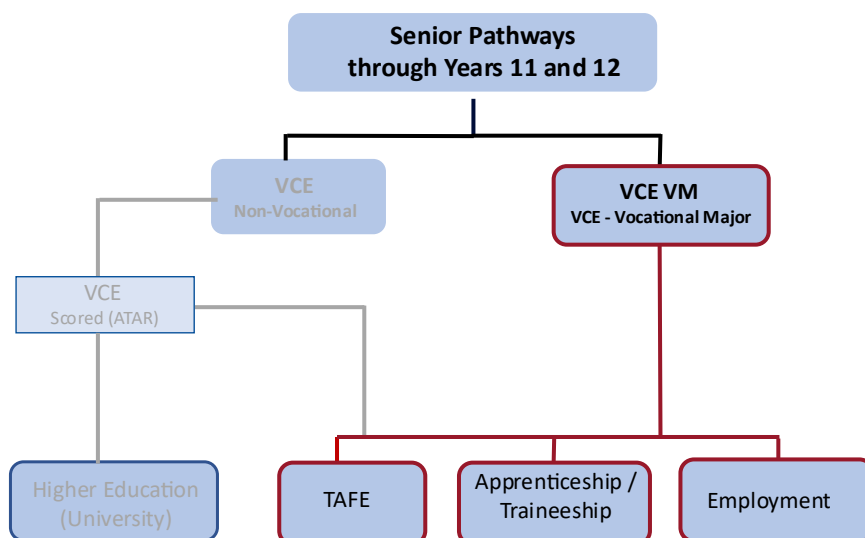
\*In some cases, students may complete the VCE over three years.



This pathway is suitable for students wishing to enter higher education (university or other tertiary studies) at the completion of their VCE. Many tertiary institutions set prerequisites for entry into their courses based on ATAR scores. ATAR scores are determined by the student's performance in externally assessed Year 12 examinations and internally assessed School Assessed Coursework. You can find more information about the ATAR in the Glossary on page 110.

Students choosing this pathway will select subjects from the VCE subjects list. They may choose to replace **one** VCE subject with a VET certificate course from the **VET Priority Pathways** course list or with Applied Fashion Design and Technology (only) from the VET Flexible Pathways list if the course is available and the timetable allows. You can find more information about VET in the Glossary on page 110.

Students choosing the VCE Scored (ATAR) pathway also have the option of moving on to further study in a TAFE institute, or to an apprenticeship or traineeship, or on to employment after completing their VCE. You can find more information about TAFE in the Glossary on page 110.



This pathway is suitable for students wishing to complete a vocational and applied learning program. It prepares students to move into apprenticeships or traineeships, employment or TAFE. It may also provide a pathway into some university courses where an alternative entry program is in place.

Students completing the VCE Vocational Major (VCE VM) will complete a number of compulsory subjects from the VCE VM subjects list. They must also choose a VET certificate course from the **VET Priority Pathways** or the **VET Flexible Pathways** course list if it is available and the timetable allows.

Students interested in this pathway must **apply for entry** as there are limited places available in this course.

Successful students will be selected based upon their performance in Year 10, including their adherence to our school values of Respect, Initiative and Learning, their attendance record and their Year 10 academic report and work habits.

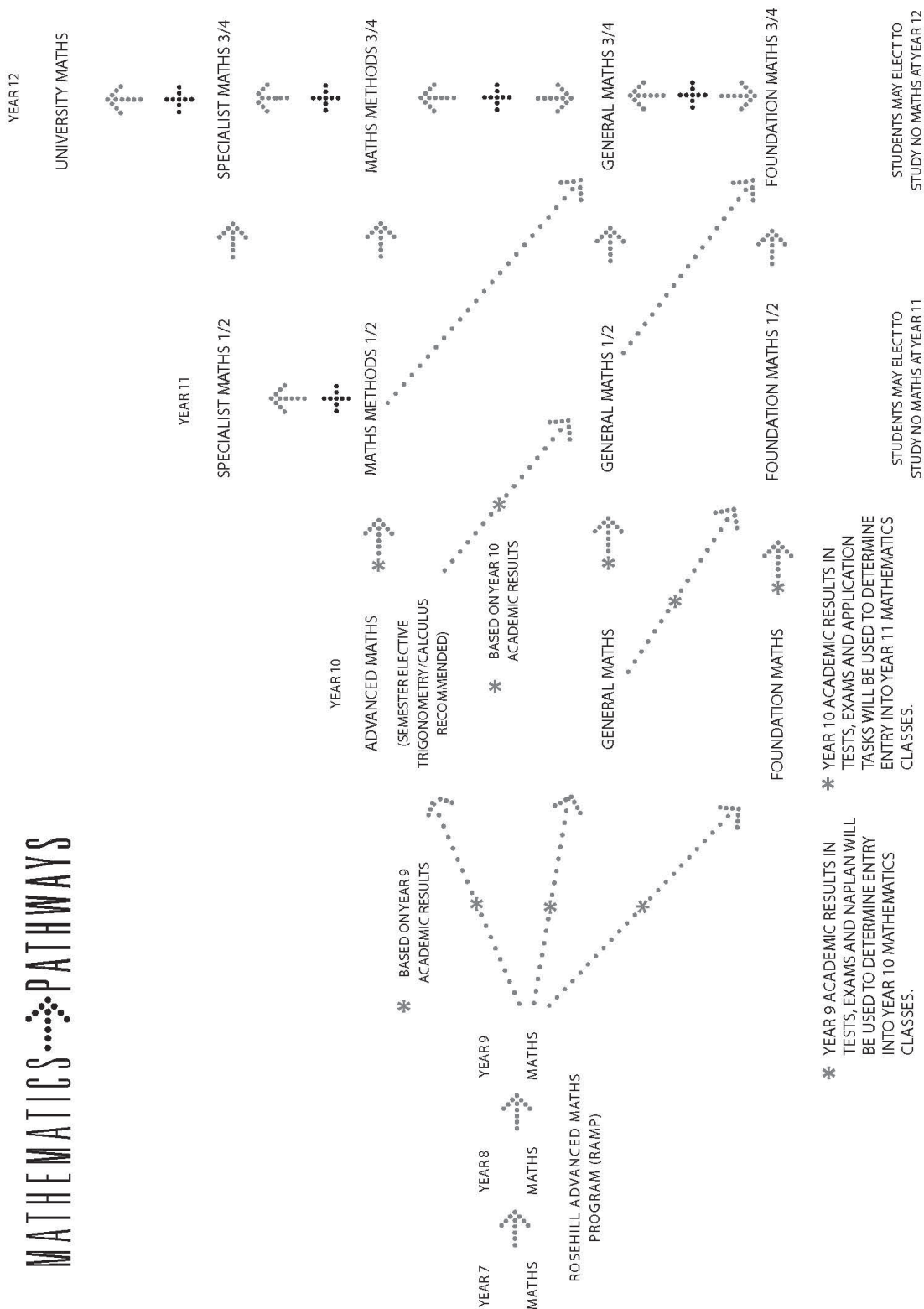
You can find more information about the VCE Vocational Major on pages 96 – 109 of this handbook.

## VCE SUBJECT LISTS

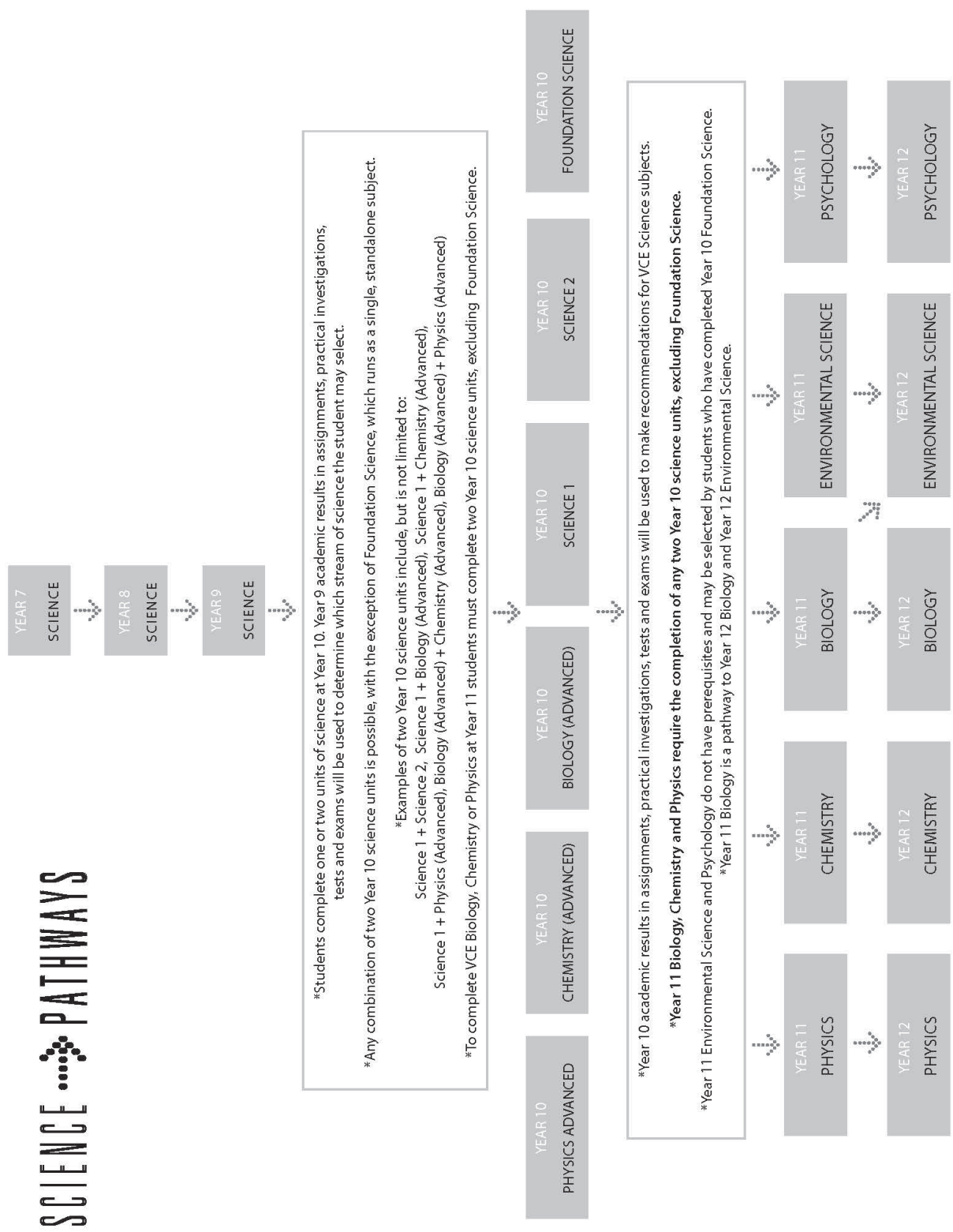
Subjects available for study in VCE are shown below. Final subject allocation, including VET programs, depends on timetabling. Students are required to list choices in priority order and select back-up subjects.

VCE	VCE VET Programs	VCE Vocational Major
<p>Students completing <b>VCE</b> select from this list.</p> <p>Students may also select one option from the Priority VET Pathways list or Applied Fashion Design and Technology (only) from the Flexible VET Pathways list. A VET subject is not guaranteed and is dependent on timetabling and location.</p>	<p>Students completing <b>VCE</b> may select one option from the Priority VET Pathways list <b>or</b> Apparel, Fashion and Textiles from the Flexible VET Pathways list.</p> <p>Students completing <b>VCE VM</b> may select from the Priority or Flexible VET Pathways list.</p>	<p>Students completing <b>VCE VM</b> must complete all subjects from this list in addition to one option from the VCE Priority or Flexible VET Pathways list.</p>
<p>VCE Accounting</p> <p>VCE Art – Creative Practice</p> <p>VCE Art – Making and Exhibiting</p> <p>VCE Biology</p> <p>VCE Business Management</p> <p>VCE Chemistry</p> <p>VCE Dance</p> <p>VCE Drama</p> <p>VCE Economics</p> <p>VCE English/EAL</p> <p>VCE Environmental Science</p> <p>VCE Food Studies</p> <p>VCE Geography</p> <p>VCE Health and Human Development</p> <p>VCE History</p> <p>VCE Information Technology – Applied Computing</p> <p>VCE Information Technology – Data Analytics</p> <p>VCE Information Technology – Software Development</p> <p>VCE Languages – Italian</p> <p>VCE Languages – Japanese Second Language</p> <p>VCE Legal Studies</p> <p>VCE Literature</p> <p>VCE Mathematics – Foundation</p> <p>VCE Mathematics – General</p> <p>VCE Mathematics – Methods</p> <p>VCE Mathematics – Specialist</p> <p>VCE Media</p> <p>VCE Music Performance</p> <p>VCE Music Investigation</p> <p>VCE Outdoor and Environmental Studies</p> <p>VCE Philosophy</p> <p>VCE Physical Education</p> <p>VCE Physics</p> <p>VCE Politics</p> <p>VCE Product Design and Technologies – Materials</p> <p>VCE Psychology</p> <p>VCE Sociology</p> <p>VCE Systems Engineering</p> <p>VCE Visual Communication Design</p>	<p><b>Priority VET Pathways</b></p> <p><b>VCE VET Health</b> <a href="#">Health Services</a></p> <p><b>VCE VET Community Services &amp; Early Childhood Education</b> <a href="#">Community Services</a> <a href="#">Applied Language</a></p> <p><b>VCE VET Building and Construction</b> <a href="#">Building and Construction</a> <a href="#">Plumbing</a></p> <p><b>VCE VET Digital Media and Technologies</b> <a href="#">Information and Communications Technology</a> <a href="#">Integrated Technologies</a></p> <p><b>VCE VET Hospitality</b> <a href="#">Hospitality</a></p> <p><b>VCE VET Engineering</b> <a href="#">Engineering</a> <a href="#">Civil Infrastructure</a> <a href="#">Laboratory Skills</a></p> <p><b>Flexible VET Pathways</b></p> <p><b>VCE VET Automotive</b> <a href="#">Automotive</a></p> <p><b>VCE VET Hair and Beauty</b> <a href="#">Hair and Beauty</a></p> <p><b>VCE VET Creative Industries</b> <a href="#">Creative and Digital Media</a> <a href="#">Apparel, Fashion and Textiles</a></p> <p><b>VCE VET Sport and Recreation</b> <a href="#">Sport and Recreation</a></p> <p><b>VCE VET Business</b> <a href="#">Business</a> <a href="#">Small Business</a></p>	<p>VCE VM Literacy</p> <p>VCE VM Foundation Mathematics</p> <p>VCE VM Personal Development Skills</p> <p>VCE VM Work Related Skills</p> <p><b>Notes</b></p> <p>VET Health Services and VET Apparel, Fashion and Textiles are delivered onsite at RSC. All other VET courses will be delivered offsite by external providers.</p> <p>In planning a program of study, students may wish to consider which VCE subjects and VET programs complement each other. For example:</p> <p>VET Health / VCE Health and Human Development</p> <p>VET Digital Media and Technologies / VCE Media or VCE Information Technology</p> <p>VET Hospitality / VCE Food Studies</p> <p>VET Building and Construction or VET Engineering / VCE Product Design and Technology or VCE Systems Engineering</p> <p>VET Applied Fashion Design and Technology / VCE Product Design and Technology - Textiles</p> <p>VET Business / VCE Business Management</p>









## VCE SUBJECT DESCRIPTIONS

### ACCOUNTING

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations. Accounting therefore plays an integral role in the successful operation and management of businesses.

The accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

ICT is an essential aspect of business operations increasingly used to capture, analyse and convey information. Students are required to be aware of the use of spreadsheets, the internet and multimedia software in relation to accounting.

#### Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

##### *Areas of study*

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

##### *Outcomes*

1. Describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

#### Unit 2: Accounting and decision-making for a trading business

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

##### *Areas of study*

1. Accounting for and managing inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

### ***Outcomes***

1. Record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
2. Record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
3. Record and report for non-current assets and depreciation.

### ***Assessment***

Assessment in both Units 1 and 2 will be measured by student performance in a range of designated tasks. There will be at least two assessment tasks for each outcome using both manual and ICT methods selected from the following:

- topic tests
- folio of exercises
- structured questions
- case studies
- feasibility investigation of a business venture

## **Unit 3: Financial accounting for a trading business**

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

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### ***Areas of study***

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

### ***Outcomes***

1. Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
2. Record transactions and prepare, interpret and analyse accounting reports for a trading business.

## **Unit 4: Recording, reporting, budgeting and decision-making**

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

Students extend their understanding of the recording and reporting processes with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

**Areas of study**

1. Extension of recording and reporting
2. Budgeting and decision-making

**Outcomes**

1. Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

**Assessment**

At least 30 marks must be allocated to ICT-based assessment.

School Assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School Assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

VCE Examination will contribute 50 per cent to the study score.

## ART – CREATIVE PRACTICE

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include representation, interpretation and the presentation of artworks to support a conceptual and practical application of materials, techniques and processes. Students are informed by a variety of contexts and are guided by viewpoints, encouraging deep learning and developing students' skills in critical and creative thinking.

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

In Unit 1 students learn 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. Students focus on the making of art and examine how artists communicate ideas and meaning in artworks. Students examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks while developing their own 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. Students 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.

#### *Areas of study*

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

#### *Outcomes*

1. Discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.
2. Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.
3. Document and evaluate the components of the Creative Practice used to make personal visual responses.

#### *Assessment*

- Outcome 1 - An extended written response/short answer responses supported by visual references.
- Outcome 2 - Students produce a range of personal visual responses to a selection of set tasks, showing the exploration of ideas, materials and techniques in at least three art forms.
- Outcome 3 - Students document their use of the Creative Practice, including annotated personal visual responses to a selection of set tasks.

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

In Unit 2 students use Inquiry learning to investigate the artistic practices of artists. They 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 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. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

### ***Areas of study***

1. The artist, society and culture
2. The collaborative Creative Practice
3. Documentation of collaboration using the Creative Practice

### ***Outcomes***

1. Use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.
2. Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.
3. Critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

### ***Assessment***

- Outcome 1 - An extended written response or short answer responses supported by visual references.
- Outcome 2 - Visual responses that demonstrate the use of the Creative Practice, collaboration and the exploration of personal ideas related to social and cultural contexts. Presentation of at least one finished artwork that realises the intentions of the student and demonstrates the refinement of materials, techniques and processes.
- Outcome 3 - Documentation of the Creative Practice, in the form of critical annotations, that present explorations in selected art forms, and demonstrates the development of the student's collaborative practice. A critique of the development of personal ideas, directions, explorations, visual language, technical skills, processes and artworks. Evaluation of the Creative Practice and presentation of finished artworks. Evaluation of visual responses that effectively communicate social and cultural meaning.

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

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

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

### ***Areas of study***

1. Investigation and presentation
2. Personal investigation using the Creative Practice

### ***Outcomes***

1. Develop personal ideas using research that examines one artwork and the practice of an artist. They should produce at least one finished artwork using the Creative Practice.
2. Apply and explore ideas and an area of personal interest using the Creative Practice.

### **Assessment**

School Assessed Task - The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School Assessed Task, which will contribute 60 per cent to the study score.

External assessment - The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.

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

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

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

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

### **Areas of study**

1. Documentation and critique of the Creative Practice
2. Resolution and presentation of a Body of Work
3. Comparison of artists, their practice and their artworks

### **Outcomes**

1. Document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.
2. Use the Creative Practice to resolve and present a Body of Work.
3. Compare the practices of historical and contemporary artists. They will use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

### **Assessment**

School Assessed Task - The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School Assessed Task, which will contribute 60 per cent to the study score.

School Assessed Coursework- The student's level of achievement in Unit 4 Outcome 3 will contribute 10 per cent to the study score.

External assessment - The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.



## BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

### Unit 1: How do organisms regulate their functions?

In this unit 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.

#### *Areas of study*

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

#### *Outcomes*

1. Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

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

In this unit 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.

#### *Areas of study*

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

### **Outcomes**

1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Analyse advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

### **Assessment**

Achievement of Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to a bioethical issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

Achievement of Outcome 3 will be measured by performance in the following tasks:

- a student-adapted or student-designed scientific investigation involving the generation of primary data related to the function and/or the regulation of cells or systems.
- a student-directed research investigation into a contemporary ethical issue relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

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

In this unit 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. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

### **Areas of study**

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

### **Outcomes**

1. Analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

In this unit, students explore the ongoing changes and challenges faced by life on Earth. They study the human immune system and how its components interact to provide immunity to specific pathogens. Students consider the application of biological knowledge to bioethical issues and disease-related challenges. They examine how evolutionary biology is supported by accumulated evidence, investigating the effects of change events on gene pools and allele frequencies. Evidence for species relatedness and changes in life forms over time is explored through palaeontology, structural morphology, molecular homology, and comparative genomics. Students also analyse trends in the human fossil record and how interpretations may evolve with new evidence. Understanding is demonstrated through a selected case study, data analysis, or exploration of a bioethical issue.

### ***Areas of study***

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

### ***Outcomes***

1. Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
3. Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

### ***Assessment***

School Assessed Coursework will contribute 50% of the final assessment and will consist of:

For Unit 3 each of Outcomes 1 and 2, one task selected from:

- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and evaluation of a contemporary bioethical issue

For Unit 4 each of Outcomes 1 and 2, one task selected from:

- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and evaluation of a contemporary bioethical issue

For Unit 4, Outcome 3:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries

A VCE Examination on all outcomes in Units 3 and 4 will contribute 50% of the final assessment.

## BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Business Management is relevant to tertiary studies in Business, Finance, Commerce, Accounting, Arts, Humanities and Social Work.

### Unit 1: Planning a business

This area of study investigates the concept of entrepreneurship. Students consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

#### *Areas of study*

1. The business idea
2. Internal business environment and planning
3. External business environment and planning

#### *Outcomes*

1. Describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. Describe the internal business environment and analyse how factors from within it may affect business planning.
3. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

### Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. In this unit students examine the legal requirements that must be met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

#### *Areas of study*

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

#### *Outcomes*

1. Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. Explain how establishing a customer base and a marketing presence supports the achievement of business objectives; and analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

## **Assessment**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Assessment tasks for Units 1 and 2 are selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis.
- Structured questions

## **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.

### **Areas of study**

1. Business foundations
2. Human resource management
3. Operations management

### **Outcomes**

1. Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

## **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.

**Areas of study**

1. Reviewing performance – the need for change
2. Implementing change

**Outcomes**

1. Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
2. Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

**Assessment**

School Assessed Coursework for Unit 3 (a case study or structured questions) will contribute 25 per cent to the study score.

School Assessed Coursework for Unit 4 (a case study or structured questions) will contribute 25 per cent to the study score.

A VCE Examination will examine the key knowledge and key skills that underpin the outcomes in Units 3 and 4. The examination will contribute 50% to the study score.

## CHEMISTRY

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

#### *Areas of study*

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. How can chemical principles be applied to create a more sustainable future?

#### *Outcomes*

1. Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
2. Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

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

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. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

#### *Areas of study*

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

#### *Outcomes*

1. Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.



## **Assessment**

Achievement of Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- A report of a laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- Reflective annotations of one or more practical activities from a logbook
- A summary report of selected practical investigations
- Critique of an experimental design, chemical process or apparatus
- Analysis and evaluation of generated primary and/or collated secondary data
- A modelling or simulation activity
- A media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- A report of an application of chemical concepts to a real-world context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- An infographic
- A scientific poster

Achievement of Outcome 3 will be measured by performance in the following tasks:

- A response to a question involving the production or use of a selected material, including reference to sustainability
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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

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

### **Areas of study**

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?

### **Outcomes**

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply evaluate the sustainability of electrochemical cells in producing energy for society.
2. Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

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

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

### *Areas of study*

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

### *Outcomes*

1. Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
2. Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
3. Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

### *Assessment*

School Assessed Coursework will contribute 50% of the final assessment and will consist of:

For Unit 3 each of Outcomes 1 and 2, one task selected from:

- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication

For Unit 4 each of Outcomes 1 and 2, one task selected from:

- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication

For Unit 4, Outcome 3:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries

A VCE Examination on all outcomes in Units 3 and 4 will contribute 50% of the final assessment.

# DANCE

## Unit 1

In this unit, students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work, they develop understanding of how other choreographers use these practices.

### *Areas of study*

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. Awareness and maintenance of the dancer's body

### *Outcomes*

1. Describe and document features of other choreographers' dance works.
2. Choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.
3. Safely and expressively perform a learnt solo, duo or group dance work.
4. Describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology and demonstrate the safe use and maintenance of the dancer's body.

## Unit 2

In this unit, students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing.

### *Areas of study*

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance

### *Outcomes*

1. Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.
2. Complete structured improvisations and choreograph and perform a solo, duo or group dance work.
3. Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

### *Assessment*

All outcomes in Units 1 and 2 will be measured from a range of tasks selected from the following list:

- Written report.
- Solo or group dance work composed and performed by the student.
- Oral presentation.
- Performance of a group dance work learnt from another.

## Unit 3

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

### ***Areas of study***

1. Dance perspectives
2. Choreography, performance and analysis of a skills-based solo dance work
3. Dance technique, performance and analysis of a learnt dance work

### ***Outcomes***

1. Analyse two selected dance works.
2. Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.
3. Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

## Unit 4

In this unit, students choreograph, rehearse and perform solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison, and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works.

### ***Areas of study***

1. Dance perspectives
2. Choreography, performance and dance-making analysis

### ***Outcomes***

1. Analyse a selected group dance work.
2. Choreograph, rehearse, perform and analyse realisation of a solo dance work.

### ***Assessment***

- Unit 3 School Assessed Coursework will contribute 15 per cent to the study score.
- Unit 4 School Assessed Coursework will contribute 10 per cent to the study score.
- VCE Performance Examination will contribute 50 per cent to the study score.
- VCE Written Examination will contribute 25 per cent to the study score.

## Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

### *Areas of study*

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

### *Outcomes*

1. Devise and document solo and/or ensemble drama works based on experiences and/or stories.
2. Perform devised drama works to an audience.
3. Analyse the development, and the performance to an audience, of their devised work.
4. Analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

## Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

### *Areas of study*

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing an Australian drama performance

### *Outcomes*

1. Devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
2. Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. Analyse the development, and performance to an audience, of their devised work.
4. Analyse and evaluate a performance of a drama work by Australian practitioners.

## **Assessment**

All outcomes in Unit 1 and 2 will be assessed by a range of tasks taken from the following list:

- Folio/Journal
- Performance
- Short Answer Questions
- Essays
- Written Exam

## **Unit 3: Devised ensemble performance**

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### ***Areas of study***

1. Devising and presenting ensemble performance
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance

### ***Outcomes***

1. Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
2. Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
3. Analyse and evaluate a professional drama performance.

## **Unit 4: Devised solo performance**

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

### ***Areas of study***

1. Demonstrating techniques of solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

**Outcomes**

1. Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
2. Create, develop and perform a solo performance in response to a prescribed structure.
3. Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

**Assessment**

Unit 3 School Assessed Coursework will contribute 30 per cent to the study score.

Unit 4 School Assessed Coursework will contribute 10 per cent to the study score.

VCE Performance – Solo Examination will contribute 35 per cent to the study score.

VCE Written Exam will contribute 25 per cent to the study score.



## ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active 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.

#### *Areas of study*

1. Thinking like an economist
2. Decision-making in markets
3. Behavioural economics

#### *Outcomes*

1. Describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
3. Explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

### 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.

#### *Areas of study*

1. Economic activity
2. Applied economic analysis of local, national and international economic issues

#### *Outcomes*

1. Explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
2. Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

## **Assessment**

Assessment tasks for Units 1 and 2 are selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a webpage
- a media analysis
- a case study
- fieldwork
- investigate and/or conduct and report on a behavioural economics experiment
- economics simulation activities.

## **Unit 3: Australia's living standards**

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, why markets might fail to maximise society's living standards and the unintended consequences of government intervention in the market.

### **Areas of study**

1. An introduction to microeconomics: the market system, resource allocation and government intervention
2. Domestic macroeconomic goals
3. Australia and the international economy

### **Outcomes**

1. Analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
2. Analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
3. Analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

## **Assessment**

It is required that a minimum of two different assessment task types will be used to assess School-assessed Coursework in Unit 3. The students' performance will be assessed using two or more of the following:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

## **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.

### ***Areas of study***

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

### ***Outcomes***

1. Discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
2. Discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

### ***Assessment***

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The examination will contribute 50 per cent to the study score.

## ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

*It is essential that all students begin each semester having read all the set texts.*

*Areas of study are the same for English and EAL. Outcomes and assessment tasks differ for English and EAL.*

### Unit 1

#### ***Area of Study 1: Reading and exploring texts***

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

#### ***Outcome 1 - English students***

Make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

#### ***Outcome 1 - EAL students***

Make personal connections with, and identify selected vocabulary, text structures, language features and ideas in a text.

#### ***Area of Study 2: Crafting texts***

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

#### ***Outcome 2 - English students***

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 describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

#### ***Outcome 2 - EAL students***

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 decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

#### ***Assessment***

The award for satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

## Unit 2

### ***Area of Study 1: Reading and exploring texts***

In this area of study, students develop their reading and viewing skills including deepening their capacity for inferential reading and viewing to further open possible meanings in a text, and to extend their analytical writing in response to text. Students read a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.

#### ***Outcome 1 - English students***

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

#### ***Outcome 1 - EAL students***

Identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

### ***Area of Study 2: Exploring argument***

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

#### ***Outcome 2 - English students***

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 construct a point of view text for an oral presentation.

#### ***Outcome 2 - EAL students***

Explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and construct a point of view text for oral presentation.

#### ***Assessment***

The award for satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

## **Unit 3**

### ***Area of Study 1: Reading and responding to texts***

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

#### ***Outcome 1 - English students***

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

#### ***Outcome 1 - EAL students***

Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

### ***Area of Study 2: Creating texts***

In this area of study, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

#### ***Outcome 2 - English students***

Demonstrate effective writing skills by producing two original texts, designed to respond to a specific context and audience to achieve a stated purpose; and explain their decisions made through writing processes.

#### ***Outcome 2 - EAL students***

Demonstrate effective writing skills by producing texts, designed to respond to a specific context and audience to achieve a stated purpose, and comment on the decisions made through writing processes.

### ***Assessment***

The award for satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

## Unit 4

### ***Area of Study 1: Reading and responding to texts***

In this unit, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.

#### ***Outcome 1 - English students***

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

#### ***Outcome 1 - EAL students***

Discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

### ***Area of Study 2: Analysing argument***

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio/audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan, develop and present their own point of view text on that topic.

#### ***Outcome 2 - English students***

Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

#### ***Outcome 2 - EAL students***

Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual), and develop a point of view text.

### ***Assessment***

The award for satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

School Assessed Coursework for Unit 3 will contribute 25 per cent to the total study score.

School Assessed Coursework for Unit 4 will contribute 25 per cent to the total study score.

The VCE Examination, externally marked by assessors appointed by VCAA, will contribute 50 per cent to the total study score.



## ENVIRONMENTAL SCIENCE

*Students who select this subject (either Units 1&2 or Units 3&4) have the opportunity to attend a number of field trips which are an integral part of the program. The annual cost for these field trips is approximately \$300 per year. Events will be posted on Compass as they arise.*

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

### Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

#### Area of Study

1. How are Earth's systems organised and connected?
2. How do Earth's systems change over time?
3. How do scientific investigations develop understanding of how Earth's systems support life?

#### Outcomes

1. Describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
2. Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
3. Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

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

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

#### Area of Study

1. How can we manage pollution to sustain Earth's systems?
2. How can we manage food and water security to sustain Earth's systems?
3. How do scientific endeavours contribute to minimising human impacts on Earth's systems?

#### Outcomes

1. Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
2. Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security.
3. Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

## **Assessment**

Achievement of Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- A laboratory or fieldwork activity involving the generation, analysis and evaluation of primary data, presented as a report or scientific poster
- An investigation of literature review involving the collation of secondary data
- Reflective annotations from a logbook or practical activities
- Analysis of data/results including generation of appropriate graphical representation and formulations of generalisations/conclusions
- Analysis and evaluation of a case study
- A response to an issue or media article
- A graphic organiser showing how Earth's systems are impacted by an action, innovation or management strategy
- A photojournalism article, presented as an essay or as a multimedia production
- Modelling or simulation activity
- Problem solving involving environmental science concepts, skills and/or issues
- A designed solution to an environmental issue or challenge
- Evaluation of stakeholder perspectives in environmental management

Achievement of Outcome 3 will be measured by performance in the following tasks:

- A report of a student-adapted or student-designed scientific investigation using an appropriate format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation
- A response as to how science can be applied in the management of a selected pollutant or in securing food and/or water, communicated in an appropriate format for a specified audience, chosen from an article for a scientific publication, an oral or multimedia presentation to a peer group, a brochure for public information or a written report for media publication.

## **Unit 3: How can biodiversity and development be sustained?**

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

### **Area of Study**

1. Why is maintaining biodiversity worth a sustained effort?
2. When is development sustainable?

### **Outcomes**

1. Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
2. Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

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

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

### *Area of Study*

1. How can we respond to climate change?
2. What might be a more sustainable mix of energy sources?
3. How is scientific inquiry used to investigate contemporary environmental challenges?

### *Outcomes*

1. Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.
2. Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.
3. Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

### *Assessment*

School Assessed Coursework will contribute 50% of the final assessment and will consist of:

For Unit 3 each of Outcomes 1 and 2, one task selected from:

- Presentation of recommendations using evidence-based decision-making, including analysis and evaluation of primary data
- Designed or practical response to a real or theoretical environmental issue or challenge
- Analysis and evaluation of a case study, secondary data or a media communication, with reference to sustainability principles and stakeholder perspectives
- Application of Earth systems thinking in the evaluation of a response to an environmental scenario, case study, issue or challenge

For Unit 4 each of Outcomes 1 and 2, one task selected from:

- Presentation of recommendations using evidence-based decision-making, including analysis and evaluation of primary data
- Designed or practical response to a real or theoretical environmental issue or challenge
- Analysis and evaluation of a case study, secondary data or a media communication, with reference to sustainability principles and stakeholder perspectives
- Application of Earth systems thinking in the evaluation of a response to an environmental scenario, case study, issue or challenge

For Unit 4, Outcome 3:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries

A VCE Examination on all outcomes in Units 3 and 4 will contribute 50% of the final assessment.

### Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

#### *Areas of study*

1. Food around the world
2. Food in Australia

#### *Outcomes*

1. Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
2. Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

#### *Assessment*

The assessment task for Outcome 1 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short-written report: research inquiry or historical timeline.

The assessment task for Outcome 2 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short-written report: research inquiry or historical timeline.

### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale 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. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and

circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

#### ***Areas of study***

1. Australia's food systems
2. Food in the home

#### ***Outcomes***

1. Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
2. Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements and create a food product that illustrates potential adaptation in a commercial context.

#### ***Assessment***

The assessment task for Outcome 1 is:

- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment task for Outcome 2 is:

- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

### **Unit 3: Food in daily life**

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### ***Areas of study***

1. The science of food
2. Food choices, health and wellbeing

#### ***Outcomes***

1. Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
2. Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

## **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students 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. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

### ***Areas of study***

1. Navigating food information
2. Environment and ethics

### ***Outcomes***

1. Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
2. Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

### ***Assessment***

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.  
School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.  
End-of-year examination will contribute 40 per cent to the study score.

## GEOGRAPHY

In Geography students explore, analyse and understand the characteristics of places, events and processes that make up our world. Students explore and analyse using fieldwork and investigation of a wide range of secondary sources. These methods enable students to appreciate the complexity, the diversity and interaction of its environments, economies and cultures, and the processes that helped form and transform them.

### Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

#### *Areas of study*

1. Characteristics of hazards
2. Response to hazards and disaster

#### *Outcomes*

1. Analyse the nature of hazards and the impacts of hazard events at a range of scales.
2. Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### Unit 2: Tourism - issues and challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

#### *Areas of study*

1. Characteristics of tourism
2. Impact of tourism: issues and challenges

#### *Outcomes*

1. Analyse the nature of tourism at a range of scales.
2. Analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

#### *Assessment*

All of the outcomes in both units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each outcome.

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

Students undertake compulsory fieldwork in Units 1 and 2. Students produce a fieldwork report for assessment in both Units 1 and 2.

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

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate two major processes that are changing land cover in many regions of the world: deforestation and melting glaciers and ice sheets.

#### ***Areas of study***

1. Land cover change
2. Land use change

#### ***Outcomes***

1. Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.
2. Analyse land use change and evaluate its impacts.

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

In this unit 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. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

#### ***Areas of study***

1. Population dynamics
2. Population issues and challenges

#### ***Outcomes***

1. Analyse and discuss population dynamics on a global scale.
2. Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

#### ***Assessment***

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

VCE Examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 will contribute 50 per cent to the study score.

Students undertake fieldwork in Unit 3. Students produce a fieldwork report for assessment in Unit 3.



## HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

#### *Areas of study*

1. Concepts of health
2. Youth health and wellbeing
3. Health and nutrition

#### *Outcomes*

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.
2. Interpret data to identify key areas for improving youth health and wellbeing and analyse one youth health area in detail.
3. Apply nutrition information, food selection models and initiatives to evaluate nutrition information.

### Unit 2: Managing health and development

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

#### *Areas of study*

1. Developmental transitions
2. Youth health literacy

#### *Outcomes*

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
2. Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

## ***Assessment***

All outcomes for Units 1 and 2 will be assessed through tasks selected from:

- Case study analysis
- Data analysis
- Visual presentation (concept/mind map, poster or oral presentation)
- Written reports
- Structured questions
- Tests

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

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

### ***Areas of study***

1. Understanding health and wellbeing
2. Promoting health in Australia

### ***Outcomes***

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

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

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

### ***Areas of study***

1. Global health and human development
2. Health and the Sustainable Development Goals

### ***Outcomes***

1. Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.
2. Analyse the relationships between the Sustainable Development Goals and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

## **Assessment**

The student's level of achievement will be determined by School Assessed Coursework and a VCE examination.

School Assessed Coursework will measure student performance in a range of tasks selected from:

- Written reports
- Structured questions
- Media analysis
- Tests
- Case study analysis
- Multimedia presentations

Contribution to the final study score is as follows:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

End-of-year VCE examination, covering Units 3 and 4, will contribute 50 per cent to the study score.

# HISTORY

## Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

### *Areas of study*

1. Ideology and conflict
2. Social and cultural change

### *Outcomes*

1. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.
2. Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

## Unit 2: The changing world order

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

### *Areas of study*

1. Causes, course and consequences of the Cold War
2. Challenge and change

### *Outcomes*

1. Explain the causes of the Cold War and analyse its consequences on nations and people.
2. Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

### **Assessment**

All of the outcomes in both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each outcome. Assessment tasks over Units 1 and 2 will include the following:

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay

## Unit 3: French Revolution

In this unit students focus on the long-term causes and short-term triggers of the French Revolution. They evaluate how the revolutionary outbreak was caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students also focus on the consequences of the revolution and evaluate the extent to which these maintained continuity and/or brought about change to society.

### ***Areas of study***

1. Causes of revolution
2. Consequences of revolution

### ***Outcomes***

1. Analyse the causes of the French Revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
2. Analyse the consequences of the French Revolution and evaluate the extent of continuity and change in the post-revolutionary society.

## **Unit 4: Russian Revolution**

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of the Russian Revolution. They will investigate the significant historical causes and consequences of the revolution, exploring how it was caused by the interplay of events, ideas, individuals and popular movements, as well as the impact of political, social, cultural, economic and environmental conditions.

### ***Areas of study***

1. Causes of revolution
2. Consequences of revolution

### ***Outcomes***

1. Analyse the causes of the Russian Revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
2. Analyse the consequences of the Russian Revolution and evaluate the extent of continuity and change in the post-revolutionary society.

### ***Assessment***

The student's level of achievement will be determined by School Assessed Coursework (two SACs per unit) and a VCE examination.

Contribution to the final study score is as follows:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

VCE examination will contribute 50 per cent to the study score.

### Unit 1: Applied Computing

In this unit 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 an object-oriented programming (OOP) language to develop a working software solution.

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- Database software, spreadsheet software and data visualisation software
- An appropriate tool for running Structured Query Language (SQL) queries
- An appropriate OOP language

#### **Areas of study**

1. Database analysis
2. Programming

#### **Outcomes**

1. Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
2. Interpret teacher-provided solution requirements to design and develop a software solution using an object-oriented programming language.

#### **Assessment**

Achievement of Outcomes 1 and 2 in Unit 1 will be measured by performance in a selection of the following tasks:

##### *Outcome 1*

- A folio of exercises to demonstrate the learning of database, spreadsheet and data visualisation software tools.
- A solution including the use of database, spreadsheet and data visualisation software tools in response to teacher-provided solution requirements and designs.
- A personal portfolio to showcase the development of databases, spreadsheets and data visualisations.

##### *Outcome 2*

- A folio of exercises to demonstrate the learning of an object-oriented programming language.
- A software solution that includes the designs, solution and a testing table in response to teacher-provided solution requirements.
- The creation and maintenance of code repositories to track the progression of students' learning, using platforms such as GitHub.
- A software solution developed in response to a teacher-provided problem-solving challenge, presented as a hackathon.

## Unit 2: Applied Computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. 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 while developing this solution. In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- Any software tools used to design and develop an innovative solution, such as a programming language, spreadsheet software, presentation software or tool for planning a project

### ***Areas of study***

1. Innovative solutions
2. Cybersecurity

### ***Outcomes***

1. In collaboration with other students, identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.
2. Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

### ***Assessment***

Achievement of Outcomes 1 and 2 in Unit 2 will be measured by performance in a selection of the following tasks:

#### ***Outcome 1***

- An innovative solution that includes an analysis, designs, the development of a proof of concept/prototype/product and an evaluation.
- A presentation (oral, multimedia, visual) of an innovative solution.
- A written report that documents the development of an innovative solution.
- An annotated visual report that documents the development of an innovative solution.

#### ***Outcome 2***

- A teacher-provided case study with structured questions that investigates a cyber security incident and how it could be prevented in the future.
- A teacher-provided case study with structured questions that investigates a network, its vulnerabilities and how these could be mitigated.

### Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop data visualisations. They apply specific functions of database and spreadsheet software tools to manipulate, cleanse and analyse data. Students then use a data visualisation software tool to develop data visualisations that present their findings. In Area of Study 2, students propose a research question, prepare a project plan, collect, analyse and prepare data, and design infographics and/or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- Database software, spreadsheet software and data visualisation software
- An appropriate tool for running Structured Query Language (SQL) queries
- An appropriate tool for documenting and modifying project plans
- Appropriate tools for ideation and generating designs

#### ***Areas of study***

1. Data analytics
2. Data analytics: analysis and design

#### ***Outcomes***

1. Interpret teacher-provided solution requirements and designs, extract data from large repositories, manipulate and cleanse data, conduct statistical analysis and develop data visualisations to display findings.
2. Propose a research question, formulate a project plan, collect and prepare data, and generate design ideas and a preferred design for creating infographics and/or dynamic data visualisations.

### Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations. They evaluate the infographics and/or dynamic data visualisations and assess the project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2, students analyse a case study that investigates the impact of a data breach on an organisation. They examine the cyber security threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- Database software, spreadsheet software and data visualisation software
- An appropriate tool for running Structured Query Language (SQL) queries
- An appropriate tool for documenting and modifying project plans



***Areas of study***

1. Data analytics: development and evaluation
2. Cyber security: data security

***Outcomes***

1. Develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan.
2. Respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies.

***Assessment***

Contribution to the final study score is as follows:

School-assessed Tasks will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

VCE examination will contribute 50 per cent to the study score.

### Unit 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using an object-oriented programming (OOP) language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop a set of working software modules through the use of an OOP language. Students examine a set of requirements and a range of software design tools in order to apply specific features of an OOP language to create working software modules. In Area of Study 2, students analyse an identified problem, need or opportunity, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- An appropriate OOP language
- Unified Modelling Language (UML) tools to create use case diagrams
- An appropriate tool for documenting and modifying project plans
- Appropriate tools for ideation and generating designs

#### ***Areas of study***

1. Software development: programming
2. Software development: analysis and design

#### ***Outcomes***

1. Interpret teacher-provided solution requirements and designs and use appropriate features of an object-oriented programming language to develop working software modules.
2. Document a problem, need or opportunity, formulate a project plan, document an analysis, and generate design ideas and a preferred design for creating a software solution.

### Unit 4: Software Development

In this unit, students focus on how the needs of individuals and organisations are met through the development of software solutions using an object-oriented programming (OOP) language and consider the cyber security risks to organisations as a result of insecure software development practices.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design generated in Unit 3, Area of Study 2 into a working software solution. They test and evaluate the solution and assess the project plan. Unit 4, Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2, students examine the current software development practices of an organisation and the risks associated with insecure software development environments and practices. Students evaluate the current security practices and make recommendations to ensure software development environments and practices are secure.

Software tools

Students are expected to study and use the following software tools as part of this unit:

- An appropriate OOP language
- An appropriate tool for documenting and modifying project plans
- Programming tools and/or integrated development environments to facilitate programming and testing of solutions

**Areas of study**

1. Software development: development and evaluation
2. Cyber security: secure software development practices

**Outcomes**

1. Develop and evaluate a software solution that meets requirements and assess the effectiveness of the project plan.
2. Respond to a teacher-provided case study to analyse an organisation's software development practices, identify and evaluate current security controls and threats to software development practices, and make recommendations to improve practices.

**Assessment**

Contribution to the final study score is as follows:

School-assessed Tasks will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

VCE examination will contribute 50 per cent to the study score.

## LANGUAGES – ITALIAN AND JAPANESE SECOND LANGUAGE

*To enter a VCE Language, students should have completed five units of Italian or Japanese by Year 10, ideally from Years 7–10, or be proficient in reading, writing, and speaking the language at home.*

*If you wish to study a language not taught at the College you will need to enroll with a specialist school that offers a VCE language program, such as the Victorian School of Languages (VSL), Distance Education, or a Community Language School (CLS). Please speak to Ms. Morabito or Ms. Hudson about the enrolment process.*

### Unit 1

Students will develop an understanding of the language and culture/s of Italian/Japanese-speaking communities through the study of three or more topics. Students will cover three areas of study. In Area of Study 1, The Individual, the course will cover topics such as Personal identity and lifestyles, Relationships, Education and Aspirations. In Area of Study 2, The Italian or Japanese-speaking communities, students will study Cultural heritage and Living in an Italian or Japanese community. Area of Study 3 will focus on The World around us through topics such as Global and contemporary society, and Communication and media. Students will use Italian or Japanese to meet three outcomes.

#### **Areas of study/School Assessed Coursework**

1. Interpersonal communication – Speaking
2. Interpretive communication – Comprehension
3. Presentational communication – Writing

#### **Outcomes**

1. Exchange meaning in a spoken interaction in the target language.
2. Interpret information from two texts on the same topics and respond in writing in the target language and in English.
3. Present information, concepts and ideas in writing on the selected topic and for a specific audience and purpose.

### Unit 2

This unit builds on the knowledge and skills developed in Unit 1, allowing students to gather, interpret and convey information, ideas and opinions. Students will cover three areas of study. In Area of Study 1, The Individual, the course will cover topics such as Leisure and pastimes, Vocational Pathways and Healthy lifestyles. In Area of Study 2, The Italian or Japanese-speaking communities, students will study Cultural passions such as Festivals, Customs and Entertainment, and Historical/contemporary people and events. Area of Study 3 will focus on The World around us through topics such as Changes in roles of men and women, and the Impact of science and technology on society. Students will use Italian or Japanese to meet three outcomes.

#### **Areas of study/School Assessed Coursework**

1. Interpersonal communication – Speaking
2. Interpretive communication – Comprehension
3. Presentational communication – Writing

#### **Outcomes**

1. Respond in writing in the target language to spoken, written or visual texts presented in the target language.
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in the target language.
3. Explain information, ideas and concepts orally in the target language to a specific audience about an aspect of culture within communities where the target language is spoken.

## **Assessment**

Levels of performance in Units 1 and 2 will be measured by performance in three tasks per unit selected from:

- |                 |                              |                   |
|-----------------|------------------------------|-------------------|
| ▪ Article       | ▪ Interview                  | ▪ Review          |
| ▪ Conversation  | ▪ Journal entry              | ▪ Role-play       |
| ▪ Email         | ▪ Personal account/blog post | ▪ Speech (script) |
| ▪ Essay         | ▪ Personal letter            | ▪ Story           |
| ▪ Formal letter | ▪ Report                     |                   |

## **Unit 3**

In Unit 3, students will continue to develop listening, speaking, reading, viewing and writing skills through the prescribed themes and topics. In Unit 3 there are three outcomes. Students will cover three areas of study. In Area of Study 1, The Individual, the course will cover topics such as Personal identity and lifestyles, Past experiences, Relationships, Education and Aspirations. In Area of Study 2, The Italian or Japanese-speaking communities, students will study Cultural heritage, Historical perspectives and Living in an Italian or Japanese community. Area of Study 3 will focus on The World around us through topics such as Global and contemporary society, Technology and Communication and media in Italy or Japan. Students will use Italian or Japanese to meet three outcomes.

### ***Areas of study/School Assessed Coursework***

1. Interpersonal communication – Speaking
2. Interpretive communication – Comprehension
3. Presentational communication – Writing

### ***Outcomes***

1. Participate in a spoken exchange in the target language to resolve a personal issue.
2. Interpret information from written, spoken and visual texts and write responses in the target language.
3. Express ideas in a personal, informative or imaginative piece of writing in the target language.

## **Unit 4**

In Unit 4, students will continue to develop listening, speaking, reading, viewing and writing skills through the prescribed themes and topics. In Unit 4 there are three outcomes. Students will cover three areas of study. In Area of Study 1, The Individual, the course will cover topics such as Personal identity and lifestyles, Relationships with family, teachers and peers, Education and work, and Future aspirations. In Area of Study 2, The Italian or Japanese-speaking communities, students will study Cultural heritage such as the Arts, Historical/contemporary people and events, and Living in an Italian or Japanese community. Area of Study 3 will focus on The World around us through topics such as Global and contemporary society, Impact of technology and Environmental issues such as global warming and protecting cities and the environment. Students will use Italian or Japanese to meet three outcomes.

### ***Areas of study/School Assessed Coursework***

1. Interpersonal communication – Speaking
2. Interpretive communication – Comprehension
3. Presentational communication – Writing

### ***Outcomes***

1. Share information, ideas and opinions in a spoken exchange in the target language.
2. Analyse information from written, spoken and viewed texts for use in a written response in the target language.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in the target language.

***Assessment***

Contribution to the final study score is as follows:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Oral and written end-of-year examinations will contribute 50 per cent to the study score.

### 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. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

#### *Areas of study*

1. Legal foundations
2. Proving guilt
3. Sanctions

#### *Outcomes*

1. Describe the main sources and types of law and evaluate the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

### Unit 2: Wrongs and rights

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

#### *Areas of study*

1. Civil liability
2. Remedies
3. Human rights

#### *Outcomes*

1. Explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
2. Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
3. Explain one contemporary human rights issue in Australia and evaluate the ways in which rights are protected in Australia.

## ***Assessment***

Demonstration of achievement of outcomes in both Units 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for both units are selected from the following:

- Structured questions
- A debate
- A role-play
- A folio of exercises
- Question and answer session
- A classroom presentation
- A report
- Case study analyses

## **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.

### ***Areas of study***

1. The Victorian criminal justice system
2. The Victorian civil justice system

### ***Outcomes***

1. Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
2. Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

## **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.

### ***Areas of study***

1. The people and the law-makers
2. The people and reform



**Outcomes**

1. Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
2. Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

**Assessment**

School Assessed Coursework will contribute 50 per cent of the final assessment for the Unit 3 and 4 sequence (25 per cent per unit). The student's performance in each outcome will be assessed using one or more of the following: a case study, structured questions, a test, an essay, a report in written format, a report in multimedia format and a folio of exercises.

The VCE Examination will focus on the interpretation and analysis of material relating to all outcomes in Units 3 and 4 and will contribute to 50 per cent of the overall assessment study score.

# LITERATURE

*Students taking this study are expected to have an interest in reading and studying literature and an ability to accurately and fluently express ideas in writing.*

## Unit 1

### ***Area of Study 1: Reading practices***

In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of texts (both print and non-print). Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

#### ***Outcome 1***

Respond to a range of texts through close analysis.

### ***Area of Study 2: Exploration of literary movements and genres***

In this area of study, students 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.

#### ***Outcome 2***

Explore and analyse conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

## Unit 2

### ***Area of Study 1: Voices of Country***

In this area of study, 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.

#### ***Outcome 1***

Analyse and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

### ***Area of Study 2: The text in its context***

In this area of study, 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. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

#### ***Outcome 2***

Analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

## **Assessment**

The award for satisfactory completion for Units 1 and 2 is based on whether the student has demonstrated the set of outcomes specified for the units.

## **Unit 3**

### ***Area of Study 1: Adaptations and transformations***

In this area of study, students focus on how the form of text contributes to the meaning of the text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

#### ***Outcome 1***

Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

### ***Area of Study 2: Developing interpretations***

In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. After first developing and justifying their own interpretations of a set text, 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 their understanding.

#### ***Outcome 2***

Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

## **Unit 4**

### ***Area of Study 1: Creative responses to texts***

In this area of study, students focus on the imaginative techniques used for creating and recreating a literary work. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. By drawing inferences from the original text and using their knowledge of how context and form impact meaning, students construct their own creative transformations of 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.

#### ***Outcome 1***

Respond creatively to a text and comment critically on both the original text and the creative response.

### ***Area of Study 2: Close analysis of texts***

In this area of study, students focus on 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 and consider the literary forms, features and language, and the views and values of the text.

#### ***Outcome 2***

Analyse literary forms, features and language to present a coherent view of a whole text.

**Assessment**

The award for satisfactory completion is based on whether the student has demonstrated the specified outcomes.

School Assessed Coursework for Unit 3 will contribute 25 per cent to the total study score.

School Assessed Coursework for Unit 4 will contribute 25 per cent to the total study score.

The VCE examination, externally marked by assessors appointed by VCAA, will contribute to 50 per cent to the total study score.

## MATHEMATICS – FOUNDATION MATHEMATICS

### Units 1 and 2

Foundation Mathematics is designed for students who need mathematical skills to support their other studies.

#### *Areas of study*

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Topics studied include percentages, ratios, fractions and decimals, conversion of units, area, surface area and volume, Pythagoras' theorem, trigonometry, similarity, maps and scales, measure of centre and spread in statistical data, interpreting line graphs, financial mathematics, drawing linear graphs and solving linear equations, timetables and time zones.

#### *Outcomes*

1. Confidently and competently apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.
2. Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

#### *Assessment*

Demonstration of achievement will be based on the student's performance on a selection of the following assessment tasks:

- Portfolio
- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

### Units 3 and 4

This course may be chosen by students who have obtained a satisfactory result in any Year 11 Mathematics subject.

#### *Areas of study*

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Topics studied include financial mathematics, fractions, decimals and percentages, statistical sampling and questionnaires, measures of spread, outliers and standard deviation in statistical data, scatterplots, circles, Pythagoras' theorem, solving equations and graphs, ratio and variation, surface area and volume.

**Outcomes**

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.
2. Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

**Assessment**

The student's level of achievement for Units 3 and 4 will be determined by a combination of School Assessed Coursework and an end-of-year external examination.

School Assessed Coursework for Unit 3 will contribute 40 per cent to the study score.

School Assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

The end-of-year external examination will contribute 40 per cent to the study score.

## MATHEMATICS – GENERAL MATHEMATICS

### Units 1 and 2

This course is designed for students who have performed well in Year 10 Mathematics (General) and who wish to continue their study of Mathematics in Year 12. The successful completion of General Mathematics Units 1 & 2 allows entry into the study of General Mathematics Units 3 & 4 at Year 12.

#### *Areas of study*

1. Data analysis, probability and statistics
2. Algebra, number and structure
3. Functions, relations and graphs
4. Discrete mathematics

Topics studied include percentages and ratio, data distributions, sequences and finance, matrices, linear relations and modelling, investigating relationships between numerical variables, graphs and networks, variation, measurement, scale and similarity, and applications of trigonometry.

#### *Outcomes*

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

#### *Assessment*

Demonstration of achievement will be based on the student's performance on a selection of the following assessment tasks:

- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

### Units 3 and 4

This course may only be chosen by students who have obtained a satisfactory result in Year 11 General Mathematics and/or completed Year 11 Mathematical Methods.

#### *Areas of study*

1. Data analysis, probability and statistics
2. Discrete mathematics - recursion and financial modelling, matrices, networks and decision mathematics

Topics studied include data distributions, associations between variables, linear associations, data transformation, time series, growth and decay using recursion, reducing balance loans, annuities and investments, matrices, graphs, networks and trees, and flow, matching and scheduling.

**Outcomes**

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

**Assessment**

The student's level of achievement for Units 3 and 4 will be determined by a combination of School Assessed Coursework and two end-of-year external examinations.

School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score.

Examination 1 (Multiple Choice questions) will contribute 30 per cent to the study score.

Examination 2 (Written Response questions) will contribute 30 per cent to the study score.



## MATHEMATICS – MATHEMATICAL METHODS

### Units 1 and 2

Students will need to be motivated, determined and hard-working to complete these units. It is recommended that students also study Specialist Mathematics in order to prepare them for Year 12 Mathematics. In order for students to be successfully enrolled in this course, they need to have achieved high assessment grades in Year 10 Advanced Mathematics and successfully completed the Year 10 Trigonometry and Calculus elective.

#### *Areas of study*

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Topics studied include linear equations, coordinate geometry, quadratics, functions and relations, polynomials, transformations, probability, combinatorics, probability distributions, exponential functions and logarithms, circular functions, rates of change, and differentiation and antidifferentiation.

#### *Outcomes*

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

#### *Assessment*

Demonstration of achievement will be based on the student's performance on a selection of the following assessment tasks:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes

### Units 3 and 4

This course can only be chosen if students have successfully completed Year 11 Mathematical Methods with an above average assessment grade. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn upon.

#### *Areas of study*

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Topics studied include functions and relations, transformations, polynomial functions, exponential and logarithmic functions, circular functions, differentiation, integration, discrete random variables, and the binomial distribution.

**Outcomes**

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

**Assessment**

The student's level of achievement for Units 3 and 4 will be determined by a combination of School Assessed Coursework and two end-of-year external examinations.

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

Examination 1 (Technology Free) will contribute 20 per cent to the study score.

Examination 2 (Technology Enabled) will contribute 40 per cent to the study score.

## MATHEMATICS – SPECIALIST MATHEMATICS

### Units 1 and 2

This course may only be chosen in conjunction with Mathematical Methods 1 & 2. A major part of the course is designed to be studied in parallel with Mathematical Methods 1 & 2, to give students the best opportunity for success in Mathematical Methods in Year 12. A part of the course is aimed at those students who have shown the ability to study Specialist Mathematics in Year 12.

#### *Areas of study*

1. Algebra, number and structure
2. Discrete mathematics
3. Data analysis, probability and statistics
4. Space and measurement
5. Functions, relations and graphs

Topics studied include number systems and sets, sequences and series, algebra, proof, logic, simulation and sampling, algorithms, trigonometric ratios and applications, trigonometric identities, graphing functions and relations, complex numbers, vectors, kinematics, and combinatorics.

#### *Outcomes*

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

#### *Assessment*

Demonstration of achievement will be based on the student's performance on a selection of the following assessment tasks:

- Assignments
- Tests
- Solutions to sets of worked solutions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

### Units 3 and 4

This is a highly academic course and may only be attempted by students who are also studying Mathematical Methods 3 & 4. It is for students requiring a high level of mathematics for careers in areas such as the physical sciences and engineering fields.

#### *Areas of study*

1. Discrete mathematics
2. Functions, relations and graphs
3. Algebra, number and structure
4. Calculus
5. Space and measurement
6. Data analysis, probability and statistics

Topics studied include logic and proof, circular functions, vectors, complex numbers, differentiation and rational functions, techniques and applications of integration, differential equations, kinematics, vector functions and vector calculus, linear combinations of random variables and the sample mean, and confidence intervals and hypothesis testing for the mean.

### ***Outcomes***

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### ***Assessment***

The student's level of achievement for Units 3 and 4 will be determined by a combination of School Assessed Coursework and two end-of-year external examinations.

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

Examination 1 (Technology free) will contribute 20 per cent to the study score.

Examination 2 (Technology enabled) will contribute 40 per cent to the study score.

## MEDIA

Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs, and shapes audiences' perception of their lives and the world in which they live. This study provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society, such as the growth of social media and the questions raised about accountability, influence, and regulation of these platforms. Students integrate these aspects of the study through the individual design and production of their own media products.

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

In this unit, 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.

#### *Areas of study*

1. Media representations
2. Media forms in production
3. Australian stories

#### *Outcomes*

1. Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

### Unit 2: Narrative across media forms

In this unit, students explore and examine how narratives construct meaning for audiences. This includes the study of the personal and distinctive style of media professionals who play leading roles in the construction of narratives. 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 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.

#### *Areas of study*

1. Narrative, style and genre
2. Narratives in production
3. Media and change

#### *Outcomes*

1. Analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

## **Assessment**

In both Units 1 & 2:

- The first outcome will be assessed through written, oral and short answer responses.
- The second outcome will be assessed through a series of short media production tasks.
- The third outcome will be assessed through analysis tasks.

## **Unit 3: Media narratives, contexts and pre-production**

In this unit, students examine one fictional or non-fictional narrative in the form of film. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural and institutional contexts of production, distribution and reception. Students assess how audiences embedded within a range of contexts are engaged by, consume, and read narratives. 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.

### **Areas of study**

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

### **Outcomes**

1. Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
2. Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production
3. develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

## **Unit 4: Media production: agency and control in and of the media**

In this unit, students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting 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 examine and critically evaluate the ways in which media platforms commodify personal data by harvesting information from social media engagement. 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.

### **Areas of study**

1. Media production
2. Agency and control in the media

### **Outcomes**

1. Produce, refine, resolve, and distribute to a specified audience a media product designed in Unit 3.
2. Use evidence, arguments, and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

**Assessment**

Contribution to the final study score is as follows:

School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

End-of-year VCE examination will contribute 40 per cent to the study score.

# MUSIC

*Students must have previously had at least two years of instrumental tuition and experience on their chosen instrument. An audition must be undertaken if the student has not undertaken Year 10 Classroom Music.*

## Unit 1: Organisation of Music

Students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. Students create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

### **Areas of study**

1. Performing
2. Creating
3. Analysing and responding

### **Outcomes**

1. **Performing** – Students rehearse and present planned performances using technical control, expression and stylistic understanding.
2. **Creating** – Students demonstrate an understanding of the organisation of music through the reimagining of a work.
3. **Analysing and Responding** – Students identify and describe how music is organised through analysis and music theory.

## Unit 2: Effect in music

Students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. Students create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

### **Areas of study**

1. Performing
2. Creating
3. Analysing and responding

### **Outcomes**

1. **Performing** – Students rehearse and present planned performances using technical control, expression and stylistic understanding.
2. **Creating** – Students create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
3. **Analysing and Responding** – Students identify the ways performers and creators convey effect in music, as well as identify, recreate and document music language concepts in context and isolation.



***Assessment***

- Performances of works in both group and solo with accompaniment as appropriate
- A demonstration of selected technical work and exercises
- Digital folio of composition and/or improvisation exercises
- Aural, written and practical tasks

## MUSIC – CONTEMPORARY PERFORMANCE

### Unit 3

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

#### *Areas of study*

1. Performing
2. Analysing for performance
3. Responding

#### *Outcomes*

1. **Performing** – Perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program.
2. **Analysing for Performance** – Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.
3. **Responding** – Discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation

### Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

#### *Areas of study*

1. Performing
2. Analysing for performance
3. Responding

#### *Outcomes*

1. **Performing** – Perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.
2. **Analysing for Performance** – Demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.
3. **Responding** – Discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.

***Assessment***

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The performance examination will contribute 50 per cent to the study score.

The end-of-year aural and written examination will contribute 20 per cent to the study score.

## MUSIC – REPERTOIRE PERFORMANCE

### Unit 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### *Areas of study*

1. Performing
2. Analysing for performance
3. Responding

#### *Outcomes*

1. **Performing** - Explain the artistic and practical considerations used to select a program of works for performance and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.
2. **Analysing for Performance** – Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
3. **Responding** – Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

### Unit 4

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### *Areas of study*

1. Performing
2. Analysing for performance
3. Responding

#### *Outcomes*

1. **Performing** - Perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.
2. **Analysing for Performance** - Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
3. **Responding** - Discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

**Assessment**

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The performance examination will contribute 50 per cent to the study score.

The end-of-year aural and written examination will contribute 20 per cent to the study score.

The student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.

## MUSIC INQUIRY

*Music Inquiry will only be run in consultation with the Music teacher.*

### Unit 3

Through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

#### **Areas of study**

1. Music making
2. Analysing for music making
3. Responding

#### **Outcomes**

1. **Music Making** – Perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator, and create and/or arrange music and demonstrate the connection to the selected music style and/or creator.
2. **Analysing for music making** – Analyse and describe the treatment of music elements, concepts and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.
3. **Responding** – Listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.

### Unit 4

Students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

#### **Areas of study**

1. Music making
2. Analysing for music making
3. Responding

#### **Outcomes**

1. **Music making** – Perform /create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.
2. **Analysing for music making** – Analyse and describe the treatment of music elements, concepts and compositional devices in two works from their Area of Investigation and reflect on how these works have influenced their own music making.
3. **Responding** – On completion of this unit the student should be able to identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

#### **Assessment**

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 5 per cent to the study score.

The Externally assessed Task will contribute 50 per cent to the study score.

The end-of-year examination will contribute 15 per cent to the study score.

## OUTDOOR AND ENVIRONMENTAL STUDIES

*Note: Students who select this subject have the opportunity to attend a number of camps and excursions which are an integral part of the program. The annual cost for these activities is approximately \$1,000 per year. Events will be posted on Compass as they arise.*

Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices. The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

### Unit 1: Connections with outdoor environments

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

#### **Areas of study**

1. Our place in outdoor environments
2. Exploring outdoor environments
3. Safe and sustainable participation in outdoor experiences

#### **Outcomes**

1. Analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.
2. Explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.
3. Evaluate strategies for safe and sustainable participation in outdoor experiences.

### Unit 2: Discovering outdoor environments

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

#### **Areas of study**

1. Understanding outdoor environments
2. Observing impacts on outdoor environments
3. Independent participation in outdoor environments

### **Outcomes**

1. Describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.
2. Evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.
3. Participate in a range of outdoor experiences safely and sustainably in an independent manner.

### **Assessment**

The outcomes for Units 1 and 2 will be measured by student performance in a range of tasks selected from:

- a case study
- a test
- an oral presentation which can include the use of multimedia and podcast
- data analysis
- structured questions
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file
- logbook entries of outdoor practical experiences

## **Unit 3: Relationships with outdoor environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments.

### **Areas of study**

1. Changing human relationships with outdoor environments
2. Relationships with Australian environments in the past decade

### **Outcomes**

1. Analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.
2. Analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

## **Unit 4: Sustainable outdoor environments**

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying



theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

### ***Areas of study***

1. The importance of healthy outdoor environments
2. The future of outdoor environments
3. Investigating outdoor environments

### ***Outcomes***

1. Describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.
2. Evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
3. Plan and conduct an independent investigation that evaluates selected outdoor environments.

### ***Assessment***

The outcomes for Units 3 and 4 will be measured by student performance in tasks selected from:

- case study written report
- data analysis written report
- media analysis
- visual presentation such as a graphic organiser, concept/mind map, annotated poster
- structured questions
- oral presentation

School Assessed Coursework for Unit 3 will contribute 20% to the study score.

School Assessed Coursework for Unit 4 will contribute 30% to the study score.

End-of-year VCE Examination, covering Units 3 and 4, will contribute 50% to the study score.

## PHILOSOPHY

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology (philosophy of knowledge) and metaphysics. It is the founding discipline of logic and continues to develop and refine the tools of critical reasoning, influencing approaches in Mathematics, Science and the Humanities.

VCE Philosophy explores some of the most enduring and influential ideas that underpin some of society's greatest achievements in ethics, science and the arts. This, together with learning to think critically and with an open mind, fosters the reflection necessary for deep insights and ethical decision-making at all levels of society.

VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Doing philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent world view. In Philosophy, students will explore arguments for and against the existence of the divine and the possible nature of the divine. Students will seek to answer whether humans have free will or whether our nature is predetermined. Additionally, students will explore the nature of scientific knowledge and the possibility of objective truth. Students will focus on the study of ethics. They will ask what is right and wrong, explore the philosophy of human rights and study the philosophical underpinnings of our current political and legal system.

### Unit 1: Existence, knowledge and reasoning

In this unit students focus on questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

#### *Areas of study*

1. Metaphysics
2. Epistemology
3. Introduction to philosophical inquiry

#### *Outcomes*

1. Analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.
2. Analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

### Unit 2: Questions of value

This unit invites students to explore questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

#### *Areas of study*

1. Ethics and moral philosophy
2. Further problems in value theory
3. Techniques of philosophical inquiry

### **Outcomes**

1. Analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.
2. Analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

### **Assessment**

#### *Assessments for Unit 1*

- Assignment on Logic and Reasoning
- Assignment on God and Time
- Assignment on Knowledge and Truth
- Exam

#### *Assessments for Unit 2*

- Assignment on Rights and Freedoms
- Assignment on Ethics
- Exam

## **Unit 3: Minds, bodies and persons**

This unit considers basic questions regarding the mind and the self. Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. Students learn that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

### **Areas of study**

1. Minds and bodies
2. Personal identity

### **Outcomes**

1. Discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.
2. Analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

## **Unit 4: The good life**

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

### **Areas of study**

1. Conceptions of the good life
2. Living the good life in the twenty-first century

***Outcomes***

1. Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.
2. Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.

***Assessment***

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

An end-of-year examination, covering Units 3 and 4, will contribute 50 per cent to the study score.

## PHYSICAL EDUCATION

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

### Unit 1: The human body in motion

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

#### *Areas of study*

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system play in movement?

#### *Outcomes*

1. Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement and evaluate the use of performance enhancement substances and methods.
2. Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact and evaluate the use of performance enhancement substances and methods.

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

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

#### *Areas of study*

1. How do physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

### **Outcomes**

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
2. Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

### **Assessment**

All outcomes for Units 1 and 2 will be assessed through tasks selected from:

- Case study analysis
- Laboratory reports
- Oral reports
- Structured questions
- Tests
- Written reports

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

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Areas of study**

1. How are movement skills improved?
2. How does the body produce energy?

### **Outcomes**

1. Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

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

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

**Areas of study**

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences.

**Outcomes**

1. Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
2. Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.
3. Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

**Assessment**

School Assessed Coursework will measure student performance in a range of tasks selected from the following formats:

- Case study analysis
- Laboratory report
- Media analysis
- Structured questions
- Tests
- Written reports

School Assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School Assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

End-of-year VCE Examination, covering Units 3 and 4, will contribute 50 per cent to the study score.

## PHYSICS

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

### Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### *Areas of study*

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

#### *Outcomes*

1. Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena (forces, 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) by making their own observations and generating questions, which in turn lead to experiments.

#### *Areas of study*

1. How is motion understood?
2. How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

#### *Outcomes*

1. Investigate, analyse, mathematically model and apply force, energy and motion.
2. Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.



## **Assessment**

Achievement of Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

Achievement of Outcome 3 will be measured by performance in the following tasks:

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

## **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.

### **Areas of study**

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

### **Outcomes**

1. Investigate motion and related energy transformations experimentally and analyse motion using Newton's laws of motion in one and two dimensions.
2. Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. Analyse and evaluate an electricity generation and distribution system.

## 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.

### ***Areas of study***

1. How has understanding about the physical world changed?
2. How is scientific inquiry used to investigate fields, motion or light?

### ***Outcomes***

1. Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

### ***Assessment***

School Assessed Coursework will contribute 50 per cent of the final assessment and will consist of:

For each Outcome in Unit 3, one task selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

For Outcome 1 in Unit 4, one task selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

For Unit 4, Outcome 2:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

A VCE examination on all outcomes in Units 3 and 4 will contribute 50 per cent of the final assessment.

### Unit 1: Politics, Power and Political Actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

#### *Areas of study*

1. Power and national political actors
2. Power and global political actors

#### *Outcomes*

1. Explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue.
2. Analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue

### Unit 2: Democracy, Stability and Change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

#### *Areas of study*

1. Issues for Australia's democracy
2. Global challenges to democracy

#### *Outcomes*

1. Analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld.
2. Analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles.

#### *Assessment*

##### *Assessments for Unit 1*

- Short-answer questions
- Political inquiry

##### *Assessments for Unit 2*

- Short-answer questions
- Essay

### **Unit 3: Global Cooperation and Conflict**

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighboring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises and investigate their consequences on a global level and for a variety of global actors.

#### ***Areas of study***

1. Global issues, global responses
2. Contemporary crises: conflict, stability and change

#### ***Outcomes***

1. Analyse the causes and consequences of a global issue and evaluate the effectiveness of global actors' responses in resolving the issue.
2. Analyse the causes and consequences of one contemporary crisis and discuss how global actors' responses have contributed to political stability and/or change.

### **Unit 4: Power in the Indo-Pacific**

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

#### ***Areas of study***

1. Power and the national interest
2. Australia in the Indo-Pacific

#### ***Outcomes***

1. Analyse the various sources and forms of power used by a state in the Indo-Pacific region and evaluate the extent to which it is able to achieve its national interests.
2. Analyse different perspectives on Australia's national interests in the Indo-Pacific region and evaluate the degree to which Australia's pursuit of its national interests has resulted in cooperation or conflict with three states in the region

#### ***Assessment***

##### ***Assessments for Unit 3***

- Short-answer questions
- Analysis and evaluation of sources
- Political inquiry

##### ***Assessments for Unit 4***

- Extended responses
- Essay

## PRODUCT DESIGN AND TECHNOLOGIES – MATERIALS

In VCE Product Design and Technologies, students design and make three-dimensional products using a range of construction materials.

### Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

#### *Areas of study*

1. Developing and conceptualising designs
2. Generating, designing and producing

#### *Outcomes*

1. Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.
2. Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.

#### *Assessment*

Suitable tasks for assessment in this unit are:

- a multimodal record of evidence of research, development and conceptualisation of products as well as a reflection on collaboration, teamwork and ways to improve in the future
- practical work: a demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with a finished product.

### Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity.

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

### ***Areas of study***

1. Opportunities for positive impacts for end users
2. Designing for positive impacts for end users
3. Cultural influences on design

### ***Outcomes***

1. Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.
2. Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
3. Research and discuss how designers and end users are influenced by culture.

### ***Assessment***

Suitable tasks for assessment in this unit are:

- multimodal record of evidence of research, development and conceptualisation of products addressing a need or opportunity related to positive impacts for the end user(s)
- practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design.

## **Unit 3: Ethical product design and development**

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives. Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

### ***Areas of study***

1. Influences on design, development and production of products
2. Investigating opportunities for ethical design and production
3. Developing a final proof of concept for ethical production

### ***Outcomes***

1. Critique examples of ethical product design and innovation within industrial settings.
2. Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.
3. Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

## Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends. In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary. In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

### *Areas of study*

1. Managing production for ethical designs
2. Evaluation and speculative design

### *Outcomes*

1. Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.
2. Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

### *Assessment*

Level of achievement will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination. Percentage contributions to the study score are as follows:

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The School-assessed Task contributes 50 per cent to the study score.

The end-of-year examination will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 3 may be selected from one or a combination of:

- case study analysis
- oral presentation using multimedia (face-to-face or recorded as a video or podcast)
- research enquiry

School-assessed Coursework for Unit 4 may be selected from one or a combination of:

- data analysis
- oral presentation using multimedia (face-to-face or recorded as a video or podcast)
- product analysis
- research inquiry

The School-assessed Task will be assessed upon the student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4.

## PSYCHOLOGY

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. It is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

### Unit 1: How are behavioural and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. 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.

#### *Areas of study*

1. What influences psychological development?
2. How are mental processes and behavior influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

#### *Outcomes*

1. Discuss the complexity of psychological development over the lifespan, and evaluate ways of understanding and representing psychological development.
2. Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

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

#### *Areas of study*

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

#### *Outcomes*

1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.



## ***Assessment***

Achievement of Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data

Achievement of Outcome 3 will be measured by performance in the following tasks:

- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

### ***Areas of study***

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

### ***Outcomes***

1. Analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.
2. Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

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

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

### ***Areas of study***

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

## **Outcomes**

1. Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
3. Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

## **Assessment**

School Assessed Coursework will contribute 50 per cent of the final assessment and will consist of:

For Unit 3 each of Outcomes 1 and 2, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts

For Unit 4 each of Outcomes 1 and 2, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts

For Unit 4, Outcome 3:

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

A VCE Examination on all outcomes in Units 3 and 4 will contribute 50 per cent of the final assessment.

## SOCIOLOGY

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change.

### Unit 1: Youth and family

In this unit, students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Students examine how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of stereotypes of young people. Students also investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Students explore various factors that influence the diversity of these experiences.

#### *Areas of study*

1. Category and experience of youth
2. The family

#### *Outcomes*

1. Describe the nature of sociological inquiry and discuss youth as a social category.
2. Analyse the institution of family and the developments influencing the experience of family.

### Unit 2: Deviance and crime

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

#### *Areas of study*

1. Deviance
2. Crime

#### *Outcomes*

1. Analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.
2. Discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

#### *Assessment*

A variety of assessment tasks are selected from the following:

- a case study or report involving primary research
- an extended response
- a film or media analysis
- a multimedia presentation
- a representation analysis
- a selection of structured questions requiring short-answer responses

### **Unit 3: Culture and ethnicity**

In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. Students critically explore the historical suppression of Australian Indigenous cultures. They examine the past and its influence on subsequent generations and consider indigenous and non-indigenous perspectives and responses. Students also explore the ways that cultural identity is formed and experienced by Australian ethnic migrant groups, as shaped by various material and non-material aspects of culture such as faith, tradition and customs.

#### ***Areas of study***

1. Australian Indigenous cultures
2. Ethnicity

#### ***Outcomes***

1. Analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures.
2. Analyse experiences of ethnicity within Australian society.

### **Unit 4: Community, social movements and social change**

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced through shared relationships. They examine the relationship between social movements and social change. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

#### ***Areas of study***

1. Community
2. Social movements and social change

#### ***Outcomes***

1. Analyse the experience of community generally and analyse and evaluate a specific community.
2. Analyse the nature and purpose of social movements and evaluate their influence on social change.

#### ***Assessment***

Achievement of Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be measured by performance in a selection of the following tasks:

- a case study or report involving primary research
- an extended response
- a film or media analysis
- a multimedia presentation
- a representation analysis
- a selection of structured questions requiring short-answer responses

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The end-of-year examination will also assess Unit 3 and Unit 4 and will contribute 50 per cent to the study score.

## SYSTEMS ENGINEERING

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. Students learn about and engage with systems from a practical and purposeful perspective, gaining knowledge and understanding about technological systems and their applications.

### Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

#### *Areas of study*

1. Mechanical system design
2. Producing and evaluating mechanical systems

#### *Outcomes*

1. Describe and apply basic engineering concepts and principles and use components to design and plan a mechanical system using the systems engineering process.
2. Produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

### Unit 2: Electrotechnology systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

#### *Areas of study*

1. Electrotechnological systems design
2. Producing and evaluating electrotechnological systems

#### *Outcomes*

1. Investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.
2. Produce, test and evaluate an electrotechnological system, using the systems engineering process.

## **Assessment**

Recommended assessment tasks for this unit are:

- documentation of the systems engineering process using one or more of: a multimedia/simulation presentation, an electronic portfolio, a brochure, a poster, a written report
- production work to create an electrotechnological system.

Additionally, suitable tasks for assessment for this unit are:

- practical demonstrations
- an oral presentation.

## **Unit 3: Integrated and controlled systems**

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

### **Areas of study**

1. Integrated and controlled systems design
2. Clean energy technologies

### **Outcomes**

1. Investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.
2. Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

## **Unit 4: Systems Control**

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

### **Areas of study**

1. Producing and evaluating integrated and controlled systems
2. New and emerging technologies

### ***Outcomes***

1. Finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
2. Evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

### ***Assessment***

Level of achievement will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination. Percentage contributions to the study score are as follows:

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The School-assessed Task contributes 50 per cent to the study score.

The end-of-year examination will contribute 30 per cent to the study score.

# VISUAL COMMUNICATION DESIGN

*Note: As part of the VCE Visual Arts program, all Visual Communication Design 1&2 and 3&4 students will need to purchase equipment and materials as outlined on the booklist.*

In Visual Communication Design, students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced.

## Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

### **Areas of study**

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on design

### **Outcomes**

1. Use human-centred research methods to reframe a design problem and identify a communication need.
2. Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Develop a sustainable object, considering design's influence and factors that influence design.

## Unit 2: Design contexts and connections

In this unit students draw on conceptions of good design, human-centred research methods and influential design factors as they work through a design process. Tasks focus on the design of environments and interactive experiences. Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to contextual factors and user needs. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Connections between design, time and place are also central to the study of culturally appropriate design practices as students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices.

### **Areas of study**

1. Design, place and time
2. Cultural ownership and design
3. Designing interactive experiences

### **Outcomes**

1. Present an environmental design solution that draws inspiration from its context and a chosen design style.
2. Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
3. Apply the VCD design process to design an interface for a digital product, environment or service.

### **Assessment**



Folio of final presentation drawings, typography and technical drawings, written and /or oral descriptions of analysis including annotations.

### **Unit 3: Visual communication in design practice**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

#### ***Areas of study***

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

#### ***Outcomes***

1. Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
2. Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
3. Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

### **Unit 4: Delivering design solutions**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

#### ***Areas of study***

1. Design process: refining and resolving design concepts
2. Presenting design solutions

#### ***Outcomes***

1. Reflect critically on feedback received in Unit 3, Outcome 3 as they evaluate, select and evolve design ideas into concepts for further refinement and testing. In doing so, students explore the Deliver phase of the VCD design process.
2. Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

#### ***Assessment***

Level of achievement will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination. Percentage contributions to the study score are as follows:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Task for Units 3 and 4 will contribute 50 per cent to the study score.

The end-of-year examination will contribute 30 per cent to the study score.

## VET APPAREL, FASHION AND TEXTILES

The VCE VET Applied Fashion Design and Technology program is delivered onsite at Rosehill Secondary College. The program runs over two years. This VET program is available to students completing either the VCE or the VCE Vocational Major.

VCE VET Apparel, Fashion and Textiles is drawn from a national training package provided by Readcloud and offers a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in the fashion industry.

After the two year the students will complete: **MST20722 Certificate II in Apparel, Fashion and Textiles:** which provides an introductory overview of the entry-level workers in the textile, clothing and footwear industry who perform basic and defined work tasks involving known routines and procedures under supervision. This qualification is typically used to develop basic employment-related skills and knowledge including preparatory access and participation skills and/or specific workplace skills that relate to an individual sector.

The VCE VET Applied Fashion Design and Technology program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the fashion design and textile production industry
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.
- Pathways may include employment into roles such as production assistant, clothing technician, or merchandising assistant.

Students must achieve **eleven units of competency** to gain MST20722 Certificate II in Apparel, Fashion Design and Technology, including the following:

- BSBCMM211 Apply communication skills, 40
- MSMENV272 Participate in environmentally sustainable work practices, 30
- MSMWHS200 Work safely, 30
- MSTAT2005 Sew materials by machine, 60
- MSTGN2018 Work in the TCF industry, 40
- MSTAT2001 Prepare and communicate design concepts for simple textile products, 60
- MSTAT2003 Modify patterns, 50
- MSTAT2006 Assemble simple textile products, 40
- MSTML1001 Make a simple headpiece, 40
- MSTAT2019 Draw basic sketches of textile products, 30
- MSTAT2012 Use basic textile production processes, 40

Further information about VCE VET Applied Fashion Design and Technology may be found on the VCAA website:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/appliedfashion.aspx>

### ***Credit towards VCE ATAR***

The VCE VET Applied Fashion Design and Technology program does not offer scored assessment. Students who complete a Units 3 and 4 sequence for the VCE VET Applied Fashion Design and Technology qualification will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

## VET HEALTH SERVICES

The VCE VET Health Services program is delivered onsite at Rosehill Secondary College. The program runs over two years. This VET program is available to students completing either the VCE or the VCE Vocational Major.

The VCE VET Health Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training across a range of health-related areas in entry-level roles.

### ***Contribution to VCE***

**VM:** VM students are eligible to receive HLT33115 - Certificate III in Health Services Assistance .

**VCE:** VCE students are eligible to receive HLT33115 - Certificate III in Health Services Assistance and ATAR study score.

**ATAR:** Scored Assessment contributes to ATAR calculation. This program contributes to the Industry Specific Skills Strand.

### ***Future Pathways***

This course provides an opportunity for students to gain a Nationally Recognised Qualification that may assist them in the future to work as nurses, ward assistants, theatre technicians or direct care assistants. Future careers may lead further into the medical field with ongoing professional training.

### ***Training Package***

The VCE VET Health program provides students with the knowledge and skills to enhance their employment prospects in the health industry. The industry is large and diverse, covering many occupations, ranging from highly qualified professionals to support staff and volunteers. The Health Training Package is designed to reflect the full range of health providers, modes of delivery and client services.

The VCE VET Health program aims to:

- Provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the health industry
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

### ***Completion***

Students must achieve fifteen units of competency to gain HLT33115 – Certificate III in Health Service Assistance:

VCE VET Units 1 & 2 Competencies Hours

- CHCCOM005 Communicate and work in health or community services 30
- HLTINF001 Comply with infection prevention and control policies and procedures 25
- HLTWHS001 Participate in workplace health and safety 20
- BSBWOR301 Organise personal work priorities and development 30
- CHCCCS002 Assist with movement 25
- CHCCCS010 Maintain a high standard of service 30
- CHCCCS020 Respond effectively to behaviours of concern 20
- CHCDIV001 Work with diverse people 40
- HLTAID003 Provide first aid 18
- BSBTEC201 Use Business Software Applications 15
- BSBINS302 Organise Workplace Information 15

#### VCE VET Units 3 & 4 Competencies Hours

- HLTAAP001 Recognise healthy body systems 70
- BSBMED301 Interpret & apply medical terminology appropriately 60
- CHCCCS009 Facilitate responsible behaviour 40
- CHCPRP005 Engage with health professionals & the health system 40

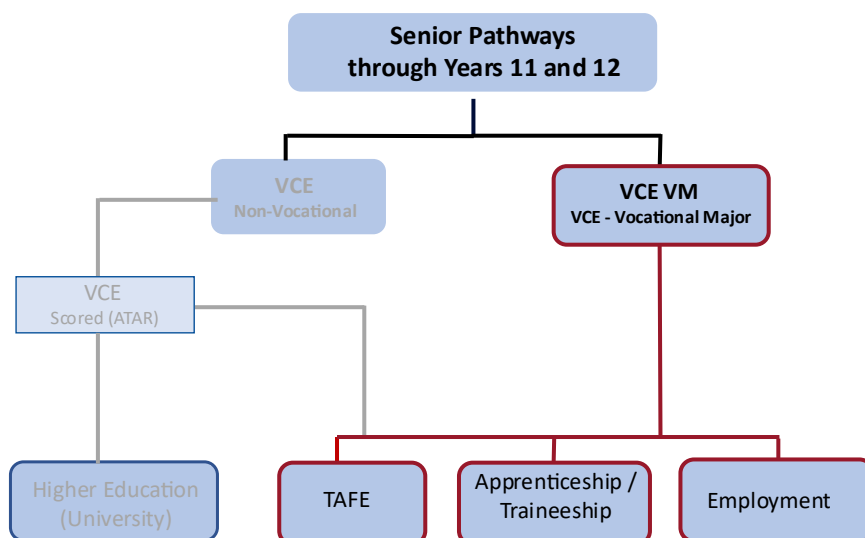
Further information about VCE VET Health Services program may be found on the VCAA website.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/health.aspx>

## VCE VM COURSE DESIGN AND INFORMATION

Students interested in the VCE VM pathway must **apply for entry** as there are limited places available in this course.

Successful students will be selected based upon their performance in Year 10, including their adherence to our school values of Respect, Initiative and Learning, their attendance record and their Year 10 academic report and work habits.



### What you need to know about VCE Vocational Major

The VCE has expanded to include the VCE Vocational Major, a 2-year vocational and applied learning program.

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. Within senior secondary education, vocational and applied learning builds critical and creative thinking, communication skills, teamwork and collaboration, curiosity and innovation. It provides students with real-world knowledge, including about the workplace, and practical and transferrable skills. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. 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 are, however, required to complete the General Achievement Test (GAT).

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

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

## Where can a VCE Vocational Major take you?

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment.

## Achieving the VCE Vocational Major Certificate

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

In addition to Literacy/English, students must complete a minimum of three other Unit 3–4 sequences as part of their program.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge.

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

## What does this look like?

### *Year 11*

<b>Unit 1 and 2:</b>	VCE VM Literacy
<b>Unit 1 and 2:</b>	VCE VM Foundation Mathematics
<b>Unit 1 and 2:</b>	VCE VM Personal Development Skills
<b>Unit 1 and 2:</b>	VCE VM Work Related Skills
<b>VET Certificate II:</b>	Selected from the Priority VET Pathways or Flexible VET Pathways

### *Year 12*

<b>Unit 3 and 4:</b>	VCE VM Literacy
<b>Unit 3 and 4:</b>	VCE VM Foundation Mathematics
<b>Unit 3 and 4:</b>	VCE VM Personal Development Skills
<b>Unit 3 and 4:</b>	VCE VM Work Related Skills
<b>VET Certificate II:</b>	Continuation of pathway commenced in Year 11

## What is applied learning?

Applied learning is the teaching of skills and knowledge in the context of 'real life' experiences, where students 'learn by doing'. This is often described as learning that occurs via 'hands on' tasks and that is related to the 'real world'.

## Who might consider this pathway?

This pathway is suitable for students who would like to move on to TAFE, a traineeship, a job or an apprenticeship after Year 12. This pathway often suits students who are interested in a 'hands on' and more flexible approach to learning in the later years of school. To be successful, students need to demonstrate what they have learnt and the skills they have developed by meeting assessment criteria and achieving specified outcomes.

## What are the expectations of students?

Students interested in the VCE VM pathway must **apply for entry** as there are limited places available in this course. Successful students will be selected based upon their performance in Year 10, including their adherence to our school values of Respect, Initiative and Learning, their attendance record and their Year 10 academic report and work habits.

A major focus of this program is to prepare students for the workforce. As such, high expectations exist in terms of deadlines, behaviour, attendance and uniform.

### 1. Deadlines

It is an expectation that students will submit all work by the published due dates. Additionally, students are expected to complete all tasks to the best of their ability, mindful that competency must be demonstrated to achieve the outcomes for each unit of study. Failure to submit work of an acceptable standard and/or failure to meet deadlines may result in the student being required to find an alternative pathway.

### 2. Behaviour

Unacceptable behaviour will not be tolerated in this program. The consequences for misbehaviour include placement on a behaviour contract, an interview to discuss the student's place in the program, or, ultimately, the student being required to find an alternative pathway.

### 3. Attendance

A 90 % attendance requirement at school, TAFE and work placements is in place for all students in this program. Should a student be unable to attend due to personal or medical reasons, parents or guardians must enter this absence on Compass and a note or medical certificate must be submitted to the Level Coordinator upon the student's return to school.

### 4. Uniform

All students are expected to wear the appropriate school uniform. Should there be a legitimate reason for not doing so, the student must submit a note from the parent or guardian explaining the reason to the Year Level Coordinator or Attendance Officer and a Uniform Pass will be issued. Failure to do so will result in a detention being issued.

## VCE VM SUBJECT DESCRIPTIONS

### VCE VM Literacy

Note: Students may select VCE English as an alternative study to VCE VM Literacy, where timetabling permits.

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

#### Unit 1

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

##### *Areas of study*

1. Literacy for personal use
2. Understanding and creating digital texts

##### *Outcomes*

1. Students should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.
2. Students should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

#### Unit 2

In this unit, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

##### *Areas of study*

1. Understanding issues and voices
2. Responding to opinions

##### *Outcomes*

1. Students should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.
2. Students should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.



### Unit 3

In this unit, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

#### ***Areas of study***

1. Accessing and understanding informational, organisational and procedural texts
2. Creating and responding to organisational, informational or procedural texts

#### ***Outcomes***

1. Students should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
2. Students should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

### Unit 4

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

#### ***Areas of study***

1. Understanding and engaging with literacy for advocacy
2. Speaking to advise or to advocate

#### ***Outcomes***

1. Students should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.
2. Students should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

### Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. The unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

#### *Areas of study*

1. Number
2. Shape
3. Quantity and measures
4. Relationships

#### *Outcomes*

1. Students should be able to select, interpret and use the mathematical key knowledge and key embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.
2. Students should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions.
3. Students should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit.

### Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. The unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

#### *Areas of study*

1. Dimension and direction
2. Data
3. Uncertainty
4. Systematics

#### *Outcomes*

1. Students should be able to select, interpret and use the mathematical key knowledge and key skills embedded in familiar, routine and some less familiar contexts.
2. Students should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions.
3. Students should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit.

## Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The unit provides students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

### *Areas of study*

1. Number
2. Shape
3. Quantity and measures
4. Relationships

### *Outcomes*

1. Students should be able to extract, evaluate and apply the mathematical key knowledge and key skills embedded in a range of routine, non-routine, unfamiliar and some specialised contexts.
2. Students should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions.
3. Students should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit.

## Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. The unit provides students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

### *Areas of study*

1. Dimension and direction
2. Data
3. Uncertainty
4. Systematics

### *Outcomes*

1. Students should be able to extract, evaluate and apply the mathematical key knowledge and key skills embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.
2. Students should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions.
3. Students should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit.

## VCE VM Work Related Skills

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

### Unit 1 – Careers and learning for the future

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

#### *Areas of Study*

1. Future careers
2. Presentation of career and education goals

#### *Outcomes*

1. Students should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
2. Students should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

### Unit 2 – Workplace skills and capabilities

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

#### *Areas of Study*

1. Skills and capabilities for employment and further education
2. Transferable skills and capabilities

#### *Outcomes*

1. Students should be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
2. Students should be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

### Unit 3 – Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations
- communication and collaboration

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

#### ***Areas of Study***

1. Workplace wellbeing and personal accountability
2. Workplace responsibilities and rights
3. Communication and collaboration

#### ***Outcomes***

1. Students should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.
2. Students should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
3. Students should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

### **Unit 4 – Portfolio preparation and presentation**

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

#### ***Areas of Study***

1. Portfolio development
2. Portfolio presentation

#### ***Outcomes***

1. Students should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
2. Students should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

## VCE VM 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.

### Unit 1 – Healthy individuals

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

#### *Areas of Study*

1. Personal identity and emotional intelligence
2. Community health and wellbeing
3. Promoting a healthy life

#### *Outcomes*

1. Students should be able to explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.
2. Students should be able to plan and implement an individual or group activity to improve health and wellbeing and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
3. Students should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

### Unit 2 – Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

#### *Areas of Study*

1. What is community?
2. Community cohesion
3. Engaging and supporting community

#### *Outcomes*

1. Students should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
2. Students should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
3. Students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

## **Unit 3 – Leadership and teamwork**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts.

### ***Areas of Study***

1. Social awareness and interpersonal skills
2. Effective leadership
3. Effective teamwork

### ***Outcomes***

1. Students should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
2. Students should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and demonstrate apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
3. Students should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

## **Unit 4 – Community project**

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

### ***Areas of Study***

1. Planning a community project
2. Implementing a community project
3. Evaluating a community project

### ***Outcomes***

1. Students should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.
2. Students should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
3. Students should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

## VCE VM Industry Specific Skills

Industry specific skills are developed through completion of VET (Vocational Education and Training) units with an external provider (TAFE). Students undertake this study in their chosen industry area throughout Year 11 and 12.

The aim of this study is to:







- Develop key knowledge and competencies in a vocational context to assist students to make informed choices regarding future learning and/or employment
- Provide vocational experiences relevant to the students' interests and abilities
- Provide pathways to further study through credits gained




## VCE VM VET Certificate II Options and Considerations

VET in schools enables VCE Vocational Major students to study a vocational or TAFE course as part of their program. This gives students the opportunity to initiate their career pathway and gain a nationally recognised qualification while completing their secondary education. Students choosing to participate in VET usually attend a TAFE Institute one day per week to study their chosen industry area. Upon completion, students may choose to enter the workforce as an apprentice, gaining credit for studies already completed; or use their VET qualification to articulate into further study at a TAFE or University; or commence work in their chosen industry.

Students completing the VCE Vocational Major may select to study a program from the Priority VET Programs list or the Flexible VET Program list, shown here.

Priority Pathways	VCE VET Program	Certificates
 Health	<a href="#">Health</a>	Certificate II in Health Support Services Certificate III in Allied Health Assistance (partial completion) incorporating Certificate III in Health Services Assistance*^
 Community Services & Early Childhood Education	<a href="#">Community Services Applied Language</a>	Certificate II in Active Volunteering Certificate III in Community Services incorporating Certificate II in Community Services*^ Certificate III in Early Childhood Education and Care (partial completion)^ Certificate II in Applied Language Certificate III in Applied Language^
 Building and Construction	<a href="#">Building and Construction Plumbing</a>	Certificate II in Construction Pathways^ Certificate II in Building and Construction Pre-apprenticeship (partial completion)^ Certificate II in Plumbing (Pre-apprenticeship)^ Certificate II in Electrotechnology (Career Start)^ Certificate II in Electrotechnology Studies (Pre-vocational) ^
 Digital Media and Technologies	<a href="#">Information and Communications Technology Integrated Technologies</a>	Certificate II in Applied Digital Technologies Certificate III in Information Technology*^ Certificate II in Integrated Technologies*^
 Hospitality	<a href="#">Hospitality</a>	Certificate II in Hospitality*^ Certificate II in Kitchen Operations*^
 Engineering	<a href="#">Engineering Civil Infrastructure Laboratory Skills</a>	Certificate II in Engineering Studies*^ Certificate II in Civil Construction^ Certificate III in Laboratory Skills*^

Flexible Pathways	VCE VET Program	Certificates
 Automotive	<a href="#">Automotive</a>	Certificate II in Automotive Vocational Preparation^
 Hair and Beauty	<a href="#">Hair and Beauty</a>	Certificate II in Retail Cosmetics Certificate II in Salon Assistant Certificate III in Beauty Services^ Certificate III in Make-Up^
 Creative industries	<a href="#">Creative and Digital Media</a>  <a href="#">Applied Fashion Design and Technology</a>	Certificate II in Creative Industries Certificate III in Screen and Media*^  Certificate II in Applied Fashion Design and Technology^
 Sport and Recreation	<a href="#">Sport and Recreation</a>	Certificate II in Outdoor Recreation Certificate II in Sport and Recreation Certificate III in Sport and Recreation*^
 Business	<a href="#">Business</a> <a href="#">Small Business</a>	Certificate II in Workplace Skills Certificate III in Business*^ Certificate II in Small Business (Operations/Innovation)^

### Considerations when choosing a VET course

Be aware that studying a VET course is not an easy option. It involves a full study workload, similar to other studies completed at school. All VET courses include a major theoretical element - they are not totally 'hands on', practical work programs. This is true even for certificates such as Automotive Technology, Building and Construction, or Hospitality. Students are often required to work through self-paced modules to learn and master the theoretical aspects of their chosen industry.

### VET costs

Certain VET courses will require the purchase of specific items essential for the course, such as tools and/or uniform. This will be at the student's own expense.

### VET studies and work placements

Students travel to their TAFE Institute one day per week to complete their VET course. In some cases students may miss an occasional class at school and will need to catch up in their own time on any work missed.

Students will also be required to undertake structured workplace learning for at least 10 days. This is usually completed over a school holiday break.

When considering the VET courses available, it is important to understand that it is not guaranteed that all courses will proceed. Providers may withdraw courses if they do not receive adequate enrolments, or the timetabling of a course may not fit with the college timetable. If this is the case, Mr. Raiti will speak with you about alternatives.

## VCE VM APPLICATION PROCESS

Students wishing to apply for the VCE Vocational Major and secure placement in a VET course need to work through the following steps.

Note that successful students will be selected based upon their performance in Year 10, including their adherence to our school values of Respect, Initiative and Learning, their attendance record and their Year 10 academic report and work habits.

Students will be selected and confirmed later in Semester 2. All students wishing to apply will also need to select and enter a VCE program of study on EDVAL in case their application for VCE VM is not successful.

1. Work through the **Pathway Careers Investigation Tasks** set by the teacher in your Interdisciplinary Studies class using the resources provided.
2. Collect a copy of the **VCE Vocational Major Application Booklet** from the Careers Office.
3. Complete the **VCE Vocational Major Application Booklet**, including selecting a first and second preference for your VET course and a first and second preference for your VCE study. This must be taken to your course counselling interview.
4. Make a booking for your course counselling interview. Information will be provided on interview dates and how to make a booking.
5. Attend your course counselling interview. Take your completed **VCE Vocational Major Application Booklet** with you. You should also have selected a VCE program of study in case your application for VCE VM is not successful.
6. If successful and you are offered a place in 2026 VCE Vocational Major, the college will contact the relevant TAFE Institute about enrolling in your chosen VET course.
7. Once a suitable VET course has been found and an offer has been made to you, you will be advised about the finalisation of your enrolment. If your chosen VET course is not available, you will be advised and assisted to identify another suitable VET course.

**Note: Due to VET enrolment deadlines, late applications for VCE VM may not be considered.**

## GLOSSARY

### ATAR

Australian Tertiary Admission Rank. The overall ranking on a scale from zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by universities and TAFE institutes to select students for courses.

### Australian Youth Allowance

Financial support provided by the Federal Government to students 16 years and over, enrolled in full time study, to encourage and assist them to continue their studies.

### Campus

Most tertiary institutions have more than one teaching site. Each site is called a 'campus' e.g. Victoria University has campuses at Melton, Footscray, Werribee and St Albans.

### Commonwealth Supported Place (CSP)

Refers to the payment that tertiary students make towards the cost of a tertiary course. Payment is deferred until after graduation from the institution.

### Credit Transfer

This is a system where parts of your VCE work can be counted as part of your studies towards a VET certificate, or vice versa.

### Degree

A course of study, usually of three or four years full time study, completed after VCE, at a college or a university.

### GAT

General Achievement Test. Students undertaking one or more VCE or VCE-VM Unit 3-4 sequences must sit for this test. The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior level. Students who are enrolled in one or more VCE or scored VCE VET Unit 3-4 sequences complete Sections A and B of the GAT. Students who are enrolled in VCE VM Unit 3-4 sequences only complete Section A only. Section A tests literacy and numeracy skills. Section B tests general knowledge and skills.

### Open Days

Most colleges, universities and TAFE institutes are open to the public for inspection on at least one day of the year. Many conduct guided tours and provide public lectures and displays.

### Outcome

Short for 'Learning Outcome', this is what you must know or be able to do when you finish a unit. To satisfactorily complete a unit you must satisfactorily achieve all of its outcomes.

### Prerequisite

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

### School Assessed Coursework

This is work that is prescribed by VCAA to be completed in VCE. It is assessed by your teacher. At Year 12 it is 'moderated' by a statistical method that compares the students' school results with their individual assessments.

### School Assessed Task

Completed in Technology and Visual Arts subjects. Similar in purpose and function to School Assessed Coursework.

### TAFE

Technical and Further Education. TAFE institutes offer short courses, apprenticeship or traineeship training and VET certificate courses.

### VET

Vocational Education and Training. A set of certificate courses that may be completed as part of the VCE or VCE VM.

### VCAA

Victorian Curriculum and Assessment Authority. The organisation responsible for the curriculum and administration of the VCE.  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### VTAC

Victorian Tertiary Admissions Centre. VTAC oversees the process by which students apply and are selected for tertiary and TAFE diploma courses.  
[www.vtac.edu.au](http://www.vtac.edu.au)

### VTAC Guide

A guide for that contains descriptions for all Victorian university and TAFE courses. It is published in August each year and is designed to help students research and apply for tertiary courses.

## UNIT COST

Subject	Unit 1 & 2 Charges	Unit 3 & 4 Charges	Additional Costs
Accounting	\$30	\$30	
Art – Creative Practice	\$100	\$100	
Art – Making and Exhibiting	\$100	\$100	
Biology	\$50	\$50	
Business Management	\$30	\$30	
Chemistry	\$50	\$50	
Dance	\$50	\$50	
Drama	\$50	\$50	
Economics	\$30	\$30	
English/English as an Additional Language	\$50	\$50	
Environmental Science	\$70*	\$70*	+ field trips approximately \$300 per year
Food Studies	\$150	\$150	
Geography	\$30	\$30	
Health and Human Development	\$30	\$30	
History	\$30	\$30	
Information Technology – Applied Computing	\$20		This is a Unit 1/2 subject only
Information Technology – Data Analytics/Software Development		\$20	This is a Unit 3/4 subject only
Languages – Italian	\$40	\$40	
Languages – Japanese Second Language	\$40	\$40	
Legal Studies	\$30	\$30	
Literature	\$40	\$40	
Mathematics – Foundation Mathematics	\$40	\$40	
Mathematics – General Mathematics	\$40	\$40	
Mathematics – Mathematical Methods	\$40	\$40	
Mathematics – Specialist Mathematics	\$40	\$40	
Media	\$50	\$50	
Music	\$50	\$50	+ \$300 instrument yearly fee
Outdoor and Environmental Studies	\$50*	\$50*	+ field trips approximately \$1000 per year
Philosophy	\$30	\$30	
Physical Education	\$30	\$30	
Physics	\$50	\$50	
Politics	\$30	\$30	
Product Design and Technologies - Materials	\$150	\$150	
Psychology	\$50	\$50	
Sociology	\$30	\$30	
Systems Engineering	\$150	\$150	
Visual Communication Design	\$100	\$100	
VCE VM Literacy	\$50	\$50	
VCE VM Foundation Mathematics	\$50	\$50	
VCE VM Work Related Skills	\$65	\$65	
VCE VM Personal Development Skills	\$65	\$65	
VET Apparel, Fashion and Textiles	NA	NA	
VET Health Services	NA	NA	

\* Includes equipment hire