Victoria University Secondary College

victoria university secondary college

Create The Future

Senior Secondary Handbook 2023

Create The Future

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Foreword

“The only way of finding the limits of the possible is by going beyond them into the impossible.” Arthur C Clarke

Studying for VCE, VCE Vocational Major and VET presents what is often the biggest challenge students have yet faced in their lives. Our commitment to the students at Victoria University Secondary College is to help them in every way we are able, to stretch their limits and to find out for themselves what is possible.

As a college we aim to see all our students succeed; to reach the goals they set for themselves; to develop their academic and creative talents and to be well prepared to live happy and fulfilled lives. Achievement of this goal is most likely when the school, the teachers, the student and the family work closely together. We want the commitment displayed by students and their families to equal our commitment to them.

Aristotle said: “We are what we repeatedly do. Excellence therefore, is not an act, but a habit.”

At Victoria University Secondary College we live by our values:

- Aspire to Achieve
- Strengthen the Community
- Respect Ourselves and Others

We want our students to achieve excellence. Our staff are highly talented and are committed to using their skills to help students achieve just that. I urge all students to take advantage of this, set their goals and reach great heights.

Elaine Hazim
College Principal

Welcome

Welcome to Victoria University Secondary College — a school that offers a diverse range of opportunities, experiences and programs of study for students in Years 10, 11 and 12.

This is the time to think carefully about your future and bring it to reality through education. Be brave and creative in your thinking and do not be limited by a fixed mindset. Think about what you want to achieve and explore ways to make it happen. It is always good to begin with what you enjoy and then think about what you are good at both in school and outside school.

Our Senior School Staff will assist you in planning a rewarding program that will help you to achieve your personal goals. Our Careers Team will work with you over the next years to develop and manage your own individual pathway to a great future. The pathway options for you may be varied, so look for ways to keep many options open and enjoy the journey.

Varied pathways through the senior years of schooling are offered that allow students to:

- Pursue a VCE program, which enables students to choose from a broad range of studies, usually in programs of 22 units completed over two years.
- Undertake a VCE Vocational Major program, which enables students to achieve specific learning outcomes in literacy and numeracy, as well as practical, vocational competencies and personal development skills.
- Incorporate Vocational Education and Training (VET) units within VCE Vocational Major or VCE programs. A range of vocational certificates is offered, with each program providing the opportunity for students to undertake a work/industry placement.

Victoria University Secondary College is very proud of the high success rate of our senior students and believe that this is a testament to the hard work of all students, parents and teachers working together to achieve common goals. Do read through this booklet and be sure you understand the requirements that must be satisfied to attain your preferred qualifications. There will be plenty of opportunities to meet with people who can assist you in your planning and course selection. We look forward to working with you in the future and trust we can assist students to meet the challenges that lie ahead and make the most of the opportunities.

Career Planning

Students at VUSC have many opportunities to participate in programs and attend events to assist in their career decision making and planning such as:

- University Readiness Program at Victoria University
- Melbourne Connect Program with the University of Melbourne
- Industry Immersion and Trade Taster Days
- Career Expos
- Online webinars

The VUSC Careers Website provides information and links to online resources that students can use to explore careers, further education and pathways. Students will also find the weekly Careers Newsletter available on this website.

Pathways

Victoria University College offers two Senior Certificate Courses;

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VCE VM)

Within these two courses students may undertake;

- Vocational Education and Training (VET)
- Apprenticeships/ Traineeships known as Australian School based Apprenticeships (ASbA or SBATs)
- Headstart

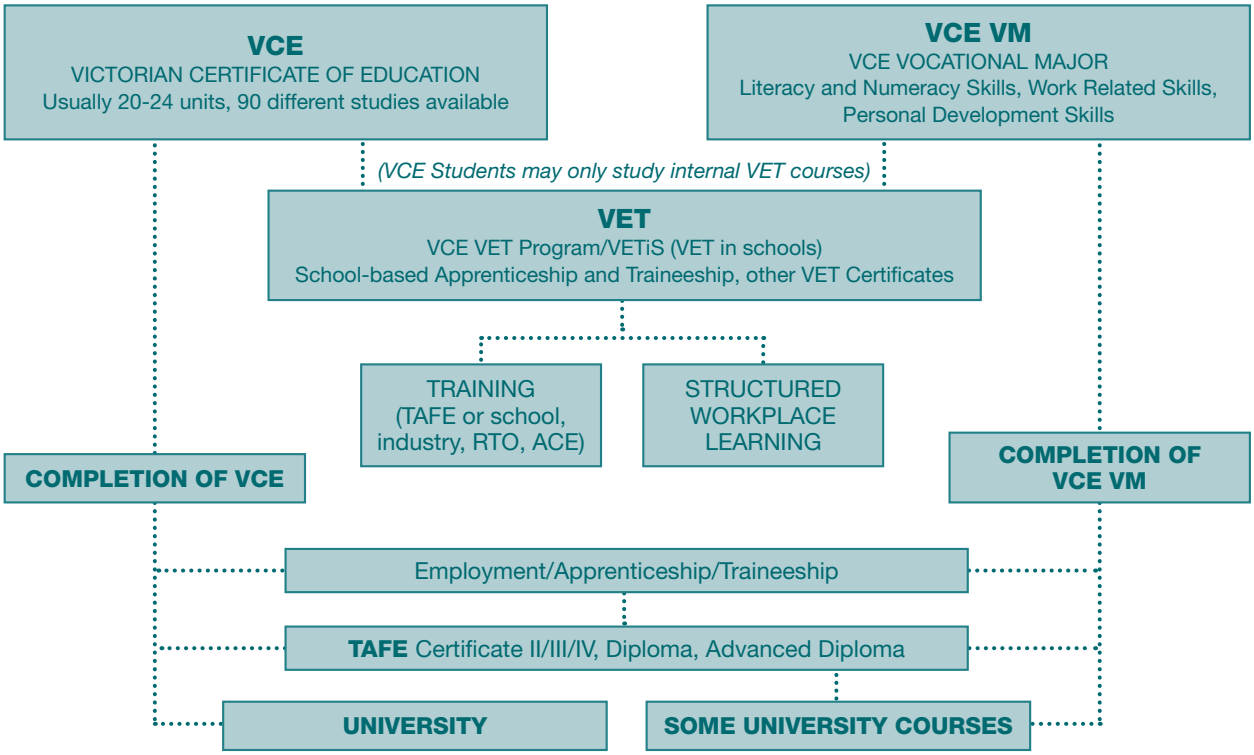
Victoria University Secondary College offers an extensive range of subject choices for students within both Certificates. This enables the College to manage individual career pathways to suit the interests and needs of each student.

This Later Years Handbook enables students to understand the choices available at Victoria University Secondary College in 2023. It firstly invites students to understand which pathway or certificate they may choose to follow.

A summary of the extensive range of VCE, VCE VM and VET Subjects offered at Victoria University Secondary College is included within this handbook.

Students should read carefully the information regarding VCE VM as an alternative Certificate course. Those students who choose the VCE VM are more likely to go to TAFE, undertake a traineeship or complete an apprenticeship, or enter employment directly after completing school.

Within both these two Certificate Courses, students are able to choose a Vocational Education and Training (VET) Program. These programs offer students practical experience in a specific vocational area, as well as gaining a nationally recognised Certificate that may be used as part of their ATAR Score for VCE (to enter Universities, TAFE). In the case of VCE VM, all students undertake a VET program which provides valuable on-the-job training whilst gaining a certificate recognised anywhere throughout Australia. At Victoria University Secondary College we have specialised facilities for two of the VET certificate courses and we are able to offer a range of VET choices through our Cluster arrangements with local schools and TAFE providers.



VCE Requirements

The VCE is normally a two-year course of study.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units in order to be awarded the VCE. Included in these 16 units must be:

At least three English related units from:

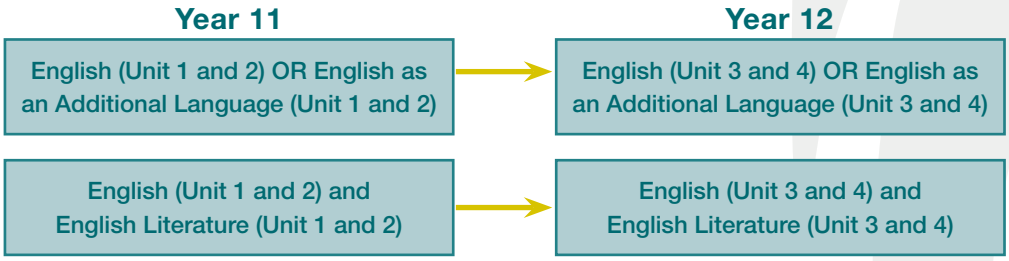
- English Units 1–4
- English as an Additional Language (EAL) Units 1 and 4
- English Literature Units 1–4

No more than two units at Units 1 and 2 level may be selected from English, English as an Additional Language and English Literature toward the unit count for the English requirement.

At least one English subject must be taken at a Unit 3 and 4 level.

An English Unit 3 and 4 sequence must be completed to gain a ATAR.

The possible pathways in English are shown below.



VCE Maths

Many students undertake VCE Maths to gain entry to University or TAFE courses but Maths is not compulsory in VCE.

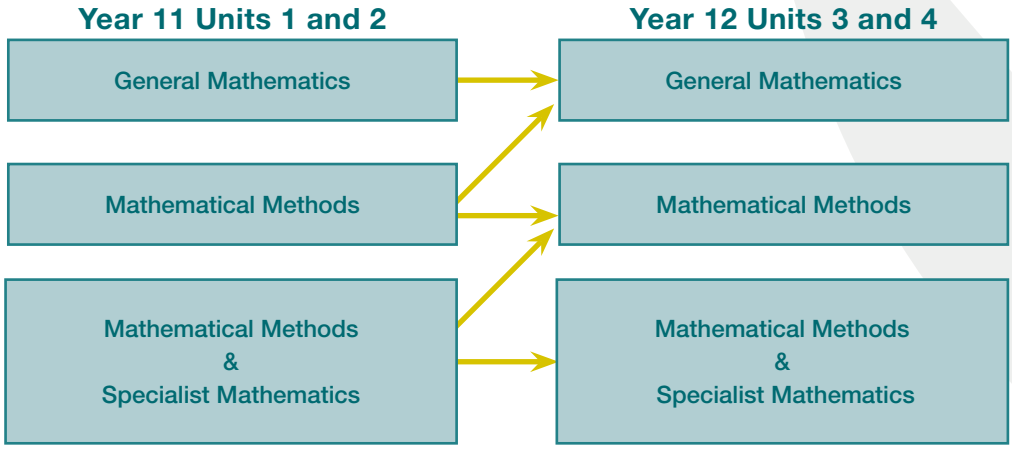
There are three Maths subjects offered in Year 11:

- General Maths — Standard (Units 1 and 2)
- Maths Methods (Units 1 and 2)
- Specialist Maths (Units 1 and 2)

Year 12 Maths includes:

- General Maths (Units 3 and 4)
- Maths Methods (Units 3 and 4)
- Specialist Maths (Units 3 and 4)

Students must refer to the prerequisites for their preferred maths and speak to their Maths teacher to discuss their VCE Maths choices.



Specialist Mathematics must always be studied in conjunction with Mathematical Methods in both Year 11 and Year 12.

Satisfactory Completion of a Unit

To satisfactorily complete a unit, students must satisfactorily complete all of the assessment tasks and work requirements and attend at least 90% of timetabled classes for the unit. Work which receives a grade of UG (below 40%) will not be considered a satisfactory completion of an assessment task.

Assessment

Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks.

For Year 11 subjects, students will receive the following results:

- S (Satisfactory) or N (Not Satisfactory) for each unit
- A graded assessment (A-UG) for each assessment task; these grades will appear on students' reports but will not be sent to the VCAA.

For Year 12 subjects, students will receive:

- S (Satisfactory) or N (Not Satisfactory) for each unit
- A numerical score for each assessment task, which will be reported to the VCAA; these scores will be combined with your exam scores to determine your study score for each subject.

Year 12 VCE teachers are not required to give students a letter grade for individual assessment tasks, because scores may change as a consequence of exam results.

Students should refer to the Submission of Work Policy for further information regarding their assessment tasks. The submission of work is an integral part of the teaching and learning process. This policy has been developed to ensure a consistent practice regarding the completion and submission of work across all subjects in years 7-10 and VCE VM within the College. Students are required to meet deadlines to support and promote their academic success.

An assessment task will be reported as F (Fail) if students:

- Do not complete work by the due date.
  (Refer to the Submission of Work Policy for VCE or VCE VM.)
- Do not attend a test or exam.
- Submit work which is plagiarised.

Extension of Time and Absence from a SAC

A situation may arise where a student is unable to complete a School Assessed Coursework (SAC) on the due date. Students must complete and submit an application for Extension/Redemption on the correct form. A medical certificate is required for any absence from a SAC. Without a medical certificate or valid excuse approved by the Senior School Leader a student can sit the SAC for an S but may not obtain a score.

Attendance

Students must attend all timetabled classes. If an absence has occurred, the student must give their Home Group Teacher a medical certificate or an absence note written and signed by a parent/guardian.

It is the responsibility of any student who is absent to find out what work was covered in missed classes and any work that may have been set during that time.

Students need to attend classes regularly to complete coursework and assessment tasks. Any student who does not attend at least 90% of timetabled classes for a unit may receive a Not Satisfactory (N) assessment for the unit because of poor attendance.

During study periods, students must be working in the Study Centre.

If a student needs to leave school early, they must gain **permission from a Year 11 / 12 Coordinator or the Senior School Leader.**

Australian Tertiary Admission Rank — ATAR

Students who complete VCE and satisfy the requirements receive an ATAR score which may be used for entry into a range of Tertiary courses.

How is the ATAR calculated?

- The scaled score in English, English Literature or EAL
- The next best THREE scaled scores
- 10% of any 5th and/or 6th scaled scores

Which studies are used to get an ATAR?

- All VCE Unit 3 / 4 studies, however, no more than two Languages at Unit 3 and 4 level
- No more than two VCE Mathematics studies at Unit 3 and 4 level may count in the primary four. Any other Maths or Language is counted as a 5th or 6th subject
- Approved Tertiary study

Senior Studies

VCE Subjects

Accounting	Units 1–4
Biology	Units 1–4
Business Management	Units 1–4
Chemistry	Units 1–4
Chinese	Units 1–4
Applied Computing (VCE)	
– Applied Computing	Units 1 and 2 only
– Data Analytics	Units 3 and 4 only
Drama	Units 1–4
Economics	Units 1–4
English	
– English	Units 1–4
– English as an Additional Language	Units 1–4
Environmental Science	Units 1 and 2 only
Extended Investigation	Units 3 and 4 only
Food Studies	Units 1–4
Geography	Units 1–4
Health and Human Development	Units 1–4
History	
– Twentieth Century	Units 1 and 2 only
– Revolutions	Units 3 and 4 only
Legal Studies	Units 1–4
Literature	Units 1–4
Mathematics	
– General Mathematics	Units 1-4
– Mathematics Methods	Units 1–4 CAS
– Specialist Mathematics	Units 1-4
Media	Units 1–4
Music	Units 1–4
Philosophy	Units 1–4
Physical Education	Units 1–4
Physics	Units 1–4
Psychology	Units 1–4
Studio Arts	Units 1–4
Systems Engineering	Units 1–4
Theatre Studies	Units 1–4
Visual Communication Design	Units 1–4

VCE Program for 2023/2024

Year 11	English	VCE Subject	VCE Subject	VCE Subject	VCE Subject	VCE Subject
Year 12	English	VCE Subject	VCE Subject	VCE Subject	VCE Subject	

For a more detailed course description, please visit the Study Design on the VCAA website at **www.vcaa.vic.edu.au**

ACCOUNTING

Units 1 and 2
Units 3 and 4

Rationale

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. Accounting plays an integral role in the successful operation and management of businesses.

Structure

All units focus on accounting and finance for sole-proprietors and small businesses.
The study is made up of four units.

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.

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.

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.

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 process 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.	School-assessed coursework and examinations Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % End-of-year examination: 50 %

For further information please see the **VCAA Accounting Study Design**

APPLIED COMPUTING (VCE)

Units 1 and 2
Units 3 and 4

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

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

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

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 programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2 – Applied computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3 – Data analytics

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics 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.

Unit 4 – Data analytics

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

APPLIED COMPUTING (VCE) *CONTINUED...*

Units 1 and 2
Units 3 and 4

Entry

No prerequisites for entry to Units 1, 2 and 3. Students are recommended to be concurrently enrolled in at least one maths if choosing Software Development. Students must undertake Unit 3 prior to undertaking Unit 4.

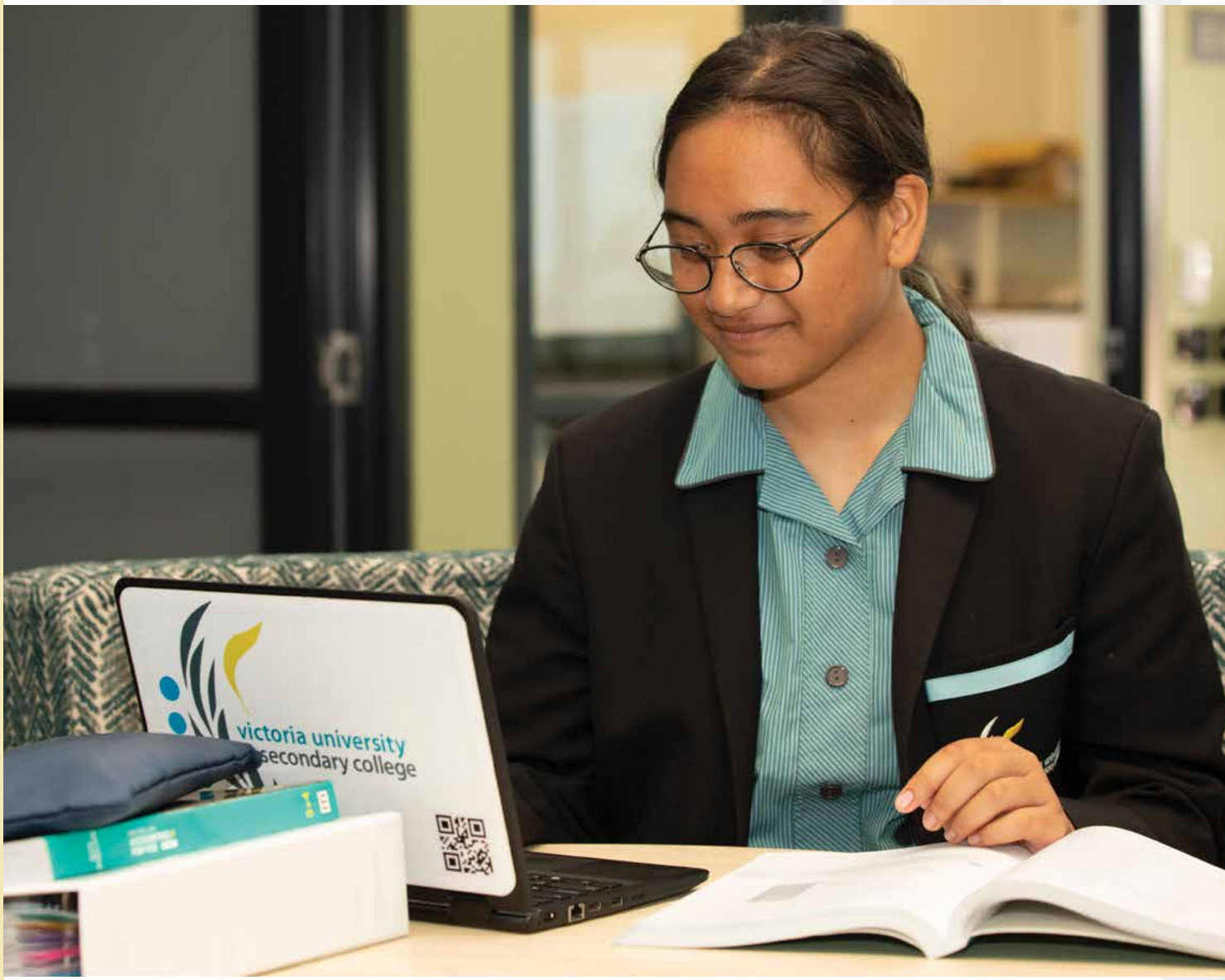
Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework:	10 %
	Unit 4 school assessed coursework:	10 %
	School Assessed Task:	30%
	End of Year Examination:	50%

For further information please see the **VCAA Applied Computing Study Design**



ART CREATIVE PRACTICE

Units 1 and 2
Units 3 and 4

Rationale

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining, and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies, and cultures.

Structure

The study is made up of four units.

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks, and the Creative Practice
- Unit 4: Interpreting, resolving, and presenting artworks and the Creative Practice

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

Unit 1 – Interpreting Artworks And Exploring The Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

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

Unit 2 – Interpreting Artworks And Developing The Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

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

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.

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Individual school decision on levels of achievement.	Unit 3 and 4 School Assessed Coursework:	10%
	Unit 3 and 4 School Assessed Task:	60%
	End of Year Examination:	30%

For further information please see the **VCAA Art creative Practice Study Design**

Rationale

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

Structure

The study is made up of four units.

Unit 1 – How Do Living Things Stay Alive?

Students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

In addition, students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.

Lastly, students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Unit 2 – How Is Continuity Of Life Maintained?

Students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Students are provided an opportunity to explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Examples of investigation topics include, but are not limited to: genomic and epigenetic research; cloning for agriculture, horticulture or other purposes; assisted reproductive technologies; prenatal and predictive genetic testing; strategies for maintaining genetic diversity within a species or population; the impact of introduced species; changes to specific keystone species on populations and ecosystems; or the use of biomimicry to solve human challenges or biopiracy of Indigenous knowledge.

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. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Unit 4 – How does life change and respond to challenges over time?

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Entry

There are no prerequisites for entry to Units 1 and 2. Unit 2 should be completed prior to Unit 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Biology Study Design**

BUSINESS MANAGEMENT

Units 1 and 2
Units 3 and 4

Rationale

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Structure

The study is made up of four units.

Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

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 leadership in change management.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.	Unit 3 school-assessed coursework: Unit 4 school-assessed coursework: Units 3 and 4 examination:	25 % 25 % 50 %

For further information please see the **VCAA Business Management Study Design**

CHEMISTRY

Units 1 and 2
Units 3 and 4

Rationale

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Structure

The study is made up of four units.

Unit 1 – How can the Diversity of Material be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using 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.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2..

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

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

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.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

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

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

Students analyse and compare different fuels as energy sources for society, with reference to the 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.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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

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

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

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.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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

Entry

There are not prerequisites for Unit 1 and 2 although students are strongly encouraged to have undertaken Yr 10 chemistry. Unit 3 and 4 should be undertaken in a sequence with Unit 1 and 2.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination. Unit 3 school-assessed coursework: 16 % Unit 4 school-assessed coursework: 24 % Units 3 and 4 examination: 60 %

CHINESE SECOND LANGUAGE
CHINESE SECOND LANGUAGE ADVANCED

The Language

The language to be studied and assessed is the modern standard/official version of Chinese.

For the purpose of this study, Modern Standard Chinese is taken to be Putonghua in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

CHINESE SECOND LANGUAGE

A student is not eligible for Chinese Second Language if they have one of the following:

- Twelve (12) months or more education in a school where Chinese is the medium of instruction
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions including China, Taiwan, Hong Kong and Macau.

CHINESE SECOND LANGUAGE ADVANCED

A student is eligible for Chinese Second Language Advanced if:

- They have had no more than 7 years of education in a school where Chinese is the medium of instruction
- The highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth. Students may use traditional characters in writing but must be able to read simplified characters.

Unit 1

This unit is designed to establish and extend students' knowledge in listening and speaking, and in reading and writing through studying topics relating to themes of the individual, the Chinese-speaking community and the changing world. Content areas include: personal identities, family and friends, personal beliefs and ideals, school life, rules and routine, and stories from peers in China.

Students are required to: establish and maintain a spoken or written exchange related to personal areas or experience; to listen to, read and obtain information from spoken and written texts; and to produce a personal response to a text focusing on real or imaginary experiences,

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

Unit 2

Students continue to develop their knowledge and skills in listening and speaking, and in reading and writing through studying topics related to themes of the individual, the Chinese-speaking community and the changing world. Content areas include: school life and education, geographical features and scenery sites, film and television, and population and one-child policy.

Students are required to: participate in spoken or written exchange related to making arrangements and completing transactions, to listen to, read, extract and use information and ideas from spoken and written texts and translate from characters into English, and to give expression to real or imaginary experience in written or spoken form.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills..

Unit 3

This unit is designed to extend a student's knowledge and skills in understanding, speaking and writing, through the themes of the individual, the Chinese-speaking community, and the changing world. Content areas include: legends and fables, festivals and customs, historical events and characters, city and rural life, places of interest in China.

Students are required to: express ideas through the production of original texts, analyse and use information from spoken texts, and to exchange information, opinions and experiences.

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

Unit 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing, through the themes of the individual, the Chinese-speaking community, and the changing world. Content areas include: future plans and work, work skills and occupations, technology and lifestyle.

Students are required to: analyse and use information from written texts and translate part of the text(s) into English; respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes a detailed study during Units 3 and 4 which is examined at the end of the year.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. The study of Chinese is offered at two levels (Chinese Second Language and Chinese Second Language Advanced). Entry into these levels is governed by eligibility criteria. Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Individual school decision on levels of achievement.	Percentage contributions to the study score in Chinese are as follows:	
	Coursework – Unit 3:	25%
	Coursework – Unit 4:	25%
	Oral Examination:	12.5%
	Written Examination:	37.5%

For further information please see the **VCAA Chinese Study Design**

Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students[1] individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities. Students will also have the opportunity to explore VCE English and Literature texts in depth as part of their stimulus material for ensemble and solo performances. Students will have multiple exposure to studied texts, giving them the ability to investigate the context, characters and themes of a text in great depth for the creation of performances.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Structure

The study is made up of four units.

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[1]s own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

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.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Units 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.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

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.

Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students are expected to attend a minimum of three prescribed performances and two workshops as preparation for practical and written exams.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end-of-year examinations. Unit 3 and 4 school-assessed coursework: 40 % Performance examination: 35 % End-of-year examination: 25 %

For further information please see the **VCAA Drama Study Design**

ECONOMICS

Units 1 and 2
Units 3 and 4

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Structure

The study is made up of four units:

Unit 1 – The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in 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 way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2 – Contemporary economic issues

Economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Unit 3 – Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4 – Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.	Unit 3 school-assessed coursework: Unit 4 school-assessed coursework: Units 3 and 4 examination:	25 % 25 % 50 %

For further information please see the **VCAA Economics Study Design**

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE

Units 1 and 2
Units 3 and 4

Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes, in order to meet the demands of post-school employment, further education, and participation in a democratic society and the global community. The study of EAL contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. Students studying EAL will become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

Structure

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In this area of study EAL students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Units 1 and 3:
Area of Study 1: Reading and Creating Texts (a study of set texts)
Area of Study 2: Analysing and Presenting Argument
Area of Study 3: Listening to texts (EAL students ONLY)

Units 2 and 4:
Area of Study 1: Reading and Comparing Texts
Area of Study 2: Analysing and Presenting Argument

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Units 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and examinations. Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % End-of-year examination: 50 %

For further information please see the **VCAA English/EAL Study Design**

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations, and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

Structure

Victoria University Secondary College will offer Unit 1 and 2 for 2023.

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

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents, and other transformative processes. Human activities and lifestyles have an impact on and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

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.

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Entry

There are no perquisites for undertaking Environmental Science Unit 1 and 2.

Assessment

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement:

Levels of Achievement

Units 1 and 2	
Individual school decision on levels of achievement.	

EXTENDED INVESTIGATION

Units 3 and 4

Extended Investigation is offered on an invitation basis to select students.

Rationale

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, students consider how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature, develop research project management knowledge and skills, and develop ways of effectively presenting and communicating research findings. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Structure

The study is comprised of a Unit 3 and 4 sequence. The Year 11 units offered are introductory units and are not accredited VCE Units.

Year 11 Introduction to Extended Investigation

This subject is designed to prepare students for VCE Extended investigation (Unit 3 and 4). Students develop an understanding of what constitutes the research process. They develop their critical thinking skills by learning about logic, reasoning, and argumentation within the context of research. Students then conduct a literature review in a field of interest, design a research question, and use appropriate methods of inquiry to investigate their question. They document their process in an Extended Investigation Journal and critically evaluate their research method and findings. Students present their research in the form of a written report. They then defend their research in front of a non-specialist, educated audience in the form of an oral presentation and question-answer session.

This subject will run for the full year and so counts as two semester electives. Students must have a recommendation from their English teacher. Introduction to Extended Investigation is not an accredited VCE Unit.

Year 12 Extended Investigation
Unit 3 – Designing an extended investigation

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1 on a date published annually. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.

Unit 4 – Presenting an extended investigation

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

Assessment

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), a Critical Thinking Test and an Externally-assessed Task as specified in the VCE study design.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. Percentage contributions to the study score in VCE Extended Investigation are as follows:

Levels of Achievement

Unit 3		Unit 4	
School-assessed Coursework:	30 %	Externally-assessed Written Report:	60 %
Critical Thinking Test:	10 %	Externally-assessed Oral Presentation:	40 %

For further information please see the **VCAA Extended Investigation Study Design**

FOOD STUDIES

Units 1 and 2
Units 3 and 4

Rationale

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

Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality

Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its 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 particular food-producing regions of the world.

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 small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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.

Unit 3 – Food in daily life

This unit investigates 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 physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Unit 4 – Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students 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.

Entry

There are no prerequisites for Units 1, 2 and 3. Unit 3 must be undertaken prior to studying Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework, school-assessed task and an end-of-year examination. Unit 3 school-assessed coursework: 30% Unit 4 school-assessed coursework: 30% Units 3 and 4 examination 60%

Please note: The fees outlined for these units of study covers the cost of the ingredients used by individual students in class. If the fee is not paid, students will be expected to supply their own ingredients ($100 per Semester).

For further information please see the **VCAA Food Studies Study Design**

Rationale

This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena which affect places at or near the surface of the Earth.

Structure

The study is made up of four units.

Unit 1 – Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2 – Impact of Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

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. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

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. In this unit, 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.

GEOGRAPHY *CONTINUED...*

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

There is a compulsory fieldwork component in Units 1, 2 and 3.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and examinations Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Geography Study Design**

HEALTH AND HUMAN DEVELOPMENT

Units 1 and 2
Units 3 and 4

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students 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 put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

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.

Structure

The study is made up of four units.

Unit 1 – Understanding Health and Wellbeing

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

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

Unit 2 – Managing Health and Development

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

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

Unit 3 – Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

HEALTH AND HUMAN DEVELOPMENT *CONTINUED...*

Unit 4 – Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination. Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 end of year examination: 50 %

For further information please see the **VCAA Health and Human Development Study Design**

HISTORY

Units 1 and 2
Units 3 and 4

Rationale

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

Structure

The study is made up of four units

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.

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.

Units 3 and 4 – Year 12 History

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society.

The Revolutions studied are France and Russia.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination. Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA History Study Design**


Kelley
Armstrong
New York Times Bestseller
ATOM

Rationale

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

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Structure

The structure is made up of four units.

Unit 1 – Guilt and Liability

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

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

Unit 2 – Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3 – Rights and Justice

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

Unit 4 – The People and the Law

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

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year exam Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Legal Studies Study Design**

LITERATURE

Units 1 and 2
Units 3 and 4

Rationale

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social, political and economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure

The study is made up of 4 units.

Unit 1

Area of Study 1 - Reading Practices

Students consider how language, structure and stylistic choices are used in different literary forms. They reflect on the contribution of form and style to meaning. and the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Area of Study 2 - Exploration of Literary Movements and Genres

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres and apply this to specific texts. They engage with the ideas and concerns shared by the texts through varied features, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

Area of Study 1 - Voices of Country

Students explore and examine representations of and 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, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. They explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through texts and consider stories about the Australian landscape and culture

Area of Study 2 - The Text in its Context

Students focus on the text and its varied contexts. They reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Unit 3

Area of Study 1 - Adaptations and Transformations

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

Area of Study 2 - Developing Interpretations

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

They first develop their own interpretations of a set text, analysing varied contexts, how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Students explore supplementary readings that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text. They then develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text.

Unit 4

Area of Study 1 - Creative Responses to Texts

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

Area of Study 2 - Close Analysis of Texts

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

Entry

There is no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School assessed coursework and an end-of-year examination Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Literature Study Design**

GENERAL MATHEMATICS

Units 1 and 2
Units 3 and 4

Rationale

General Mathematics focuses on real-life application of mathematics and caters for a range of student interests.

Unit 1

Unit 1 covers the following topics:

Linear functions, graphs, equations and models

This topic covers linear functions and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Data analysis-Univariate Data

This topic covers data types, display and description of the distribution of data, summary statistics for centre and spread and the comparison of sets of data.

Recursion and Financial Modelling

This topic covers calculating simple and compound interest loans and investments, and calculating depreciation of assets (simple, flat rate and reducing balance). Calculations are made by writing and using recurrence relations, formulae and with the Finance Solver on CAS.

Unit 2

Unit 2 covers the following topics:

Matrices

This topic covers the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay, communication scenarios and sport tournament rankings.

Networks

This topic covers the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Data analysis-Bivariate Data

This topic covers drawing and interpreting scatterplots, association, correlation and causation, response and explanatory variables, linear regression, and goodness of fit.

Unit 3

Unit 3 covers the following topics:

Data analysis-Univariate Data

This topic covers data types, representation and distribution of data, location and spread.

Data analysis-Bivariate Data

This topic covers correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of it.

Data analysis-Time Series

This topic covers seasonality, smoothing and prediction.

Recursion and Financial Modelling

This topic covers the use of first-order linear recurrence relations and the time value of money to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities..

Unit 4

Unit 4 covers the following topics:

Matrices

This topic covers the definitions of matrices, different types of matrices, matrix operations, transition matrices, and the use of first order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and decision mathematics

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

Entry

There are no prerequisites for entry to Units 1,2 and 3. However students are strongly encouraged to have satisfactorily completed Year 10 General Mathematics or Year 10 Mathematical Methods for entry to Unit 1 and to have successfully completed Units 1 and 2 for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.	School-assessed coursework and two end of year examinations as follows: **General Maths** Unit 3 school-assessed course work: 24 % Unit 4 school-assessed course work: 16 % Exam 1 Multiple choice (technology active): 30 % Exam 2 Short answer (technology active): 30 %

For further information please see the following VCE Study Designs:

General Mathematics (outline of all mathematics units offered)

MATHEMATICAL METHODS

Units 1 and 2
Units 3 and 4

Rationale

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Area of Study 1 Functions and graphs

Area of Study 2 Algebra

Area of Study 3 Calculus

Area of Study 4 Probability and statistics

Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study. Area of Study 1 Algebra and structure.

Area of Study 1 Functions and graphs

Area of Study 2 Algebra

Area of Study 3 Calculus

Area of Study 4 Probability and statistics

Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Area of Study 1 Functions and graphs

Area of Study 2 Algebra

Area of Study 3 Calculus

Area of Study 4 Probability and statistics

Entry

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Levels of Achievement

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. School assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end of year examinations as follows: **Mathematical Methods (CAS)** Unit 3 school-assessed course work: 20 % Unit 4 school-assessed course work: 14 % Exam 1 (technology free): 22 % Exam 2 (technology active): 44 %

For further information please see the following VCE Study Designs:

Mathematical Methods

SPECIALIST MATHEMATICS

Units 1 and 2
Units 3 and 4

Rationale

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Unit 1 and 2

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

In Unit 3, students study content from 'discrete mathematics', 'Functions, relations, and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4, students study the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

More information can be found in the VCE Mathematics study design.

Entry

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

Levels of Achievement

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. School assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end of year examinations as follows: **Specialist Maths** Unit 3 school-assessed course work: 14 % Unit 4 school-assessed course work: 20 % Exam 1 (technology free): 22 % Exam 2 (technology active): 44 %

For further information please see the following VCE Study Designs:

Specialist Mathematics

Rationale

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students investigate the nature of film, television, print, advertising and social media from various perspectives - including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their own media representations, narratives and products.

VCE Media supports students to develop their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills for participation in and contribution to contemporary society.

This study leads to pathways for further study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design and photography.

Structure

The study is made up of four units.

Unit 1 – Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the construction of representations and meaning in the media. They explore media codes and conventions and the construction of meaning in media products. Students develop research skills to investigate narratives, focusing on production genre and style.

Students also work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media, and how they contribute to the communication of meaning.

Unit 2 – Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in the media. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of media technologies, examining a range of media and the effects of convergence and hybridisation on audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate the structures and media codes and conventions appropriate to the media form.

Unit 3 – Media Narratives and Pre-production

In this unit students explore stories that circulate in society through media narratives. Students assess how audiences from different periods of time and contexts are engaged by, consume and read the media.

Students use the pre-production stage of the media production process to design the production of a media product for a specialised 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. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

Unit 4 – Media Production and Issues in the Media

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. Students develop a media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students 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.

Entry

There is no pre-requisite for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School Assessed coursework, school assessed task and end of year examination. Unit 3 school assessed course work: 10 % Unit 4 school assessed course work: 10 % Unit 3 and 4 school assessed task: 40 % Unit 3 and 4 end of year examination: 40 %

For further information please see the **VCAA Media Study Design**

Rationale

Music is based on different types of active engagement in all aspects of music. Work on their musicianship skills, as well as developing a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate both live and recorded performances and learn to adapt musical practices from diverse cultures, times and locations into their own music. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Structure

The study is made up of four units.

Unit 1

On completion of this unit, students should be able to rehearse and present performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

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.

Unit 2

The Unit uses the same Areas of study, and the knowledge and skills already explored are growing in sophistication.

In this unit, 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.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

There are different streams that students can select to undertake at units 3 and 4.

Unit 3

In this unit, 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.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Unit 4

In this unit, 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.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

These streams are:

Music Inquiry

Unit 3 School-assessed Coursework:	30 %
Unit 4 School-assessed Coursework:	5 %
Unit 4 Externally-assessed Task:	50 %
End-of-year Examination:	15 %

Music Contemporary Performance

Unit 3 School-assessed Coursework:	20 %
Unit 4 School-assessed Coursework:	10 %
Unit 4 Performance examination:	50 %
End-of-year Aural and Written Examination:	20 %

Music Repertoire Performance

Unit 3 School-assessed Coursework:	20 %
Unit 4 School-assessed Coursework:	10 %
Unit 4 Performance examination:	50 %
End-of-year Aural and Written Examination:	20 %

Music composition

Unit 3 School-assessed Coursework:	20 %
Unit 4 School-assessed Coursework:	10 %
Unit 4 Externally-assessed Task:	50 %
End-of-year Aural and Written Examination:	20 %

Entry

To undertake Units 1 and 2 it is recommended that students have successfully completed Year 10 music.

To undertake Units 3 and 4 Solo Performance students should have four years' experience prior to Year 11 on a musical instrument or voice and have reached the level of AMEB music theory grades 1 and 2. Students are required to participate in the College's bands, orchestras or choirs. Students must undertake Unit 3 prior to undertaking Unit 4. Levies are applicable for students who undertake this subject.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

For further information please see the **VCAA Music Study Design**


victoria university
secondary college

PHILOSOPHY

Units 1 and 2
Units 3 and 4

Rationale

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

Structure

The study is made up of 4 units

Unit 1 – Existence, Knowledge and Reasoning

What is the nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – and hence the study and practice of techniques of logic are central to this unit.

Unit 2 – Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality and aesthetics. Students develop their ability to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments.

Unit 3 – Minds, Bodies and Person

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

Unit 4 – The Good Life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination. Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 - examination: 50 %

For further information please see the **VCAA Philosophy Study Design**

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

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

Structure

The study is made up of four units.

Unit 1 – The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 – Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity

Unit 3 – Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 – Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination. Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Physical Education Study Design**

Rationale

The study of Physics, has led to developments, which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Structure

The study is made up of four units. Units 3 and 4 are to be taken as a sequence. The development of practical skills is an essential part of all units.

Unit 1 – How Is Energy Useful To Society?

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

Unit 2 – How Does Physics Help Us To Understand The World?

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

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 3 – How Do Fields Explain Motion And Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 – How Can Two Contradictory Models Explain Both Light And Matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

PHYSICS CONTINUED...

Units 1 and 2
Units 3 and 4

Entry

For Unit 1 a minimum of a "C" Grade in Year 10 Maths Methods is expected. Students are advised to take Unit 1 and 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination Unit 3 school-assessed coursework (not including assessment of the detailed study): 16 % Unit 4 school-assessed coursework (including Assessment of the detailed study: 24 % Units 3 and 4 examination: 60 %

For further information please see the **VCAA Physics Study Design**

Rationale

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. VCE Psychology 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. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Structure

The study is made up of four Units

Unit 1 – How Are Behaviour And Mental Processes Shaped?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 3 – How Does Experience Affect Behaviour And Mental Processes?

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 15 and 16.

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.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 15 and 16.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work .

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination Unit 3 school-assessed coursework: 20 % Unit 4 school-assessed coursework: 30 % Units 3 and 4 examination: 50 %

For further information please see the **VCAA Psychology Study Design**

SYSTEMS ENGINEERING

Units 1 and 2
Units 3 and 4

Rationale

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.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Structure

The study is made up of four units.

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.

Unit 2 – Electrotechnological 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.

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.

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.

Entry

There are no prerequisites for Units 1 and 2. Students should take Unit 2 prior to Unit 3 and Unit 3 prior to Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and examinations School-assessed Coursework: 20 % School-assessed Task: 50 % End-of-year examination: 30 %

For further information please see the **VCAA Systems Engineering Study Design**

THEATRE STUDIES

Units 1 and 2
Units 3 and 4

Rationale

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through use of stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Structure

The study is made up of four units.

Unit 1 – Pre-modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance.

Unit 2 – Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Unit 3 – Playscript Interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4 – Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	In the study of VCE Theatre Studies students' level of achievement will be determined by school-assessed coursework, a performance examination and a written examination. Percentage contributions to the study score in VCE Theatre Studies are as follows: Units 3 and 4 school-assessed coursework: 45 % End-of-year performance examination: 25 % End-of-year written examination: 30 %

For further information please see the **VCAA Theatre Studies Study Design**

Rationale

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

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

Structure

The study is made up of four units.

Unit 1 – Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualization drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2 – Applications of Visual Communication within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation-drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design-thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organizing their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3 – Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

VISUAL COMMUNICATION DESIGN *CONTINUED...*

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualization drawings to generate a wide range of design ideas and apply design-thinking strategies to organize and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4 – Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

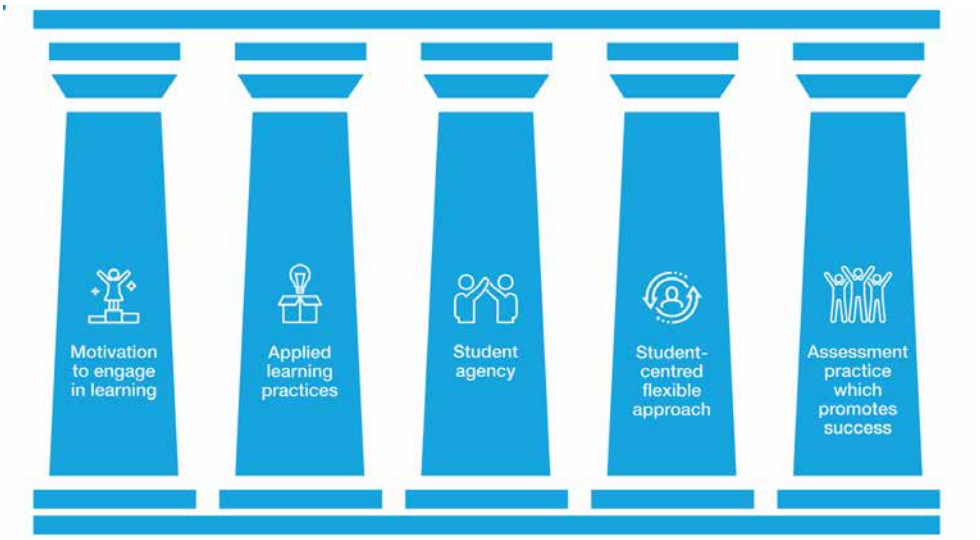
Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination. Unit 3 school-assessed coursework: 25 % Units and 4 school-assessed task: 40 % End-of-year examination: 35 %

For further information please see the **VCAA Visual Communication Design Study Design**

Victoria Certification of Education – Vocational Major (VCE VM)

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.

5 Pillars of Applied Learning



It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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.

	Further Study options	Employment options
VCE	Tertiary study options requiring an ATAR	Apprenticeship or employment
VCE VM	Tertiary study options not requiring an ATAR	Apprenticeship or employment

Requirements

VCE Vocational Major is normally a two-year course of study.

Satisfactory Completion of the VCE Vocational Major

Students must satisfactorily complete the following units to be awarded the VCE Vocational Major.

These units include:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- VET
- Structured Workplace Learning

LITERACY

Units 1 and 2
Units 3 and 4

Rationale

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. The development of literacy in this study is based upon applied learning principles, making strong connections between students' lives and their learning.

Structure

The study is made up of four units.

Unit 1 and 2

- Literacy for personal use
- Understanding and creating digital texts
- Understanding Issues and Voices
- Responding to opinions

Units 3 and 4

- Accessing and understanding information, organisational and procedural texts
- Creating and responding to organisational, informational or procedural texts
- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate.

NUMERACY

Units 1 and 2
Units 3 and 4

Rationale

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

Structure

The study is made up of four units.

Unit 1 to 4

- Number
- Shape
- Quantity and measures
- Relationships
- Dimension and direction
- Data
- Uncertainty
- Systematics
- Relationships

WORK RELATED SKILLS

Units 1 and 2
Units 3 and 4

Rationale

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Structure

The study is made up of four units.

Unit 1 and 2

- Careers and Learning for the future
- Workplace skills and capabilities

Units 3 and 4

- Industrial relations, workplace environment and practice
- Communication and collaboration

PERSONAL DEVELOPMENT SKILLS

Units 1 and 2
Units 3 and 4

Rationale

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Structure

The study is made up of four units.

Unit 1 and 2

- Healthy Individuals
- Connecting with the community

Units 3 and 4

- Leadership and teamwork
- Community project

STRUCTURED WORKPLACE LEARNING

All VCE Vocational Major (VM) students are required to participate in a weekly Structured Workplace Learning Arrangement with an Employer as part of their VM studies.

It is the responsibility of the student to have secured a Structured Work placement for 2023.
Students will be provided with advice and assistance from the Careers team if needed.

The Work placement needs to support their VET course of study.

As a VCE Vocational Major student, I acknowledge that:

- I will need to secure a structured workplace learning position, linked to my VET area of study, in order to undertake VM (dates for structured workplace learning will be given during step up).
- I will attend all classes and complete all the required work to a satisfactory standard

Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Counsellor Signature _____ Date: _____

Senior School Leader Signature _____ Date: _____

Helping students get a career HEAD*START*

/HEAD*START* is placing students into the workforce while they are still at school by starting a part time apprenticeship or traineeship.

/HEAD*START* gives students more time in the workplace to develop the knowledge and skills today's employers are looking for. Students finish school with their VCE Vocational Major, as well as significant progress towards, or completion of a Certificate III trade qualification- giving them a head start on everyone else.

Courses available

Students can choose Apprenticeships and Traineeship courses in key industries such as building & construction, community services & health, business & primary industries.

How **/HEAD***START* works with schools

Depending on the students and employer needs, students will go to school some days and work on the other days. Students may undertake paid employment for:

- One day a week in Yr 10
- 2 days a week in Yr 11 & 12

What do students get?

- A **/HEAD***START* Pathway Plan tailored to the specific needs of the student and school
- One-to one support from a **/HEAD***START* Coordinator to monitor the students and keep them on the right track
- Quality assured training through TAFE's and Skills First contracted providers
- Their VCE Vocational Major Certificate
- Significant progress towards, or completion of a Certificate III trade qualification
- Payment of a fair training wage
- A tailored pathway into a priority industry career
- Transition to full time apprenticeship on completion of their VCE Vocational Major.

Talk to the Careers Team for more information.

Fees may apply to cover costs of tuition &service fees, equipment, clothing and tools.

Vocational Education and Training (VET)

What is VET?

Vocational Education and Training (VET) courses provide an opportunity for students to gain a nationally recognised vocational qualification as part of either the VCE or VCE VM. Scored VET subjects (courses that have a final exam) receive a study score for Units 3 and 4 studies that contributes to the ATAR. VET subjects that have 3–4 sequence, but don't have an exam, provide VCE students with 10% bonus of their primary four subjects. Block credit recognition is available for subjects which are not scored.

Where are the courses held?

VET courses are delivered by a Registered Training Organisation, such as a TAFE, and may include a Structured Workplace Learning Placement component, where students demonstrate acquired skills and knowledge in an industry setting. The VET course may be delivered at a TAFE or a host school.

Features of VET

VET:

- Is a two year program combining general VCE VM or VCE studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification and senior studies at the same time
- Focuses on students developing industry specific and workplace skills
- Is a vocationally orientated program designed to meet the needs of industry
- Programs count towards VCE and VCE VM programs
- Programs can contribute to the ATAR score, either as a 10% increment or as a Study Score derived from course work tasks and an end of year examination
- Prepares students for the workforce
- Programs articulate directly into further education and training at TAFE

VET Attendance Policy

In order to successfully complete the course students are expected to attend all vet classes. Students are permitted two absences (8 hours) a semester or four (16 hours) for the year. An additional two approved absences will be allowed for school camps, excursions or illness with a medical certificate.

How to apply for a VET Course

Students who wish to apply for a VET subject will need to complete a VET application form at Course Counselling and submit to the front office by the due date.

What courses are accessed through the Brimbank VET Cluster (BVC)

Depending on student demand the following VET programs are offered.

VET PROGRAMS IN 2023

- Certificate II and III in Acting (Screen)
- Certificate II and III in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II and III in Applied Fashion and Design
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building and Construction
- Certificate II and III in Business - Administration
- Certificate II and III in Community Services
- Certificate II in Dance
- Certificate III in Early Childhood
- Certificate II in Electrotechnology Studies
- Certificate II in Engineering Studies
- Certificate II in Furniture Making
- Certificate II in Furnishing - Picture Framing
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Certificate II and III in Hospitality
- Certificate III in Information Digital Media and Technology
- Certificate III in Kitchen Operations
- Certificate III in Laboratory Skills
- Certificate II in Make-Up
- Certificate III in Music Industry: Music Performance Specialisation
- Certificate III in Music Sound Production
- Certificate II in Plumbing
- Certificate III in Retail Baking
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistance
- Certificate III in Screen Media
- Certificate II in Signage and Graphics
- Certificate II in Small Business Management
- Certificate III in Sport and Recreation (Fitness Focus)

Please note that only VCE Vocational Major students can enrol in VET courses offered in the Brimbank VET Cluster. VCE students may undertake VET programs offered at VUSC only. Please refer to the VET Cluster Handbook for full course details.

Due to arrangements with other institutions, there is limited availability of some VET courses after 1 May. Late enrolments to VET Programs (after 1 May) must be individually approved by the VET Leader and may not be available in all cases.

Which VET courses are offered at Victoria University Secondary College?

Certificate II Building and Construction	*Trade Training Centre, Cairnlea*
Certificate II Electrotechnology (career start)	*Trade Training Centre, Cairnlea*
Certificate III in Health Service Assistance	*Victoria University Secondary College, Senior Campus*
Certificate III in Sport and Recreation – Fitness Focus	*Victoria University Secondary College, Senior Campus*
Certificate III in Sport and Recreation – Rugby Focus	*Victoria University Secondary College, Senior Campus*
Certificate III in Business	*Victoria University Secondary College, Senior campus*

Future Pathways — Create The Future

Business Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Accounting
- Business Administration
- Banking and Finance
- Human Resource Management
- Marketing and Sales
- Legal Studies

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Accounting (Units 1–4)	Studio Arts
Economics (Units 1–4)	History
Legal Studies (Units 1–4)	Psychology
Business Management (Units 1–4)	Chinese
Applied Computing (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Business	Certificate II in Signage (Sign Writing)
Certificate II in Information Digital Media and Technology	Certificate II in Signage and Graphics
Certificate II in Small Business Management	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Accountant	Cert IV in Accounting	Bachelor of Business (Accountancy)
Human Resources Officer	Cert IV in Banking Services	Bachelor of Business
Market Researcher	Diploma of Accounting	Bachelor of Business (Event Management)
Stockbroker	Diploma of Tertiary Studies (Business)	Bachelor of Business (Sports Management)
Real Estate Agent	Diploma of International Business	Bachelor of Commerce (Economics and Finance)
Occupational Health and Safety Officer		Arts/Global Studies
Sports Administrator		Bachelor of Business/Bachelor of Information Technology

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Behavioural Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Health Promotion
- Community Services
- Occupational Therapy
- Counselling/Welfare
- Criminology
- Social Worker
- Psychology
- Child Care
- Nursing

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Psychology (Units 1–4)	Physical Education
Biology (Units 1–4)	Chinese
Mathematics (Units 1–4)	Applied Computing
Health and Human Development (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Children's Services	Certificate II and III in Allied Health Assistance
Certificate II and III in Community Services	Certificate II in Health Services Assistance

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Criminologist	Cert IV in Justice	Bachelor of Social Work/Bachelor of Social Science
Social Worker	Diploma of Justice	Bachelor of Health Science
Psychologist	Diploma of Youth Work	Bachelor (Honours) in Psychology
Child Care Worker	Diploma of Early Childhood Education and Care	Bachelor of Nursing
Nursing		Bachelor of Forensic Science/ Criminology
Youth Worker		
Police Officer		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Community and Welfare Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Social Work
- Police Force
- Interpreting
- Youth Work
- Psychology
- Legal Studies
- Primary Teaching
- Welfare Studies
- Religious Studies

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Psychology (Units 1–4)	Computing
Physical Education (Units 1–4)	Mathematics
Health and Human Development (Units 1–4)	Chemistry
Legal Studies (Units 1–4)	Biology
History (Units 1–4)	Chinese
Philosophy (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Children's Services	Certificate III in Sport and Recreation - Fitness Focus
Certificate II and III in Community Services	
Certificate II and III in Allied Health Assistance	
Certificate II in Health Services Assistance	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Police Officer	Cert IV in Justice	Bachelor of Social Work/ Bachelor of Social Science
Social Worker	Diploma of Justice	Bachelor of Health Science
Psychologist	Diploma of Youth Work	Bachelor (Honours) in Psychology
Child Care Worker	Diploma of Early Childhood Education and Care	Bachelor of Nursing
Recreation Officer	Diploma of Conservation and Land Management	Bachelor of Forensic Science/ Criminology
Youth Worker		Bachelor of Social Science (Youth Work)

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Design and Construction Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Carpentry and Joinery
- Pattern Making
- Plumbing
- Metal Founding
- Building Construction
- Technology Design Furniture Technology
- Drafting

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Mathematics (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	Legal Studies
Applied Computing (Units 1–4)	Studio Arts
	Physics

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II in Building and Construction	Certificate II in Signage (Sign Writing)
Certificate II in Information, Digital Media and Technology	Certificate II in Signage and Graphics
Certificate II in Furnishing	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Carpentry	Cert III in Plumbing	Bachelor of Architectural Design
Plumbing	Certificate IV in Residential Drafting	Bachelor of Design
Drafting	Diploma of Building and Construction (Building)	Bachelor of Engineering (Civil)
Interior Designer	Advanced Diploma of Building Design (Architectural)	Bachelor of Landscape Architectural Design
Building and Construction	Advanced Diploma of Engineering Technology	Bachelor of Building Surveying
	Diploma of Jewellery and Object Design	Bachelor of Mechanical Engineering/Bachelor of Industrial Design

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Electronic / Electrical Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Electrician
- Engineer
- Electrical Engineer
- Electrical Mechanic

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Physics (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	Chemistry
Applied Computing (Units 1–4)	Business Management
Systems Engineering (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II Integrated Technology - Telecommunication Cabling	Certificate III Information, Digital Media and Technology - partial completion
Certificate II in Automotive Technology	Certificate III in Music Technical Production
Certificate II in Aeroskills (Avionics)	
Certificate II in Electrical	
Certificate II in Electrotechnical Studies	
Certificate II in Engineering	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Electrician	Cert IV in Programming	Bachelor of Computer Science
Engineer	Cert IV in Sound Production	Bachelor of Engineering
Network Engineer	Diploma of Screen and Media	Bachelor of Aerospace Engineering
Mechatronic Engineer	Advanced Diploma of Engineering Technology-Electrical	Bachelor of Information Technology
Security System Technician	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Science(Physics)/ Bachelor of Engineering (Telecommunications Engineering)
Film and Television Lighting Operator	Advanced Diploma of Electronics and Communications Engineering	

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Graphic Design and Art Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Graphic Design
- Interior Design
- Finished Art
- Printing
- Art/Photography
- Signwriting
- Visual Merchandising
- Fashion Design

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Studio Arts (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	
Media (Units 1–4)	
Applied Computing (Units 1–4)	
Mathematics (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Media	Certificate II and III in Applied Fashion and Design
Certificate III in Signage (Sign Writing)	Certificate II and III in Picture Framing
Certificate II in Signage and Graphics	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Signwriter	Cert IV in Sound Production	Bachelor of Screen Media
Fashion Designer	Cert IV in Applied Fashion Design and Technology	Bachelor of Fashion and Business
Photographer	Diploma of Screen and Media	Bachelor of Fashion Design (Honours)
Visual Merchandiser	Diploma of Digital Media Technologies	Bachelor of Architectural Design
Museum Curator	Diploma of Interactive Digital Media	Bachelor of Design
Interior Decorator	Diploma of Fashion Styling	
Architect		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Humanities Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Journalism
- Local Government
- Media Studies
- Librarian
- Language Studies
- Video Production
- Law
- Politics
- Photography

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
History (Units 1–4)	Physical Education
Legal Studies (Units 1–4)	Psychology
Studio Art (Units 1–4)	Studio Arts
Geography (Units 1–4)	Visual Communication Design
Philosophy (Units 1–4)	Applied Computing
	Mathematics
	Chinese

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Other Suggested Units
Certificate II and III in Community Services

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Politician	Cert IV in Liberal Arts	Bachelor of Arts
Photographer	Cert IV in Professional Writing and Editing	Bachelor of Arts (International Studies)
Librarian	Diploma of Screen and Media	Bachelor of Screen Media
Local Government	Diploma of Digital Media Technologies	Bachelor of Communication (Journalism)
Historian	Diploma of Media and Communication	Bachelor of Communication (Public Relations)
Journalism		Bachelor of Sports Media

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Information Technology Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Computer Programming
- Computer Operator
- Accounting
- Data Processing
- Management Communications

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Applied Computing (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	Legal Studies
Physics (Units 1–4)	Psychology
Accounting (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From
Certificate II in Electrotechnical Studies
Certificate III Information, Digital Media and Technology - partial completion
Certificate III in Music Technical Production

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Computer Programmer	Diploma of Digital Media Technologies	Bachelor of Computer Science
Data Processor	Diploma of Interactive Digital Media	Bachelor of Engineering
Network Analyst	Software Development (Diploma)	Bachelor of Science/Bachelor of Computer Science
Games Developer	Diploma of Digital and Interactive Games	Bachelor of Software Engineering
Analyst (IT)	Diploma of Computing	Bachelor of Information Technology
Web Designer/Developer		
Systems Administrator		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Mathematics and Science / Engineering Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Environmental Science
- Mathematics/Statistics
- Chemistry
- Technician/Tech Officer
- Surveying
- Physics
- Biology
- Veterinary Science
- Fisheries And Wildlife

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Mathematics (Units 1–4)	IT Applications
Physics (Units 1–4)	Visual Communication Design
Chemistry (Units 1–4)	
Biology (Units 1–4)	
Systems Engineering (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Laboratory Skills	Certificate III Information, Digital Media and Technology - partial completion
Certificate II in Aeroskills (Avionics)	Certificate III in Music Technical Production
Certificate II in Engineering	
Certificate II in Horticulture	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Pharmacist	Certificate IV in Marketing and Communication	Bachelor of Engineering
Engineer	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Aerospace Engineering
Market Researcher	Diploma of Bioscience	Bachelor of Software Engineering
Biochemist	Diploma of Laboratory Technology	Bachelor of Science
Physicist	Diploma of Food Science and Technology	Bachelor of Applied Science (Surveying)
Agricultural Scientist		Bachelor of Biomedicine
Surveyor		
Ecologist		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Medical and Health Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Nursing
- Ambulance Services
- Medical Services
- Pharmacy
- Medical Administration
- Dentistry
- Physiotherapy
- Health Promotion

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
General Mathematics (Units 1–4)	Physical Education
Mathematical Methods (Units 1–4)	Health and Human Development
Specialist Mathematics (Units 3–4)	IT Applications
Biology (Units 1–4)	
Chemistry (Units 1–4)	
Physics (Units 1–4)	
Psychology (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Allied Health Assistance	Certificate III in Children's Services
Certificate II in Health Services Assistance	Certificate II and III in Community Services
	Certificate III in Sport and Recreation - Fitness Focus

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Nursing	Cert IV in Ageing Support	Bachelor of Nursing
Dentist	Cert IV in Allied Health Assistance	Bachelor of Biomedicine
Doctor	Diploma of Dental Technology	Bachelor of Nursing/Bachelor of Paramedicine
Physiotherapist	Diploma of Food Science and Technology	Bachelor of Health Science
Dietitian	Diploma of Remedial Massage	Bachelor of Science (Osteopathy)
Paramedic		Bachelor of Biomedical and Exercise Science
		Bachelor of Sport Science (Human Movement)
		Bachelor of Exercise Science

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Media and Performing Arts Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Film
- Television
- Radio
- Theatre
- Design
- Graphics Media
- Advertising
- Newspapers and Magazines
- Teaching Dance
- Arts Administration
- Public Relations
- Journalism and Writing
- Music Industry
- Teaching

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Studio Arts (Units 1–4)	Physical Education
Applied Computing (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	
Media (Units 1–4)	
Drama (Units 1–4)	
Theatre Studies (Units 1–4)	
Music Performance (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	
Certificate II and III in Acting (Screen)	Certificate III in Music
Certificate II in Dance	Certificate III in Music: Music Performance Specialisation
Certificate III in Digital Media and Technology	Certificate III in Music Technical Production
Certificate II and III in Media	Certificate III in Screen Media

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Actor	Cert IV in Sound Production	Bachelor of Screen Media
Arts Administrator	Diploma of Screen and Media	Bachelor of Creative Arts (Drama)
Music Critic	Diploma of Digital Media Technologies	Bachelor of Design (Animation and Interactive Media)
Film and TV Producer	Diploma of Graphic Design	Bachelor of Arts (Music Industry)
Sound Technician	Diploma of Screen and Media	

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Planning and Architecture Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Architecture
- Building and Construction
- Surveying
- Urban Studies/Planning
- Drafting

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Visual Communication Design (Units 1–4)	Studio Arts
Mathematics (Units 1–4)	History
Physics (Units 1–4)	Business Management
Product Design and Technology (Units 1–4)	Accounting
Applied Computing (Units 1–4)	

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement

VET Courses

Choose From
Certificate II in Building and Construction

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Architect	Certificate IV in Residential Drafting	Bachelor of Architectural Design
Surveyor	Diploma of Building and Construction (Building)	Bachelor of Design
Town Planner	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Engineering (Civil)
Builder	Advanced Diploma of Building Design (Architectural)	Bachelor of Landscape Architectural Design
Building Surveyor		Bachelor of Building Surveying
Civil Engineer		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Sport and Recreation Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Leisure and Recreation
- Physical Education and Human Movement
- Fitness
- Sports Administration
- Sports Psychology

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Physical Education (Units 1–4)	IT Applications
VET: Sport and Recreation (Fitness Focus) (Units 1–4)	Business Management
VET: Sport and Recreation (Rugby League Focus) (Units 1–4)	Mathematics
Health and Human Development (Units 1–4)	Psychology
Biology (Units 1–4)	Accounting

VCE VM Course

Students undertaking the VCE Vocational Major (VCE VM) should consider the VET courses below and select an appropriate industry specific work placement

VET Courses

Choose From
Certificate III in Sport and Recreation (Fitness Focus)
Certificate III in Sport and Recreation (Rugby League Focus)

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Sports Administrator	Certificate IV in Outdoor Recreation/ Guiding	Bachelor of Health Science
Recreation Officer	Diploma of Sport Development	Bachelor of Education (P-12)
Sports Coach	Advanced Diploma of Sports Therapy	Bachelor of Exercise and Sport Science
Park Ranger	Diploma of Conservation and Land Management	Bachelor of Outdoor and Environmental Education
Physical Education Teacher	Diploma of Sport and Recreation Management	Bachelor of Sport Coaching
Sport and Exercise psychologist		

Before finalising units

Check prerequisites using the VTAC search tool: **www.vtac.edu.au** and/or make an appointment with the Careers team.

Subject Selection

How do I choose my subjects for VCE/VCE Vocational Major

There are three main things you should consider:

- Career ambition
- Subject interest
- Subject strength

Some students will have no idea at all what they want to do. These students will need to develop a course that will enable them to keep their options open. English is compulsory, include the highest level of Maths possible and perhaps develop two groups of subjects that complement each other, for example:

- Accounting and Business Management
- Physical Education and Health and Human Development
- Visual Communication Design and Studio Arts

In the VCE VM students have the opportunity to focus their learning based on their areas of interest through practical based learning activities, VET Courses and industry specific work placements.

Some students will have a definite Career and/or Course in mind. These students need to check what the prerequisites are for entry into that course at each of the institutions that offer that course. Students can do this by reading:

- PREREQUISITES GUIDE (available on the VTAC website –www.vtac.edu.au) or located in the Careers Centre.
- Institution booklets
- Websites (all institutions will have information on subjects needed for entry into courses)

There will be some students who will really want to do a particular course, but realistically will find it difficult to gain direct entry into that course because of the high ATAR required. These students need to investigate 'pathways' into those courses, for example:

- Completing a Diploma at TAFE may allow you to articulate into a degree course at University.
- Diploma of Children's Services ⟶ Bachelor of Early Childhood

Plan well, for these are the major pathways that will take you towards your destination.

School Sector	Vocational Education and Training Sector	Higher Education
Senior Secondary	Certificate I	
VCE/VCE VM	Certificate II	
	Certificate III	
	Certificate IV	
	Diploma	Diploma
	Advanced Diploma	Advanced Diploma
	Vocational Graduate Certificate	Bachelor Degree
	Vocational Graduate Diploma	Graduate Certificate
		Graduate Diploma
		Masters Degree
		Doctoral Degree

Alternative Pathways into University

- Special entry schemes
- Getting into a low demand campus (country)
- Transferring from a lower ATAR degree
- Transferring from TAFE

The ATAR (VCE Only)

The ATAR is an overall percentile ranking reflecting a students' comparative performance amongst the relevant age group in a given year. A student's ATAR is developed from an aggregate produced by adding the primary four subjects (English and the next best three subject scores) plus 10% of a 5th and 6th subject.

Where to find more information

- **Victoria University Secondary College Careers Centre**
- **VTAC CourseSearch** is an online tool for researching tertiary study options. It is available on the VTAC website.
- **The Good Careers Guide**
- University and TAFE websites
- **Victorian Skill Gateway**

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