VERMONT SECONDARY COLLEGE

Integrity, Respect, Excellence

2025

VCE

Year 11 & 12

SUBJECT HANDBOOK

Contents

VCE OVERVIEW

The commencement of VCE studies is an exciting period in the lives of our young people. It provides opportunities to grapple with important ideas about the world and our place in it and invites students to explore concepts in increasingly sophisticated ways.

In addition to the construction of new understandings, those undertaking this course of study start the process of shaping a more defined career pathway. Subject selection for VCE is the vital first step in ensuring our young people have access to their preferred pathway; and for this reason, students require the support of the college and their families and carers.

Subject selection is an exciting time of year as it requires our students to make some important decisions about what they would like their future working-lives to look like. In our experience, the students at this college have approached this critical challenge with maturity, initiative and an outstanding capacity to actively carve out a strategic Pathway.

By this point in the year, students have been involved in Careers Fast Track. This program has encouraged them to identify their own strengths, values and passions and map them to a range of careers. They've explored options for post-secondary study and training that aligns with those aspirations and been given advice around the VCE subjects that provide access to those tertiary courses. As a further support, students have also had an individual interview with a Fast Track counsellor. That has allowed them to formalise career goals and clarify their pathways planning.

With this groundwork established, students are now responsible for carefully reading this document and making their VCE subject selections. It is important to ensure that these choices are informed by thoughtful consideration, careful research and pathways advice.

We would encourage students and the college community to view this handbook not as a stand-alone resource, but rather, as one in a larger suite of resources. In the near future VSC will host our annual Subject Information Evening. We encourage students, families, and carers to attend. Additionally Subject specific videos, created by our teaching staff will be made available on the college website that will provide some insight into the content and assessment demands of the subjects offered at the college. It is our hope that this will supplement the broader brush-strokes provided in this document and further assist students in determining whether particular subjects are a 'good fit' for them.

Subject selection is undoubtedly an important facet of building a career that is meaningful. But success in school and beyond requires more than doing 'the right' subjects. Resilience, tenacity, integrity, and discipline are also crucial, and it's fundamental that students understand, and families reinforce that it is the consistent practice of these traits and behaviours that will have significant power to shape their futures.

In 2023 for the first time, an alternative pathways, the new Victorian Certificate of Education – Vocational Major (VM) will be available to students entering Year 11. The VCE VM will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university (via non ATAR courses) and employment. Please see pages 50 for further information.

We wish all of our students the best as they take this first step towards the commencement of VCE.

Cara McFarlane
Assistant Principal

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Head of Learning and Teaching

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Head of Learning and Teaching

SUBJECTS AND AVAILABILITY

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Commerce				
Accounting	✓	✓	✓	✓
Business Management	✓	✓	✓	✓
Economics	✓	✓	✓	✓
Politics	✓	✓	✓	✓
Legal Studies	✓	✓	✓	✓
Computing	✓	✓	✓	✓
Applied Computing	✓	✓		
Data Analytics			✓	✓
Software Development			✓	✓
English				
English	✓	✓	✓	✓
English As An Additional Language	✓	✓	✓	✓
English Language	✓	✓	✓	✓
Literature	✓	✓	✓	✓
Health / PE / Outdoor Education				
Health & Human Development	✓	✓	✓	✓
Outdoor & Environmental Studies	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓
Humanities				
Geography	✓	✓	✓	✓
Ancient History	✓	✓	✓	✓
Modern History	✓	✓		
Revolutions History			✓	✓
Language				
French	✓	✓	✓	✓
German	✓	✓	✓	✓
Mathematics				
VCE Mathematics				
Foundation Mathematics	✓	✓	✓	✓
General Mathematics	✓	✓	✓	✓
Mathematical Methods	✓	✓	✓	✓
Specialist Mathematics	✓	✓	✓	✓
Performing Arts				
Music - Performance	✓	✓	✓	✓
Drama	✓	✓	✓	✓

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Science				
Biology	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Psychology	✓	✓	✓	✓
Technology				
Food Studies	✓	✓	✓	✓
Product Design & Technologies	✓	✓	✓	✓
Visual Arts				
Art Creative Practice	✓	✓	✓	✓
Media Arts	✓	✓		
Visual Communication Design	✓	✓	✓	✓
VCE External Studies (LOTE & VCE Studies)	✓	✓	✓	✓
VCE VET Program	✓	✓	✓	✓
VCE Higher Education Studies			✓	✓

COMMERCE

Accounting

UNIT 1

DESCRIPTION
Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information and then 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.

OUTCOMES:
1. The role of accounting
2. Recording financial data and reporting accounting information

ASSESSMENT TASKS:
May include a folio of exercises (manual methods and ICT), tests, case studies, presentations, structured questions and an examination.

UNIT 2

DESCRIPTION:
Unit 2 develops 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.

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

ASSESSMENT TASKS:
May include a folio of exercises (manual methods and ICT), assignments, case studies, presentations, structured questions and an examination.

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx

UNIT 3

DESCRIPTION:
Unit 3 focuses on financial accounting for a trading business 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. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

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

UNIT 4

DESCRIPTION:
Unit 4 extends students' 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.

OUTCOMES:
1. Extension of recording and reporting
2. Budgeting and decision making

ASSESSMENT TASKS:
1. Extension of recording and reporting
2. Budgeting and Decision making
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
2023 Unit 3 & 4 had a cost of $30. 2024 costs are still to be confirmed.
Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx

Business Management

UNIT 1

DESCRIPTION:
Unit 1 explores entrepreneurs and factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Students explore how business ideas are created and how conditions can be fostered for new business ideas to emerge. They will also consider factors from both the external environment (legal, political, social, economic and other factors) and the internal environment (business models, legal structures and staffing).

OUTCOMES:
1. The business idea - Investigate how business ideas are created and how entrepreneurs contribute to economy and social wellbeing.
2. Internal environment - Describe the internal environment, analyse factors within it.
3. External environment - Describe the external environment (macro and operating), explain its effect planning a business.

ASSESSMENT TASKS:
1. The Business Idea test
2. Internal Environment research task
3. External Environment task
4. Examination

UNIT 2

DESCRIPTION:
Unit 2 focuses on the establishment phase of a business's life. Students will examine the legal requirements needed 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 by applying knowledge to contemporary business case studies from the past four years.

OUTCOMES:
1. Legal and financial decisions - Explain the importance of legal and financial decisions and compliance on a business.
2. Marketing a business - Organise, run and evaluate a school-based business.
3. Staffing a business - Discuss importance of staffing needs and evaluate management strategies.

ASSESSMENT TASKS:
1. Business Plan
2. Advertising Analysis
3. Legal Requirements Test
4. Human Resource Management Test
5. Examination

UNIT 3

DESCRIPTION:
Unit 3 explores 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 investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses.

OUTCOMES:
1. Business foundations - Key characteristics of businesses, stakeholders and management styles, skills and corporate culture
2. Managing employees - Theories of motivation and strategies of employee management
3. Operations management - Strategies to improve efficiency and effectiveness in operations.

ASSESSMENT TASKS:
1. Folio
2. SACs – case studies and structured questions

UNIT 4

DESCRIPTION:
In Unit 4 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.

OUTCOMES:
1. Reviewing performance - How business change arises using key performance indicators both proactively and reactively.
2. Implementing change - Evaluate strategies used by managers to implement effective change

ASSESSMENT TASKS:
1. Folio
2. SACs – case studies and structured questions
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx

Economics

UNIT 1

DESCRIPTION

Unit 1 examines the basic economic problem of scarcity of resources, and the role of relative prices and other factors in allocating these scarce resources. It also examines the role of consumers and businesses in the Australian economy, through both a traditional and behavioural economic lens.

OUTCOMES:

1. Thinking like an economist – The basic economic problem and role of economic agents in decision-making
2. Decision-making in markets - The role of relative prices in the allocation of resources
3. Behavioural economics – How behavioural economics insights complement traditional economics.

ASSESSMENT TASKS:

1. Introductory concepts test
2. Supply and demand test
3. Behavioural economics experiment
4. Examination

UNIT 2

DESCRIPTION:

Unit 2 examines the costs and benefits of economic growth in the Australian economy. It also incorporates applied economic analysis of two local, national and international economic issues, such as the changing labour market; the economics of international trade; the distribution of income and wealth; and/or economics and environmental sustainability.

OUTCOMES:

1. Economic activity – measuring and evaluating economic growth.
2. Applied economic analysis of two local, national and international economic issues.

ASSESSMENT TASKS:

1. Economic growth media folio
2. Economic issues test
3. Economic issues oral presentation
4. Examination

UNIT 3

DESCRIPTION:

Unit 3 includes an introduction to microeconomics which involves a detailed examination of the market system, resource allocation in Australia and government intervention. It also incorporates an introduction to macroeconomics, examining factors that influence Australia's economic goals, including strong and sustainable economic growth, full employment, and low and stable inflation. The course also examines why countries engage in international transactions and how these influence economic activity.

OUTCOMES:

1. Microeconomics: markets and resource allocation - how markets operate to allocate resources
2. Australia's macroeconomic goals - the nature and importance of key economic goals
3. Australia and the international economy - the causes and effects of Australia's international transactions.

ASSESSMENT TASKS:

Tests include multiple-choice and short answer questions:

1. Markets and resource allocation test
2. Market failure and government intervention test
3. Domestic macroeconomic goals source analysis
4. International economy test

UNIT 4

DESCRIPTION:

Unit 4 examines the economic management of the Australian economy. It studies the use of budgetary policy and monetary policy, to influence aggregate demand and living standards. Unit 4 also examines the use of policies to increase aggregate supply, for example, research and development, education, skilled immigration, trade liberalisation and environmental policy.

OUTCOMES:

1. Aggregate demand policies - the operation of monetary and budgetary policies
2. Aggregate supply policies - the operation of government supply-side policies

ASSESSMENT TASKS:

Tests include multiple-choice and short answer questions

1. Monetary policy source analysis.
2. Budgetary policy test
3. Aggregate supply policies test
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx

Politics

UNIT 1

DESCRIPTION:
In this unit, students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia.

OUTCOMES:
1. Power and national political actors
2. Political and global political actors

ASSESSMENT TASKS:
- Short-answer questions
- Extended questions
- Analysis of sources
- Examination

UNIT 2

DESCRIPTION:
In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice.

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

ASSESSMENT TASKS:
- Analysis and evaluation for sources
- Short-answer questions
- Extended response questions
- Speech
- Examination

UNIT 3

DESCRIPTION:
In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development of weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighbouring states and requires an emergency response.

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

ASSESSMENT TASKS:
Assessments may include:
- a political inquiry
- analysis and evaluation of sources
- extended responses
- short-answer questions
- an essay

UNIT 4

DESCRIPTION:
In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspective of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions.

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

ASSESSMENT TASKS:
Assessments may include
- a political inquiry
- analysis and evaluation of sources
- extended responses
- short-answer questions
- an essay
- VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ausglobalpolitics/Pages/Index.aspx

Legal Studies

UNIT 1

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

OUTCOMES:
1. Legal foundations.
2. Proving guilt.
3. Sanctions

ASSESSMENT TASKS:
1. Legal foundations – Structured questions test
2. Sanctions – Case study analysis test
3. Proving guilt – Oral Presentation
4. Examination

UNIT 2

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

OUTCOMES:
1. Civil liability
2. Remedies
3. Rights

ASSESSMENT TASKS:
1. Civil liability – Case study and structured questions
2. Remedies- Case study and structured questions
3. Rights – Research task and presentation
4. Examination

UNIT 3

DESCRIPTION:
Students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students investigate the extent to which the principles of justice are upheld in the justice system.

OUTCOMES:
1. The Criminal Justice System
2. The Victoria Justice System

ASSESSMENT TASKS:
1. The Victorian criminal justice system – Structured questions and case study test
2. The Victorian civil justice system - written test
3. Course work including , folio, practice SAC's

UNIT 4

DESCRIPTION:
Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

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

ASSESSMENT TASKS:
1. The people and lawmakers – structured questions and case study test
2. The people and reform - written test
3. Course work including folio, practice SACs
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

COMPUTING

Applied Computing

UNIT 1

DESCRIPTION:
Focus on how data can be used within software tools to create data visualisations, and the use of a programming language to develop working software solutions. It is highly recommended that students undertake Year 10 Computing prior to, or in conjunction with Unit 1.

OUTCOMES:
1. Data Analysis – interpret solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
2. Programming – apply methods and techniques for creating a working software solution using a range of processing features and data structures, apply testing and debugging techniques to ensure the software solution works as intended.

ASSESSMENT TASKS:
1. Data Analysis Timed Assessment Task
2. Data Analysis Project
3. Programming Timed Assessment Task
4. Programming Project
5. Semester Examination - Internal

Advanced Placement:
Students are highly recommended to also undertake Year 10 Computing Programming elective.

UNIT 2

DESCRIPTION:
Focus on data to support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when programming to create solutions. Students develop a sound understanding of extracting data from large repositories and manipulate it to create visualisations. Students also create a solution using database management software and explain how they are personally affected by their interactions with a database system.

OUTCOMES:
1. Innovative Solutions – collaborate with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
2. Network Security – respond to a case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

ASSESSMENT TASKS:
1. Innovative Solutions Timed Assessment Task
2. Innovative Solutions Project
3. Network Security Timed Assessment Task
4. Network Security Project
5. Semester Examination – Internal

Advanced Placement:
Students are highly recommended to also undertake Year 10 Computing Programming elective.

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx

Data Analytics

UNIT 3	UNIT 4
DESCRIPTION: Apply the problem solving methodology to identify and extract data through the use of software tools and data visualisation software to create data visualisations or infographics, develop an understanding of the analysis, design, and development stages of the problem-solving methodology. **OUTCOMES:** 1. Data Analytics – respond to solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to represent findings 2. Data Analytics: Analysis and Design – propose a research question, formulae a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations **ASSESSMENT TASKS:** 1. Data Analytics 2. Data Analytics: Analysis and Design	**DESCRIPTION:** 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. **OUTCOMES:** 1. Data Analytics: Development and Evaluation – develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan 2. Cybersecurity: Data Security – respond to a case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies **ASSESSMENT TASKS:** 1. Data Analytics: Development and Evaluation 2. Cybersecurity: Data and Information Security 3. VCAA Examination –External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/appliedcomputing-dataanalytics/Pages/index.aspx

Software Development

UNIT 3	UNIT 4
DESCRIPTION: Apply the problem-solving methodology to develop working software modules using a programming language, develop an understanding of the analysis, design and development stages of the problem-solving methodology. **OUTCOMES:** 1. SD: Programming – interpret solution requirements and designs, and use appropriate features of a programming language to develop and test working software modules 2. SD: Analysis and Design – analyse and document a need or opportunity, formulate a project plan, generate design ideas and represent the preferred solution design for creating a software solution **ASSESSMENT TASKS:** 1. Software Development: Programming 2. Software Development: Analysis and Design	**DESCRIPTION:** Focus on how the information needs of individuals and organisations are met through the creation of software solutions, consider the risks to software and data during the software development process, as well as throughout the use of the software solutions by an organisation. **OUTCOMES:** 1. SD: Development and Evaluation – develop and evaluate a software solution that meets requirements and assess the effectiveness of the project plan 2. Cybersecurity: Software Security – respond to a case study to analyse an organisations software development practices, identify and evaluate current security controls and threats to software development practices and make recommendations to improve practices **ASSESSMENT TASKS:** 1. Software Development: Development and Evaluation 2. Cybersecurity: Software Security 3. VCAA Examination – External
Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity. VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/appliedcomputing-softwaredevelopment/Pages/index.aspx	

ENGLISH

Possible English Pathways – from Year 10 to Year 12

	Year 10 Semesters 1 & 2	Year 11 Semesters 1 & 2	Year 12 Semesters 1 & 2
EAL* (English as an Additional Language)	**Year 10 EAL group* (EAL students only) or Year 10 English & EAL Elective**	**VCE EAL English Units 1 & 2 (EAL students only)**	**VCE EAL English Unit 3 & 4 (EAL students only)**
Mainstream English Pathways (no specialist VCE English studies)	**Year 10 English**	**VCE English (Units 1 & 2)**	**VCE English (units 3 & 4)**
	Year 10 English & Year 10 Advanced English Elective (1 semester)	**VCE English Units 1 & 2**	**VCE English Units 3 & 4**
	Year 10 English & Year 10 English Language Elective (1 semester)	**VCE English Units 1 & 2**	**VCE English Units 3 & 4**
	Year 10 English & Year 10 Literature Elective (1 semester)	**VCE English Units 1 & 2**	**VCE English Units 3 & 4**
Specialist English Pathways (dropping mainstream English)	**Year 10 English & Year 10 English Language Elective (1 semester)**	**VCE English Language Units 1 & 2**	**VCE English Language Units 3 & 4**
	Year 10 English & Year 10 Literature Elective (1 semester)	**VCE Literature Units 1 & 2**	**VCE Literature Units 3 & 4**
Dual VCE English Pathways (taking 2 VCE English studies)	**Year 10 English & Year 10 English Language Elective (1 semester)**	**VCE English Units 1 & 2 & VCE English Language Units 1 & 2**	**VCE English Units 3 & 4 & VCE English Language Units 3 & 4**
	Year 10 English & Year 10 Literature Elective (1 semester) & Year 10 English Language Elective (1 semester)	**VCE Literature Units 1 & 2 & VCE English Language Units 1 & 2**	**VCE Literature Units 3 & 4 & VCE English Language Units 3 & 4**
	Year 10 English & Year 10 Literature Elective (1 semester)	**VCE English Units 1 & 2 & VCE Literature Units 1 & 2**	**VCE English Units 3 & 4 & VCE Literature Units 3 & 4**

* **EAL:** The English as an Additional Language (EAL) pathway is only available to students who have been informed that they qualify for this option. The "Year 10 EAL group" would be taken instead of "Year 10 English," however this class will only run if there are sufficient numbers.

Of all the studies students undertake in their secondary schooling, English holds a position of unparalleled importance. In Year 10, a student's English studies are of particular significance, serving as both a prerequisite consideration for the VCE, and by providing the opportunity to trial the two specialist English pathways – ***English Language*** and ***Literature***. Although Pathways staff will look at a student's overall progress (across their Year 10 year), it is largely their performance in their English study that will affect whether they are recommended for a full VCE year (the following year). As the only compulsory subject required for the VCE certificate, it is important that students are generally performing "at the expected level" ("C" level or above) in Year 10 English, to demonstrate their capacity to successfully undertake the significantly more difficult VCE English.

Furthermore, once a student undertakes their VCE, success in their VCE English study is crucial for students to both obtain their VCE Certificate and to achieve a competitive ATAR score (student ranking score used for tertiary applications). To receive the VCE certificate, students must pass at least three units from one of the VCE English studies: *English*, *EAL English*, *English Language* or *Literature*. To obtain an ATAR score students must pass both Units 3 and 4, in one of these three English studies. Furthermore, in Year 12 an English area study score must be used in conjunction with a student's top three study scores, for the purpose of generating the ATAR score (**see table below**). This means that a low study score in English will significantly reduce a student's pathway options. For all these reasons, it is crucial that students make strategic decisions about their choice of their English pathway, so that they can maximise their potential to score well in this influential core study.

Number of studies used to calculate ATAR:	**1st study score used**	**2nd study score used**	**3rd study score used**	**4th study score used**	**5th study score used**	**6th study score used**
Order of studies selected to calculate ATAR:	Compulsory English study	Highest scoring subject	2nd highest scoring subject	3rd highest scoring subject	4th highest scoring subject	5th highest scoring subject
Percentage of study score used for ATAR:	100%	100%	100%	100%	10% only	10% only
For example a, high performing, student's scores would be used as follows:	English 31=31	Physics 49=49	Maths Methods 47=47	French 46=46	Chemistry 45=4.5	General Maths 41=4.1

For many Year 9 students (or parents/guardians of such) it may seem "premature" to be considering the future consequences of English performance in regard to the VCE, or Year 12. However, while competitive performance in many specialised VCE studies may not require students to possess prior study-specific proficiency (and specialist knowledge), this is not the case in English. In the Victorian education system, English is part of a developmental continuum running from the beginning of primary school until the end of secondary school. As such, ideally, an academically competitive English student is one who becomes increasingly sophisticated throughout their schooling, continuously building upon prior skills and knowledge (within this continuum), leading up to their final Year 12 assessments.

While many students, currently in Year 9, might feel their progress in their English studies (at this time) does are not live up to this ideal, there is still sufficient time and opportunity ahead to make a significant difference. To maximise their potential to improve in their English studies, students should make their future English pathway choices carefully, allowing themselves to be guided by their teachers and the Pathways team. Although it is highly recommended that all students undertake a Year 10 elective study, it is important that such choices are made carefully, to suit both the individual's learning style and their needs.

There are several pathways by which students may satisfy the compulsory English requirement for the satisfactory completion of the VCE. The coursework in ***Mainstream VCE English*** draws significantly upon content covered by previous English studies (Years 7 to 10). Therefore, most students continue following this pathway and undertake mainstream ***VCE English*** (Units 1 to 4). Alternatively, some students choose to specialise in either ***VCE English Language*** or ***VCE Literature***, to fulfil the compulsory English requirement for the VCE. If a student was considering specialising, as such, then they should consider undertaking the equivalent Year 10 elective study, to ensure they are making an informed choice. Increasingly, many students are choosing to take on two VCE English studies, to maximise their potential to do well with this component of their ATAR score.

English

UNIT 1

DESCRIPTION:
In this unit, students read and respond to a set text in a personal mode. They also consider the idea of 'The Future' and how a range of mentor texts explore it. Students are required to construct their own written texts that engage with the idea. In doing so, they will enhance their capacity in writing to reflect, express, argue and explain.

OUTCOMES:
1. Reading and exploring texts - Produce a personal and analytical response to the set text.
2. Crafting Texts – Through the drafting process, construct four texts, in different purposes that engage with the idea of 'The Future'.

ASSESSMENT TASKS:
1. A personal response to set text.
2. An analytical response to the set text.
3. Construction of a texts, for different purposes in response to the idea of 'The Future'.

UNIT 2

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also analyse the use of argument, visuals and language in persuasive texts written in response to a contemporary issue and plan, produce and deliver a persuasive oral text.

OUTCOMES:
1. Reading and exploring texts- Produce analytical response to set text.
2. Exploring argument – Produce an analysis of persuasive texts within the context of a contemporary issue and present a persuasive oral text of their own construction.

ASSESSMENT TASKS:
1. A written analysis of the set text.
2. A written analysis of a persuasive text.
3. A persuasive Oral Presentation.
4. Examination.

UNIT 3

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also engage with a framework of ideas (yet to be determined by the school) and mentor texts that explore that idea and model powerful writing. They will produce their own written texts informed by purpose and audience.

OUTCOMES:
1. Reading and responding to texts – Produce an analytical response to the set texts.
2. Creating texts - Through the drafting process and in reference to mentor texts, construct texts, with different purposes that engage with the selected "Framework of Ideas"

ASSESSMENT TASKS:
1. An analytical response to set text.
2. Construction of texts, for different purposes, in response to the framework of ideas

UNIT 4

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also analyse the use of argument, visuals and language in persuasive texts written in response to a contemporary issue. Finally, they and plan, produce and deliver a persuasive oral text.

OUTCOMES:
1. Reading and Responding to Texts - Produce an analytical response to the set text.
2. Presenting Argument - Produce an analysis of persuasive texts within the context of a contemporary issue and present a persuasive oral text of their own construction.

ASSESSMENT TASKS:
1. An analytical response to the set text.
2. A written analysis of a persuasive text.
3. A persuasive Oral Presentation.
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: Pages - English and English as an Additional Language (EAL) (vcaa.vic.edu.au)

English as an Additional Language

UNIT 1

DESCRIPTION:
In this unit, students read and respond to texts. They also consider the idea of 'Creativity' and how a range of mentor texts explore it. Students are required to construct their own written texts that engage with the idea. In doing so, they will enhance their capacity to reflect, express, argue and explain in writing.

OUTCOMES:
1. Reading and exploring texts - Produce a response to the set text.
2. Crafting Texts – Through the drafting process, construct texts, for different purposes that engage with the idea of creativity.

ASSESSMENT TASKS:
1. A personal response to text.
2. An analytical response to the set text.
3. Construction of texts, for different purposes, in response to the idea of creativity.

UNIT 2

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also analyse the use of argument and plan, produce and deliver a persuasive oral text.

OUTCOMES:
1. Reading and exploring texts - Produce analytical response to set text.
2. Exploring argument – Produce an analysis of persuasive texts within the context of a contemporary issue and present a persuasive oral text of their own construction.

ASSESSMENT TASKS:
1. A written analysis of the set text.
2. A written analysis of a persuasive text.
4. A persuasive Oral Presentation.
5. Semester 2 Examination

UNIT 3

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also engage with the "Personal Journeys' framework of ideas and explore mentor texts that model powerful writing. They will produce their own written texts informed by purpose and audience.

OUTCOMES:
1. Reading and responding to texts – Produce an analytical response to the set text.
2. Creating texts - Through the drafting process and in reference to mentor texts, construct texts, with different purposes that engage with the selected 'Framework of Ideas'.
3. Listening to text.

ASSESSMENT TASKS:
1. An analytical response to set text.
2. Construction of texts, for different purposes, in response to the framework of idea
3. Comprehension of spoken texts through short answers and summary

UNIT 4

DESCRIPTION:
In this unit students read and respond to the set text analytically. They also analyse the use of argument, visuals and language in persuasive texts written in response to a contemporary issue. Finally, they plan, produce and deliver a persuasive oral text.

OUTCOMES:
1. Reading and Responding to Texts - Produce an analytical response to the set text.
2. Presenting argument - Produce an analysis of persuasive texts within the context of a contemporary issue and present a persuasive oral text of their own construction.

ASSESSMENT TASKS:
2. An analytical response to the set text.
3. A written analysis of a persuasive text.
4. A persuasive Oral Presentation
5. Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: Pages - English and English as an Additional Language (EAL) (vcaa.vic.edu.au)

English Language

UNIT 1

DESCRIPTION:
Students explore the nature and functions of the English language. The relationship between the dominant modes of speech and writing, and the impact of situational and cultural contexts on language choice are also considered. They investigate children's ability to acquire language across a range of subsystems, and theories relating to this process. They consider factors contributing to language change over time and the globalisation of English, as well as the impact of this on other languages.

OUTCOMES:
1. The Nature and Functions of Language - Identify and describe primary aspects of the nature and functions of human language.
2. Language Acquisition - Identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

ASSESSMENT TASKS:
1. Language Features - Short Answer Questions
2. Language Acquisition Oral Presentation
3. Examination

UNIT 2

DESCRIPTION:
Students explore the nature and functions of the English language. The relationship between the dominant modes of speech and writing, and the impact of situational and cultural contexts on language choice are also considered. They investigate children's ability to acquire language across a range of subsystems, and theories relating to this process. They consider factors contributing to language change over time and the globalisation of English, as well as the impact of this on other languages.

OUTCOMES:
1. English Across Time - Identify and describe language change and its effects on the English language and analyse attitudes to language change.
2. Englishes In Contact - Identify and explain the effects of the global spread of English through spoken and written texts.

ASSESSMENT TASKS:
1. Language Change Task
2. Language Globalisation Task
3. Unit 2 Examination

UNIT 3

DESCRIPTION:
Students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. They focus on the role of language in different identities, including personal, cultural and national varieties, in a range of texts. The roles of Standard and non-Standard English are considered, as are a wide range of other language features.

OUTCOMES:
1. Informality – Identify, describe and analyse distinctive features of informal language in written and spoken texts.
2. Formality - Identify, describe and analyse distinctive features of formal language in written and spoken texts.

ASSESSMENT TASKS:
1. Short Answer Questions, and an Essay or Analytical Commentary
2. Short Answer Questions, and an Essay or Analytical Commentary

UNIT 4

DESCRIPTION:
Students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. They focus on the role of language in different identities, including personal, cultural and national varieties, in a range of texts. The roles of Standard and non-Standard English are considered, as are a wide range of other language features.

OUTCOMES:
1. Language Variation in Society - Examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity.
2. Individual and Group Identities - Analyse the role of language in reflecting, imposing, negotiating and conveying individual and group identities.

ASSESSMENT TASKS:
1. Short Answer Questions and an Essay or Analytical Commentary
2. Short Answer Questions and an Essay or Analytical Commentary
3. Semester 2 Exam
4. External Exam

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.asp

Literature

UNIT 1

DESCRIPTION:
In reading practices, students consider language, structure and stylistic choices in different literary forms and types of text. For Exploration of literary movements and genres, students explore the concerns, ideas, style and conventions common to a distinctive type of literature.

OUTCOMES:
1. Respond to a range of texts through close analysis
2. Respond to one complete text alongside multiple other samples of the selected movement or genre.

ASSESSMENT TASKS:
1. Analytical essay
2. Creative response
3. Semester 1 Examination
4. At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school based decision.

UNIT 2

DESCRIPTION:
In Voices of Country, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. The text in its context involves focus on a text and its historical, social and cultural context.

OUTCOMES:
1. Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators
2. Analyse and respond to the representation of a specific time period and/or culture explored in a text

ASSESSMENT TASKS:
1. Research and presentation
2. Close analysis of selected passages
3. Semester 2 Examination
4. At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school-based decision.

UNIT 3

DESCRIPTION:
Adaptations and transformations focus on how the form of a text contributes to its meaning. In Developing interpretations, students explore the different ways we can read and understand text.

OUTCOMES:
1. Close analysis of textual detail and discussion of the extent to which meaning changes when that text is adapted to a different form.
2. Interpretations of a text informed by the ideas, views and values and a supplementary reading.

ASSESSMENT TASKS:
1. Close textual analysis, using a key passage
2. Analysis of how textual form influences meaning
3. Part A: Initial interpretation of a text's views, values and context
4. Part B: Subsequent interpretation that analyses the initial interpretation

UNIT 4

DESCRIPTION:
Creative responses to texts involves exploring the imaginative techniques used for creating and recreating a literary work. Close analysis of texts focuses on textual details to examine the ways specific passages in a text contribute to the overall understanding of the whole text.

OUTCOMES:
1. Respond creatively to a text and comment critically on both the original text and creative response
2. Analyse literary forms, features and language to present a coherent view of a whole text

ASSESSMENT TASKS:
1. Creative response to a text
2. Close analysis of a text
3. VCAA Examination

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx

HEALTH/PE/OUTDOOR EDUCATION

Health and Human Development

UNIT 1

DESCRIPTION:
In this unit students will learn about Health and Wellbeing as a concept with varying and evolving perspectives and definitions.

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

ASSESSMENT TASKS:
1. Written report
2. Structured questions
3. Case study analysis

UNIT 2

DESCRIPTION:
In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood.

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

ASSESSMENT TASKS:
1. Written reports
2. Structured questions
3. Case study analysis

UNIT 3

DESCRIPTION:
Students will look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health as a global concept.

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

ASSESSMENT TASKS:
1. Written report
2. Structured questions including data analysis
3. Case study analysis

UNIT 4

DESCRIPTION:
Students examine health and wellbeing and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

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

ASSESSMENT TASKS:
1. Case study analysis
2. Structured questions, including data analysis.
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx

Outdoor and Environmental Studies

UNIT 1

DESCRIPTION:
Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. Please Note: Students will participate in two outdoor camps during Unit 1 & 2.

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

ASSESSMENT TASKS:
1. Journal / report of outdoor experiences
2. Case study analysis and data analysis
3. Oral presentations and tests
4. Practical reports in non-text format
5. Written responses

UNIT 2

DESCRIPTION:
Students will focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

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

ASSESSMENT TASKS:
1. Journal / report of outdoor experiences
2. Case study analysis and data analysis
3. Oral presentations and tests
4. Practical reports in non-text format
5. Written Responses

UNIT 3

DESCRIPTION:
Students will focus on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia, including the impacts on outdoor environments. Please note: Students will participate in two outdoor camps during Unit 3 & 4

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

ASSESSMENT TASKS:
1. Journals or reports demonstrating links between theory and practical components
2. Written reports
3. Structured questions

UNIT 4

DESCRIPTION:
Students explore the sustainable use and management of outdoor environments.

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

ASSESSMENT TASKS:
1. Journals or reports demonstrating links between theory and practical components.
2. Written reports
3. Structured questions
4. VCAA Examination - External

Costs Involved:
In 2024 VCE Outdoor Education have run a combination of camps and day trips and pay as you go system. 2025 costs are to be confirmed.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx

Physical Education

UNIT 1

DESCRIPTION:
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

OUTCOMES:
1. Analyse and explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.
2. Analyse and explain how the how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

ASSESSMENT TASKS:
1. Reflective portfolio
2. Tests
3. Written reports
4. Laboratory reports

UNIT 2

DESCRIPTION:
In this unit students develop an understanding of physical activity, sport and society from a participatory perspective.

OUTCOMES:
1. Analyse data related to levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT TASKS:
1. Reflective portfolio
2. Tests
3. Written reports
4. Laboratory reports

UNIT 3

DESCRIPTION:
Students will be introduced to biomechanical and skill acquisition principles used to analyse human movement. Students will investigate the relative contribution and interplay of the energy systems, causes of fatigue and strategies to promote recovery and the acute responses to physical activity.

OUTCOMES:
1. Analyse and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

ASSESSMENT TASKS:
1. Structured questions
2. Laboratory reports
3. Written reports

UNIT 4

DESCRIPTION:
Students analyse movement skills and apply relevant training principles and methods to improve performance.

OUTCOMES:
1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.
3. Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

ASSESSMENT TASKS:
1. Structured questions
2. Laboratory reports
3. Reflective folio
4. Written reports
5. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx

HUMANITIES

Geography

UNIT 1

DESCRIPTION:
Students will examine hazards and hazard events, before engaging in a study of 2 specific hazards. Through studying Bushfires & Biological hazards, students will explore the processes involved with hazards and hazard events, including their causes and impacts, human reactions to hazard events & links between human activities & natural phenomena. Students then investigate responses to these hazards, including attempts to reduce vulnerability to hazardous events, which can result in a disaster.

OUTCOMES:
1. Characteristics of hazards - Analyse and explain the nature of hazards and impacts of hazard events.
2. Hazard and disaster responses - Judge the nature and effectiveness of responses to hazards & disasters.

ASSESSMENT TASKS:
1. Bushfire Mapping Test
2. SAC test on Bushfires
3. Fieldwork on Bushfires
4. Data Analysis SAC test on Biological Disasters
5. Case study on Ebola
6. Semester Examination

UNIT 2

DESCRIPTION:
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 then its impacts on people, places and environments. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. They will also participate in local fieldwork to explore the positive and negative impacts of tourism.

OUTCOMES:
1. Characteristics of tourism - Analyse, describe & explain the nature of tourism at a range of scales
2. Impact of tourism - Explain the impacts of tourism and evaluate tourism management

ASSESSMENT TASKS:
1. SAC test on Tourism
2. Fieldwork report for Tourism
3. Case study on Tourism in Vietnam
4. Data Analysis of tourism in Australia
5. Mapping Task
6. Semester Examination

UNIT 3

DESCRIPTION:
Students will study geographical changes to the earth's land cover and land use. Land cover includes the different natural ecosystems, such as forests, as well as land covered by ice and water. Land cover is altered naturally by geomorphological events, or to produce a range of land uses to satisfy the needs of humans. Land use will see the students use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change at a local area.

OUTCOMES:
1. Land Cover Change - To investigate the processes of land cover change and its impacts.
2. Changing Land Use - To analyse, describe and explain land use change and assess its impact.

ASSESSMENT TASKS:
1. Analysis of Geographical Data
2. Case studies on Forests and Glaciers and Ice sheets
3. Fieldwork Report
4. SAC on Land Use Change

UNIT 4

DESCRIPTION:
Students investigate the Geography of human populations, by exploring the patterns of population change, movement and distribution. Students then focus on how governments have responded to those changes in different parts of the world. Students study population dynamics through an investigation of 2 significant population trends in different parts of the world: ageing and growing populations. They examine the dynamics of populations and the economic, social and environmental impacts on people and places.

OUTCOMES:
1. Population Dynamics - To analyse, describe & explain population dynamics on a global scale
2. Population Issues & Challenges - To analyse, describe & explain key population issues and challenges

ASSESSMENT TASKS:
1. Population Dynamics: Data Analysis
2. Population Change: Issues and Challenges
3. Population Case Studies
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx

Ancient History

UNIT 1 - ANCIENT MESOPOTAMIA

DESCRIPTION:
Students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources relating to the origins of civilisation.

OUTCOMES:
1. Discovering Civilisation – Explain the features and development of civilisation in Mesopotamia.
2. Ancient Empires – Explain continuity and change in Mesopotamia.

ASSESSMENT TASKS:
1. Evaluation of historical interpretations
2. An essay

UNIT 2 - ANCIENT EGYPT

DESCRIPTION:
Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished, and fell around the banks of this great river. This unit highlights the importance of primary sources relating to Old and Middle Kingdom Egypt.

OUTCOMES:
1. Egypt: The Double Crown – Explain features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.
2. Middle Kingdom Egypt: Power and propaganda – Explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

ASSESSMENT TASKS:
1. Analysis of primary sources
2. Historical Inquiry
3. Examination

UNIT 3 - ANCIENT EGYPT

DESCRIPTION:
Students investigate the features of life during the New Kingdom Egypt. Specifically, they will examine social, political and economic features, and the causes and consequences of warfare. The second Outcome asks students to investigate the Amarna Period. They will explore how and why key individuals caused religious and political tensions and later restored the status quo.

OUTCOMES:
1. Living in an ancient society
2. People in power, societies in crisis

ASSESSMENT TASKS:
1. Primary source analysis
2. An essay

UNIT 4 – ANCIENT GREECE

DESCRIPTION:
Students investigate the features of Athens and Sparta during the Archaic Period. They compare systems political control, warfare and the significance of social and economic institutions. Students also investigate the conflict of the Peloponnesian War between the Athenian Empire and the Peloponnesian League. They examine the role of key individuals in shaping the causes, course and consequences of this crisis.

OUTCOMES:
1. Living in an ancient society.
2. People in power, societies in crisis.

ASSESSMENT TASKS:
1. Historical inquiry
2. Source analysis
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

Modern History

(Previously 20th Century History)

UNIT 1	UNIT 2
DESCRIPTION: History explores the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students investigate the impact of the treaties, which ended the Great War and consider the aims, achievements and limitations of the League of Nations. They also focus on social life and cultural expression in the 1920s and 1930s with a particular focus on Germany during the Weimar and Nazi period. **OUTCOMES:** 1. Ideology and Conflict - Analyse key ideas and movements that emerged in the 20th Century 2. Social and Cultural Change - Analyse social and cultural change in the inter-war period **ASSESSMENT TASKS:** 1. Primary Source Analysis 2. Essay 3. Historical Inquiry 4. Source Analysis	**DESCRIPTION:** In this area of study, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 - 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. **OUTCOMES:** 1. Causes, course and consequences of the Cold War – Analyse consequences of the Cold War on nations and people 2. Challenge and Change - Analyse significant changes and challenges to existing political and social orders in the second half of the twentieth century **ASSESSMENT TASKS:** 1. Primary Source Analysis 2. Essay 3. Historical Inquiry 4. Source Analysis

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

Revolutions History

UNIT 3	UNIT 4
DESCRIPTION: Revolutions examines the causes and consequences of the American Revolution. The first section explores the ideas, individuals, movements and events that led to the Declaration of Independence in 1776. The second section looks at the tension between the revolutionaries' utopian visions and the world they actually created from 1776 to 1789. **OUTCOMES:** 1. Causes of Revolution 2. Consequences of Revolution **ASSESSMENT TASKS:** 1. Analyse and evaluate the key causes of the revolution 2. Analyse the consequences of the revolution and the changes it brought	**DESCRIPTION:** In this unit students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. The Russian Revolution is the focus of this Unit. **OUTCOMES:** 1. Causes of Revolution 2. Consequences of Revolution **ASSESSMENT TASKS:** 1. Analyse and evaluate the key causes of the revolution 2. Analyse the consequences of the revolution and changes it brought 3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

LANGUAGES

French

UNIT 1

DESCRIPTION:
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Participate in a conversation, interview or role-play film
2. Listen to a conversation and view a map to write directions
3. Read an article and listen to an announcement to write instructions
4. Write an imaginative children's story.

ASSESSMENT TASKS:
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

UNIT 2

DESCRIPTION:
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Write a personal answer to an email
2. Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society
3. Narrate a life story, event or incident that highlights an aspect of culture presentation

ASSESSMENT TASKS:
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

UNIT 3

DESCRIPTION:
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Personal or imaginative piece
2. Listening/Reading/Viewing Comprehension Task
3. Resolution of an issue

ASSESSMENT TASKS:
1. Writing
2. Listening
3. Speaking

UNIT 4

DESCRIPTION:
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Reading Comprehension Task - Analyse and use information from written texts
2. Detailed Study Writing Task - Express ideas through the production of an original written text
3. Interview - Exchange information, opinions and experiences in a conversation

ASSESSMENT TASKS:
1. Writing
2. Listening
3. Speaking
4. VCAA Examination - Oral & Written - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/Pages/Index.aspx

German

UNIT 1

DESCRIPTION:
The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Written Response - Produce a written personal response
2. Listening and Reading Task - Listen to, read and obtain information from written and spoken texts
3. Oral Presentation - Establish and maintain a spoken exchange

ASSESSMENT TASKS:
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

UNIT 2

DESCRIPTION:
The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Spoken Exchange - Establish and maintain a spoken exchange
2. Reading and Listening Task - Listen to, read and obtain information from written and spoken texts
3. Written Response - Produce a written personal response

ASSESSMENT TASKS:
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

UNIT 3

DESCRIPTION:
The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Personal or imaginative piece
2. Listening/Reading/Viewing Comprehension Task
3. Resolution of an issue

ASSESSMENT TASKS:
1. Writing
2. Listening
3. Speaking

UNIT 4

DESCRIPTION:
The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

OUTCOMES:
1. Reading Comprehension Task – Analyse and use information from written texts
2. Detailed Study Writing Task - Express ideas through the production of an original written text
3. Interview -Exchange information, opinions and experiences in a conversation

ASSESSMENT TASKS:
1. Writing
2. Listening
3. Speaking
4. VCAA Examination – Oral & Written - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/german/Pages/Index.aspx

MATHEMATICS

Mathematics Pathways

(In order of increasing difficulty)

YEAR 10 (Victorian Curriculum Standards)	YEAR 11	YEAR 12
Mathematics - Level 10 or 10A	Nil	Nil
Mathematics - Level 10 or 10A	Foundation Mathematics 1 & 2	Foundation Mathematics 3 & 4
Mathematics - Level 10 or 10A	General Mathematics 1 & 2	General Mathematics Units 3 & 4 **OR** Foundation Mathematics Units 3&4
Mathematics - Level 10A	Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4
Mathematics - Level 10A	General Mathematics Units 1 & 2 **AND** Mathematical Methods Units 1 & 2	General Mathematics Units 3 & 4 **AND / OR** Mathematical Methods Units 3 & 4
Mathematics - Level 10A	Mathematical Methods Units 1 & 2 **AND** Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4
Mathematics - Level 10A	Mathematical Methods Units 1 & 2 **AND** Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4 **AND** Specialist Mathematics Units 3 & 4
Mathematics - Level 10A	General Mathematics Units 1 & 2 **AND** Mathematical Methods Units 1 & 2 **AND** Specialist Mathematics Units 1 & 2	General Mathematics Units 3 & 4 **AND** Mathematical Methods Units 3 & 4 **AND** Specialist Mathematics Units 3 & 4

VCE Mathematics

Mathematics is not a compulsory subject in VCE. However, it is often a prerequisite for degree programs and students should complete their own research into their preferred tertiary pathway including checking the *VTAC Prerequisites* for their year of tertiary entry guide.

Foundation Mathematics

Foundation Mathematics will be offered as a Unit 1 and 2 course for year 11 students, and for the first time in Victoria, a Unit 3 and 4 course for year 12 students.

Foundation Mathematics is suitable for students considering a future TAFE course, apprenticeship or traineeship and builds on the study of concepts taught in previous years.

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

General Mathematics

General Mathematics may be required for entry into some University courses. The course is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Many new concepts are introduced that have not been studied in previous years.

Students transferring into this course after commencement of unit 1 may need to undertake supplementary study as material already covered may be assumed knowledge for future topics.

Mathematical Methods

Mathematical Methods Units 1 – 4 provide for the study of simple elementary functions, transformations and combinations of these functions and their graphs, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Mathematical Methods may be required for further study in University courses such as science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Specialist Mathematics

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as graph theory and logic, complex numbers, vectors, differential equations, kinematics, and statistical inference.

Specialist Mathematics provides the background required for advanced studies in University courses in mathematics and other STEM fields.

Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Foundation Mathematics

UNIT 1

DESCRIPTION:
Provides for the continuing mathematical development of students with respect to problems encountered in practical contexts encountered in everyday life at home, in the community, at work and in study.

The areas of study involve topics such as Number, Statistics, Financial and Consumer Maths, and Geometry. This course provides students with the skills required to undertake Year 12 studies in Foundation Mathematics Units 3 & 4.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Apply computational thinking and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Number
2. Data analysis
3. Consumer mathematics
4. Geometry and measurement
5. Mathematical investigation
6. Examination

UNIT 2

DESCRIPTION:
The focus is to extend the breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work, personal or other familiar situations.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Apply computational thinking and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Algebra
2. Summarising and interpreting data
3. Financial mathematics
4. Interpreting scale and timetables
5. Mathematical Investigation
6. Examination

UNIT 3

DESCRIPTION:
Students will study concepts from the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics, 'Financial and consumer mathematics', 'Space and measurement'.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Apply computational thinking and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Mathematical investigation
2. Mathematical investigation

UNIT 4

DESCRIPTION:
Students will study concepts from the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics, 'Financial and consumer mathematics', 'Space and measurement'.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Apply computational thinking and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Mathematical investigation
2. Mathematical investigation

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationmathematics/Pages/Index.aspx

General Mathematics

UNIT 1

DESCRIPTION:
This Unit prepares students for a broad range of courses of study involving relevant topics such as Statistics, Financial Mathematics, Matrices and Networks. This course provides students with the skills required to undertake Year 12 studies in General Mathematics Units 3 & 4.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Martices
2. Sequences and Financial Maths
3. Networks
4. Mathematical Investigations
5. Examination 1 (Multiple Choice)
6. Examination 2 (Extended Response)

UNIT 2

DESCRIPTION:
This Unit prepares students for a broad range of courses of study involving relevant topics such as Statistics, Financial Mathematics, and Networks. This course provides students with the skills required to undertake Year 12 studies in General Mathematics Units 3 & 4.

OUTCOMES:
1. Define key concepts and apply mathematical procedures.
2. Apply concepts and techniques to analyse problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Univariate Data
2. Bivariate Data
3. Mathematical investigations
4. Examination 1 (Multiple Choice)
5. Examination 2 (Extended Response)

UNIT 3

DESCRIPTION:
Students will investigate data distributions of one or more variables to analyse statistical models by using technology. These will include data analysis, associations between two variables and time series. Students will study recursion and financial modelling in a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Application Task
2. Modelling or problem solving task.

UNIT 4

DESCRIPTION:
This area of study will comprise the study of Matrices and Networks and decision mathematics. Students should have an understanding of both by-hand and technology approaches to solving problems.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Modelling or problem-solving task
2. Modelling or problem-solving task
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx

Mathematics Methods

UNIT 1

DESCRIPTION:
Students will explore elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply a variety of techniques, routines and processes both with and without appropriate technology. Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select & use technology to develop maths ideas

ASSESSMENT TASKS:
1. Linear Functions and Coordinate Geometry
2. Quadratic Functions
3. Graphs, Functions and Relations
4. Polynomials and Transformations
5. Probability
6. Mathematical investigation
7. Unit 1 Examination 1 (Technology Free)
8. Unit 1 Examination 2 (Technology Active)

UNIT 2

DESCRIPTION:
Students will explore elementary functions of a single real variable, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply a variety of techniques, routines and processes both with and without appropriate technology.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

ASSESSMENT TASKS:
1. Exponential and Logarithmic Functions
2. Circular Functions
3. Matrices and Transformations
4. Introduction and applications of Calculus
5. Mathematical investigation
6. Unit 2 Examination 1 (Technology Free)
7. Unit 2 Examination 2 (Technology Active)

UNIT 3

DESCRIPTION:
Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse non-routine problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Application Task

UNIT 4

DESCRIPTION:
Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology.

OUTCOMES:
1. Define key concepts and apply a range of mathematical procedures.
2. Apply concepts and techniques to analyse nonroutine problems.
3. Select and use technology to develop mathematical ideas.

ASSESSMENT TASKS:
1. Modelling or problem-solving task - Integration
2. Modelling or problem-solving task - Probability and Statistics
3. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx

Specialist Mathematics

UNIT 1	UNIT 2
DESCRIPTION: Students apply techniques, routines and processes involving rational, real & complex arithmetic, lists & tables, diagrams & geometric constructions, algebraic manipulation, equations & graphs with & without the use of technology. This study has a focus on interest in the discipline of mathematics in its own right & investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. **OUTCOMES:** 1. Define key concepts and apply a range of mathematical procedures. 2. Apply concepts & techniques to analyse non-routine problems. 3. Select & use technology to develop mathematical ideas. **ASSESSMENT TASKS:** 1. Algebra 2. Number and Proof 3. Geometry 4. Complex Numbers 5. Mathematical investigation 6. Unit 1 Examination 1 (Technology Free) 7. Unit 1 Examination 2 (Technology Active	**DESCRIPTION:** Students apply techniques, routines and processes involving rational, real and complex arithmetic, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. This study has a focus on interest in the discipline of mathematics in its own right 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. **OUTCOMES:** 1. Define key concepts & apply a range of mathematical procedures. 2. Apply concepts & techniques to analyse non-routine problems. 3. Select & use technology to develop mathematical ideas. **ASSESSMENT TASKS:** 1. Vectors 2. Kinematics 3. Mechanics 4. Trigonometry 5. Graphing Techniques 6. Mathematical investigation 7. Unit 2 Examination 1 (Technology Free) 8. Unit 2 Examination 2 (Technology Active)

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA Web Link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx

UNIT 3	UNIT 4
DESCRIPTION: Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology. **OUTCOMES:** 1. Define key concepts and apply a range of mathematical procedures. 2. Apply concepts and techniques to analyse non-routine problems. 3. Select and use technology to develop mathematical ideas. **ASSESSMENT TASKS:** 1. Application Task	**DESCRIPTION:** Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology. **OUTCOMES:** 1. Define key concepts and apply a range of mathematical procedures. 2. Apply concepts and techniques to analyse nonroutine problems. 3. Select and use technology to develop mathematical ideas. **ASSESSMENT TASKS:** 1. Modelling or problem-solving task 2. Modelling or problem-solving task - Mechanics VCAA Examination - External
Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity. VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx	

PERFORMING

Music Performance

UNIT 1	UNIT 2
DESCRIPTION: This unit focuses on building student's performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They identify technical, expressive and stylistic challenges to works they are preparing for performance and endeavour to address these challenges. They also create a folio of brief creative responses to compositional devices. **OUTCOMES:** 1. Performing - Student should be able to perform solo and group works and demonstrate instrumental techniques 2. Creating – Students should be able to create a folio of responses that describe music elements, concepts and compositional devices 3. Analysing and Responding - Students should be able to recognise scales, intervals and chords and analyse music **ASSESSMENT TASKS:** 1. Solo/Group/Ensemble Performances 2. Folio 3. Aural/Written theory 4. Analysis of music	**DESCRIPTION:** This unit prepares students to present convincing performances of group and solo works. They develop instrumental techniques and an understanding of performance conventions they can use to enhance their performances. Students demonstrate musical techniques relevant to the performance of selected works. **OUTCOMES:** 1. Performing - Student should be able to perform solo and group works and demonstrate instrumental techniques 2. Creating – Students should be able to create a folio of responses that focus on the possibility of creating effect in music 3. Analysing and Responding - Students should be able to recognise scales, intervals and chords and analyse music **ASSESSMENT TASKS:** 1. Solo/Group/Ensemble Performances 2. Folio 3. Aural/Written theory 4. Analysis of music
Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity. Unit 1 – 4 Auralia Charge: Software package - extend musical ear training through drill based learning and provides an opportunity for effective, independent home study. VCAA Web Link: Units 3 & 4 Pages - VCE Music Units 1 and 2 (vcaa.vic.edu.au)	

UNIT 3

DESCRIPTION:

This unit prepares students to present convincing performances of group, solo and ensemble works. They develop instrumental techniques and an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis. Students will be able to choose which stream of the subject they do; between Contemporary and Repertoire.

- Students who choose the contemporary stream will be able to focus on works from genres such as pop, rock & jazz etc.
- Students who choose the repertoire stream will be able to focus on works from genres such as classical, baroque, musical theatre and romantic etc.

UNIT 3 - CONTEMPORARY STREAM

OUTCOMES:

1. Performing - Student should understand strategies for formulating a performance program.
2. Analysing for Performance – Student should be able to demonstrate technical work and exercises and discuss the use of musical elements, concepts, and compositional devices in chosen works.
3. Responding - Students should be able to recognise scales, intervals and chords, discuss a performer's interpretation and manipulation of music elements and concepts in works and analyse music.

ASSESSMENT TASKS:

1. Solo/Group/Ensemble Performances and a statement of intent.
2. Technical Sac (PowerPoint Presentation considering the difficult passages in their chosen works and creating technical exercises to address them)
3. Aural/Written theory
4. Analysis of music

OR

UNIT 3 - REPERTOIRE STREAM

OUTCOMES:

1. Performing - Student should understand strategies for formulating a performance program.
2. Analysing for Performance – Student should be able to demonstrate technical work and exercises and discuss the use of musical elements, concepts and compositional devices in chosen works.
3. Responding - Students should be able to recognise scales, intervals, and chords, discuss a performer's interpretation and manipulation of music elements and concepts in works and analyse music.

ASSESSMENT TASKS:

1. Solo/Group/Ensemble Performances and a statement of artistic and practical considerations behind their chosen program.
2. Technical Sac (PowerPoint Presentation considering the difficult passages in their chosen works and creating technical exercises to address them)
3. Aural/Written theory
4. Analysis of music

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
Unit 1 – 4 Auralia Charge: Software package - extend musical ear training through drill based learning and provides an opportunity for effective, independent home study.
VCAA Web Link: Units 3 & 4 4 https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-performance/Pages/ContemporaryPerformance.aspx

UNIT 4

DESCRIPTION:

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present at the end of year examination. They continue to address challenges to works they are preparing for performance and to strengthen their listening, aural, theoretical, and analytical skills.

Students who choose contemporary or repertoire will both complete the same outcomes and assessments in Unit 4 (just on different genres of music)

OUTCOMES:

1. Performing - Student should understand strategies for formulating a performance program.
2. Analysing for Performance – Student should be able to demonstrate technical work and exercises and discuss the use of musical elements, concepts and compositional devices in chosen works.
3. Responding - Students should be able to recognise scales, intervals and chords, discuss a performer's interpretation and manipulation of music elements and concepts in works and analyse music.

ASSESSMENT TASKS:

1. Music Performance Exam (externally assessed)
2. Performance preparation - technical SAC (internally assessed)
3. VCAA Examination – aural and written theory and music analysis – External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

Unit 1 – 4 Auralia Charge: Software package - extend musical ear training through drill based learning and provides an opportunity for effective, independent home study.

VCAA Web Link: Units 3 & 4 4
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-performance/Pages/ContemporaryPerformance.aspx

Drama

UNIT 1 INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES	UNIT 2 CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY
DESCRIPTION: In this unit students study 3 or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of storytelling to devise performances. This unit focuses on creating, presenting and analysing an ensemble performance, that goes beyond representations of reality. This unit also involves analysis of the student's own performance work and a work by professional drama performers **OUTCOMES:** 1. Creating a devised performance 2. Presenting a devised performance 3. Analysing a devised performance 4. Analysing and evaluating a professional drama performance **ASSESSMENT TASKS:** 1. Devise and develop a work of Drama 2. Perform devised work 3. Analysis of your own work 4. Respond to structured questions about an external performance.	**DESCRIPTION:** In this unit students study aspects of Australian identity and contemporary drama practice. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo performance inspired by Australian stimulus material, in addition to viewing a piece of Australian theatre. **OUTCOMES:** 1. Using Australia as inspiration 2. Presenting a devised performance 3. Analysing and evaluating a devised performance 4. Analyse and evaluating an Australian drama performance **ASSESSMENT TASKS:** 1. Creation and documentation of a Solo Performance 2. Solo performance 3. A written analysis of their devised solo 4. Analysis and evaluation of an Australian performance
Costs Involved: Excursions and/or Incursions will be charged prior to the activity. VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/drama/pages/index.aspx	

UNIT 3
DEVISE ENSEMBLE PERFORMANCE

DESCRIPTION:

This unit focuses on drama from a diverse range of contemporary Drama practices. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select production areas and conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. A professional performance that incorporates a range of performance style/s and production areas selected from the prescribed list will also be analysed

OUTCOMES:

1. Devising and presenting ensemble performance
2. Analysing and evaluating a devised performance
3. Analyse and evaluate a professional performance selected from the prescribed play list.

ASSESSMENT TASKS:

1. Devising and presenting an ensemble performance (Folio and Performance Evening)
2. Written analysis and evaluation of the playmaking process
3. Written analysis and evaluation of an external performance

UNIT 4
SOLO PERFORMANCE

DESCRIPTION:

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop and demonstrate techniques of devising a solo performance work, giving particular focus to the transformation of time, place and character, as well as the application of symbol. In addition, students will provide a statement describing their use of techniques in the context of their piece. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority, in addition to analysing and evaluating the process of creating said solo. Students will also prepare for a written exam.

OUTCOMES:

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

ASSESSMENT TASKS:

1. Short solo performance and explanation statement
2. Creation and performance of a solo (external exam)
3. Written analysis and evaluation of a solo performance
4. VCAA Examination (performance and written) – External

Costs Involved: Approximately $100.00 each. Excursions and/or Incursions will be charged prior to the activity. VCAA Student Written Exam - information via Compass. VCAA Web Link https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Drama/Pages/Index.aspx

SCIENCE

Possible Pathways for Science

	Year 10	Year 11	Year 12
Biology to Year 12	Year 10 Biology **OR** Chemistry **Recommended:** Both above units	Unit 1 & 2 Biology	Unit 3&4 Biology
Advanced placement in Biology	Unit 1 & 2 Biology **&** 10 Physics **and / or** Chemistry	Unit 3 & 4 Biology Unit 1&2 Chemistry **and / or** Unit 1&2 Physics	Unit 3 & 4 Chemistry **and / or** Unit 3&4 Physics
Chemistry to Year 12	Chemistry **Recommended**: Math – level 10	Unit 1 & 2 Chemistry **Recommended** Unit 1 & 2 Math Methods	Unit 3 & 4 Chemistry
Physics to Year 12	Year 10 Physics **Recommended**: Math – level 10	Unit 1 & 2 Physics **Recommended** Unit 1&2 Math Methods	Unit 3 & 4 Physics
Advanced placement in Physics	Unit 1 & 2 Physics **Recommended**: 10 Chemistry & 10 Math – level 10	Unit 3 & 4 Physics **Recommended**: Unit 1 & 2 Math Methods **and / or** Unit 1 & 2 Specialist Math **Optional** Unit 1 & 2 Chemistry	Unit 3 & 4 Chemistry
Psychology to Year 12	Year 10 Introduction to Psychology **Recommended:** 10 Biology **or** 10 Environmental Science	Unit 1 & 2 Psychology	Unit 3 & 4 Psychology
Advanced placement in Psychology	Unit 1 & 2 Psychology **Recommended:** 10 Biology	Unit 3 & 4 Psychology **Optional**: Unit 1&2 Biology	**Optional**: Unit 3 & 4 Biology

Biology

UNIT 1

DESCRIPTION:
In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They focus on cell growth, replacement and differentiation. They explore the functioning of systems within plants (vascular) and animals' ability to maintain homeostasis.

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

ASSESSMENT TASKS:
1. Cells and their membranes practical
2. Cell Cycle test
3. Glucoregulation investigation
4. Enzyme Self-Designed Investigation
5. Examination

UNIT 2

DESCRIPTION:
In this unit students focus on reproduction from generation to generation and its impact on species diversity. They link chromosomes to meiosis and consider the impact of environment on phenotype. Students analyse advantages and disadvantages of sexual and asexual reproduction including cloning technologies. The interdependence between species is explored with focus on the role of keystone species.

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

ASSESSMENT TASKS:
1. Case Study Inheritance
2. Adaptations Investigation
3. Bioethics Analysis Poster
4. Examination

UNIT 3

DESCRIPTION:
In this unit, students investigate the workings of the cell from several perspectives. They explore the chemistry of the cell in relation to nucleic acids and proteins. They explore the manipulation of DNA through biotechnology. Students explore the pathways in metabolic reactions, specifically photosynthesis and cellular respiration and explore the possibilities of enhancing plant yields through the use of genetic technologies.

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

ASSESSMENT TASKS:
1. Ethical evaluations of Biotechnology
2. Case study of evolutionary trends

UNIT 4

DESCRIPTION:
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 consider how it responds to everchanging and emerging diseases.

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

ASSESSMENT TASKS:
1. Data analysis related to disease
2. Case study of evolutionary trends
3. AOS3 Design Investigation
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

Chemistry

UNIT 1

DESCRIPTION:
Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

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

ASSESSMENT TASKS:
1. Problem solving with chemical bonding
2. Analysis of two practical reports
3. Research Investigation
4. Examination

UNIT 2

DESCRIPTION:
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.

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

ASSESSMENT TASKS:
1. Analysis and evaluation of chemical innovation in water
2. Water analysis practical
3. Scientific Poster
4. Examination

UNIT 3

DESCRIPTION:
In this area of study students focus on analysing and comparing a range of fuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment.

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

ASSESSMENT TASKS:
1. Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
2. Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions

UNIT 4

DESCRIPTION:
Students study organic structures representations & naming. Instrumental analyses of organic compounds determine organic structures, & volumetric analyses determine the concentrations of chemicals. Reaction pathways are investigated and pathways to produce particular compounds are identified. Students will explore metabolism of food and the action of medicines in the body.

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

ASSESSMENT TASKS:
1. Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
2. Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
3. Student designed scientific investigation.

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx

Physics

UNIT 1

DESCRIPTION:
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.

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

ASSESSMENT TASKS:
1. Light and Heat Problem Solving Tasks
2. Light and Heat Practical Work
3. Light and Heat Test
4. Energy from the Nucleus Problem Solving Tasks
5. Energy from the Nucleus Research Project
6. Energy from the Nucleus Test
7. Electricity Problem Solving Tasks
8. Electricity Practical Work
9. Electricity Test
10. Examination

UNIT 2

DESCRIPTION:
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. 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.

OUTCOMES:
1. How is motion understood?
2. How does physics inform contemporary issues?
3. How do physicists investigate questions?

ASSESSMENT TASKS:
1. Motion Problem Solving Tasks
2. Motion Practical Work
3. Motion Test
4. Options Presentation and Research
5. Extended Investigation
6. Examination

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx

UNIT 3

DESCRIPTION:

In this area of study, students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond through the investigations of objects on land and in orbit. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.

OUTCOMES:

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

ASSESSMENT TASKS:

1. Analyse gravitational, electric and magnetic fields, and use these to explain various phenomena.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate and analyse motion and energy using Newton's laws and Einstein's theory of special relativity

UNIT 4

DESCRIPTION:

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

OUTCOMES:

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

ASSESSMENT TASKS:

1. Practical Investigation
2. Response to structured questions
3. Test
4. VCAA Examination - External

Costs Involved: Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx

Psychology

UNIT 1	UNIT 2
DESCRIPTION: 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. **OUTCOMES:** 1. What influences psychological development? 2. How are mental processes and behaviour influenced by the brain? 3. How does contemporary psychology conduct and validate psychological research? **ASSESSMENT TASKS:** 1. Simulation activity 2. Investigation into psychological research 3. Examination	**DESCRIPTION:** 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. **OUTCOMES:** 1. How are people influenced to behave in particular ways? 2. What influences a person's perception of the world? 3. How do scientific investigations develop understanding of influences on perception and behaviour? **ASSESSMENT TASKS:** 1. Social influences portfolio test 2. Visual perception portfolio test 3. Student directed investigation 4. Examination
Costs Involved Competition (optional), Excursions and/or Incursions and will be charged prior to the activity VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx	

UNIT 3	UNIT 4
DESCRIPTION: 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. **OUTCOMES:** 1. How does the nervous system enable psychology functioning? 2. How do people learn and remember? 3. How do scientific investigations develop understanding of influences on perception and behaviour? **ASSESSMENT TASKS:** 1. The Nervous System and human interaction with the environment. 2. The neural basis for learning and memory is explored.	**DESCRIPTION:** 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. **OUTCOMES:** 1. How does sleep affect mental processes and behaviour? 2. What influences mental wellbeing? 3. How is scientific inquiry used to investigate mental processes and psychological functioning? **ASSESSMENT TASKS:** 1. Test 2. Media Response 3. Student directed investigation 3. VCAA Examination - External
Costs Involved Competition (optional), Excursions and/or Incursions and will be charged prior to the activity VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx	

TECHNOLOGY

Food Studies

UNIT 1

DESCRIPTION:

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students consider the origins and significance of food through inquiry into food-producing regions of the world. Students look at Australian indigenous food prior to European settlement. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

OUTCOMES:

1. Food Around the World
2. Food in Australia

ASSESSMENT TASKS:

1. Practical Activities
2. Short Written Reports
3. Examination

UNIT 2

DESCRIPTION:

This unit investigates food systems in contemporary Australia. Area of Study One focuses on commercial food production industries while Area of Study Two looks at food production in small scale domestic settings. Students gain an insight into the significance of food industries to the Australian economy and investigate the provision of safe, high-quality food that meets consumer's needs. There is a strong emphasis on practical activities.

OUTCOMES:

1. Australia's Food Systems
2. Food in the Home

ASSESSMENT TASKS:

1. Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.
2. Design and develop a practical food solution in response to an opportunity or a need in a domestic or small- scale setting.
3. Examination

UNIT 3

DESCRIPTION:

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

OUTCOMES:

1. The Science of Food
2. Food Choice, Health and Wellbeing

ASSESSMENT TASKS:

1. Range of practical activities related to the functional properties of components of food.
2. Written Reports on Practical Activities
3. Structured questions
   Case Study analysis

UNIT 4

DESCRIPTION:

In this unit students examine global and Australian food systems. Students consider 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. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire.

OUTCOMES:

1. Navigating Food Information
2. Environment and Ethics

ASSESSMENT TASKS:

1. A range of practical activities and records of two practical activities related to sustainable and/or ethical food choices.
2. Written report
3. A range of practical activities and records‡ of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating.
4. Structured questions
5. VCAA Examination - External

Costs Involved: Costs may be applied if students request materials that are over and above the standard curriculum. Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA web link https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx

Product Design and Technologies

UNIT 1

DESCRIPTION:
In this unit, students analyse and evaluate existing products and current technological innovations in product design. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product

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

ASSESSMENT TASKS:
1. Collaborative product design
2. Producing and reflecting
3. Unit Examination

UNIT 2

DESCRIPTION:
In this unit, students specifically examine social and/or physical influences on design and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. Students also have opportunities to make connections to personal or other cultural heritages.

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

ASSESSMENT TASKS:
1. Investigate and critique products
2. Inclusive product design and production
3. Cultural influences research
4. Unit Examination

UNIT 3

DESCRIPTION:
In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

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

ASSESSMENT TASKS:
1. Product design in industrial settings
2. Investigate and define a design need
3. Product design and production planning

UNIT 4

DESCRIPTION:
In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

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

ASSESSMENT TASKS:
1. Product manufacture
2. Product evaluation
3. VCAA Examination - External

Costs Involved: Costs may be applied if students request materials that are over and above the standard curriculum. Competition (optional), Excursions and/or Incursions will be charged prior to the activity.
VCAA web link https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-andtechnology/Pages/Index.aspx

VISUAL ARTS

Art Creative Practices

UNIT 1

DESCRIPTION:

On completion of this unit, students should be able to 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.

OUTCOMES:

1. Artists, artworks and audience
2. The creative practice
3. Documenting and reflecting on the creative practice.

ASSESSMENT TASKS:

1. Short answer responses supported by visual reference.
2. Visual responses
3. Documentation of creative practice
4. Unit Examination

UNIT 2

DESCRIPTION:

On completion of this unit 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.

OUTCOMES:

1. The Artist, Society and Culture
2. The Collaborative Creative Practice
3. Documentation of Collaborative using the Creative Practice

ASSESSMENT TASKS:

1. Annotated visual report
2. Visual responses
3. Documentation of creative practice
4. Unit Examination

UNIT 3

DESCRIPTION:

On completion of 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. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist.

OUTCOMES:

1. Investigation and Presentation
2. Personal Investigation using the Creative Practice

ASSESSMENT TASKS:

1. Written report
2. Body of Work

UNIT 4

DESCRIPTION:

On completion of this unit 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. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

OUTCOMES:

1. Documentation and critique of creative practice
2. Resolution And Presentation of A Body Of Work
3. Comparison Of Artists, their practice and their artworks

ASSESSMENT TASKS:

1. Critique
2. Body of Work
3. Online Presentation
4. External Exam

Costs Involved: Costs may be applied if students request materials that are over above the standard curriculum offered. Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA Web Link https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx

Media Arts

UNIT 1

DESCRIPTION:

Media forms, representations, and Australian Stories.

In this unit, students develop an understanding of audiences and core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

OUTCOMES:

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

ASSESSMENT TASKS:

1. Explain the construction of media representations.
2. Design, produce and evaluate media representations
3. Analyse the structural features of Australian narratives
4. Exam

UNIT 2

DESCRIPTION:

Narrative across media forms.

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production, and distribution of narratives in the media; and audience engagement, consumption, and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

OUTCOMES:

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

ASSESSMENT TASKS:

1. Analyse the style of media creators and producers
2. Create, develop and construct narratives
3. Discuss the influence of new media technologies
4. Unit Exam

Costs Involved: Costs may be applied if students request materials that are over above the standard curriculum offered. Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA Web Link https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx

Visual Communication Design

UNIT 1

DESCRIPTION:
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

OUTCOMES:
1. Reframing design problems
2. Solving communication design problems
3. Design's influence on design

ASSESSMENT TASKS:
1. Identify a communication need.
2. Create visual language or a business or brand.
3. Develop a sustainable object.
4. Unit Exam

UNIT 2

DESCRIPTION:
In this unit students focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

OUTCOMES:
1. Design, place and time
2. Cultural ownership and design
3. Designing interactive experiences

ASSESSMENT TASKS:
1. Environmental design
2. Personal iconography
3. Digital interface
4. Unit Examination

UNIT 3

DESCRIPTION:
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

OUTCOMES:
1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas.

ASSESSMENT TASKS:
1. Visual communication practices of contemporary designers
2. Design comparison and analysis
3. Identify and define communication needs for a client.

UNIT 4

DESCRIPTION:
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

OUTCOMES:
1. Design process: refining and resolving design concepts.
2. Presenting design solutions

ASSESSMENT TASKS:
1. Development, refinement and evaluation
2. Final Presentations
3. VCAA Examination - External

Costs Involved: Costs may be applied if students request materials that are over above the standard curriculum offered. Competition (optional), Excursions and/or Incursions will be charged prior to the activity.

VCAA Web Link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx

VCE VOCATIONAL MAJOR

What is the VCE Vocational Major (VM)?

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

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?

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

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

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

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

Students must successfully finish at least 16 units, including:

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

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

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

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

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

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

VCE VM SUBJECT OVERVIEWS

Literacy

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

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

Numeracy

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

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

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

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

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

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

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

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

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

VCE EXTERNAL STUDIES - LANGUAGE & VCE STUDIES 2024

Can I study external VCE units?

Yes, provided the subject is NOT offered at Vermont Secondary College. Please keep in mind that if a subject is offered at VSC, you are expected to take that subject onsite at school. Students gain credit for any VCE studies that are satisfactorily completed at an approved VCE Provider.

Many of our students have already undertaken the study of a VCE Language at weekend language school any will continue with that study next year. A small number of students have taken other VCE Units that are not offered at this school (for example: Dance, Drama). Students who choose to include their external study within their program must study at an approved VCE provider. Include the details of this subject during the VSC Web preference subject selection period online. You will also need to obtain a copy of the ‘Assessing School Enrolment Notification’ form from Pathways to take to your external study provider to have signed. This form must be returned at the start of the school year in order for your enrolment to be confirmed. If you think this may apply to you, please see Pathways.

Students entering Year 7 - 12 who wish to study an external subject (Language or Virtual Schools Victoria) program must apply each year in addition to selecting this option on Web Preferences.

Note: There are 5 Second Languages requiring VCAA approval to be eligible to study Units 3 & 4.

These subjects require an additional VCAA application form & evidence to support application ie. passport, birth certificate & reports before a student has access to this program.

- Chinese Second Language / Second Language Advanced
- Indonesian Second Language
- Japanese Second Language
- Korean Second Language
- Vietnamese Second Language

1. Complete a separate VSC External Program application & VCAA form (if required)
2. Collect an Assessing School Enrolment Notification form to submit to your Language School
3. Select External Language Study or External VCE subject on Web Preferences Receipt
4. Return completed VSC External Program & VCAA form before October

The Victorian School of Languages (VSL)

The Victorian School of Languages (VSL) is a government school with a strong history of commitment to the provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school`s language program is delivered through face-to-face teaching in language centres across the state and through Distance Education mode. Currently the VSL offers over 40 languages around Victoria to 13,000 students in face-to-face classes and 1400 students in distance education. The VSL is a DET Safe School.

For more information, please see the DET Child Safe Policy
www.vsl.vic.edu.au
CRICOS Provider Code: 00861K
Training Organisation Identifier (TOID): 21269

VCE VET PROGRAM UNITS 1 - 4

VET (Vocational Education & Training delivered to Secondary Students)

- VET combines senior school studies and accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification AND a senior school certificate (VCE/ VCE VM) at the same time.
- It allows a student to go directly into employment or receive credit towards further vocational training through TAFE.
- It develops students' employability and industry-specific skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

How does VET work?

A VET program is usually made up of Units of Competency and Structured Workplace Learning.

Unit of Competency

Delivered by a Registered Training Organisation (RTO), at their venue, the students' school, or another school close by.

Structured Workplace Learning (SWL)

SWL involves an employer accepting a student on a one day a week basis or a week block basis, enabling the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

VET contribution to the VCE

With the exception of English, there is no limit on the VET programs that may contribute to a satisfactory completion of the VCE.

VET may be fully incorporated into the VCE as VCE VET or Block Credit Program.

VCE VET Programs

- Are fully recognized within the Units 1 – 4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)

Furthermore, all three sequences other than English can be approved VCE VET Units 3 & 4 sequences, with study scores. Scored VCE VET programs contribute directly to the ATAR in the primary four or as a 5th or 6th study increment.

Block Credit VET Programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition 10% of the lowest study score of the primary four towards their ATAR. Please note VCE and VCE VET results will take precedence over Block Credit results. Block Credit can still be used in the calculation of the ATAR. However, it can only be used in the calculation of an ATAR if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a Block Credit result cannot be used.

VET increases Student's Learning Potential

VET programs broaden VCE or VCE VM options and develops students' capacity to make decisions and solve problems. It helps students to gain confidence and improve communication and interpersonal skills, through learning in an adult environment. VET also fosters positive feedback by enabling students to demonstrate specific skills and competency and matches student interests and career directions through the provision of strong pathways.

VET gives National Qualifications and Skills

Upon successful completion of the program, students are awarded a nationally accredited vocational training Certificate or Statement of Attainment. VET qualifications may articulate directly into further education and training at TAFE or with private RTOs. VET also provides access to a range of different technologies related to industry and place work.

VET prepares Students for the Workforce

Participating in a VET program provides students with the opportunity to trial a potential career and multiplies their post-school options and employment prospects. VET programs help students to explore possible areas of interest, which promote further study and work choices and allows students to develop strong links with industry and local employers. Students will also gain knowledge of employers' expectations, real working conditions, and develop their capacity for cooperation, team work and leadership skills development.

Students undertaking a VCE VET program have the opportunity to receive both a senior secondary certificate (VCE or VCE VM) and a nationally portable VET qualification. The following link provides a summary of the VCE VET

programs available for enrolment on VASS in certificate type 'VES'.
https://www.vcaa.vic.edu.au/Documents/vet/GetVET/resources/VCE-VET-program-chart.pdf

Students entering Year 10 - 12 who wish to apply and be considered for a study in a VETDSS (VET Delivered in Secondary Schools) program, must apply each year in addition to their submission on Web Preferences.

1. Include VET Year 1 or VET Year 2 on their Web Preferences Application
2. New VET students must attend the VET Information evening in July
3. The VET EOI - Expression of Interest forms will be available on the night
4. 2nd Year VET students must collect & complete the VET Expression of Interest form
5. All VET applications must have Pathways approval
6. Pathways will apply for courses on the student's behalf. Students may not apply directly
7. Consider the cost of VET programs. Families are responsible for some Materials Levy ie. PPE, additional equipment, tools or kits which the student retains
8. Return the VET Expression of Interest Form to Pathways asap

The following table provides a summary of the VET programs available for enrolment. Some of these programs offer a study score contributing to the Primary Four subjects in creating the ATAR as indicated below. Others may contribute 10% to the ATAR via block credit.

VCE VET PROGRAM	VET CERTIFICATE TITLE	Units 1 & 2	Units 3 & 4	STUDY SCORE AVAILABLE
Agriculture, Horticulture, Conservation & Ecosystem Management	Certificate II in Agriculture Certificate II in Horticulture Certificate II in Conservation and Ecosystem Management	✓ ✓ ✓	✓ ✓ ✓	× × ×
Animal Care	Certificate II in Animal Care	✓	✓	×
Applied Fashion Design & Technology	Certificate II in Applied Fashion Design and Technology	✓	✓	×
Applied Language	Certificate II in Applied Language Certificate III in Applied Language	✓	 ✓	 ×
Automotive	Certificate II in Automotive Vocational Preparation	✓	✓	×
Building & Construction	Certificate II in Building & Construction Pre-apprenticeship Certificate in Construction Pathways	✓ ✓	✓ ✓	×
Business	Certificate II in Workplace Skills Certificate III in Business	✓ ✓	 ✓	 × ✓
Cisco	CISCO CCNA v7		✓	×
Civil Infrastructure	Certificate II in Civil Infrastructure	✓	✓	×
Community Services	Certificate II in Active Volunteering Certificate II in Community Services Certificate III in Community Services Certificate III in Early Childhood Education & Care	✓ ✓ ✓ ✓	 ✓ ✓	 × ✓ ×
Creative & Digital Media	Certificate II in Creative Industries Certificate III in Screen and Media	✓ ✓	 ✓	 × ✓
Dance	Certificate II in Dance Certificate III in Dance	✓	 ✓	 × ✓
Electrical Industry	Certificate II in Electrotechnology studies (Pre-vocational) Certificate II in Electrotechnology (Career Start)	✓ ✓	✓ ✓	× ×
Engineering Studies	Certificate II in Engineering Studies	✓	✓	✓
Equine Studies	Certificate II in Equine Studies	✓	✓	✓
Furnishing	Certificate II in Furniture Making	✓	✓	✓
Hair & Beauty	Certificate II in Retail Cosmetics Certificate II in Salon Assistant Certificate III in Beauty Services Certificate III in Make-Up	✓ ✓ ✓ ✓	 ✓ ✓	 × ×
Health	Certificate II in Health Support Services Certificate III in Allied Health Assistance Certificate III in Health Services Assistance	✓ ✓ ✓	 ✓ ✓	× × ✓ × ✓
Hospitality	Certificate II in Hospitality Certificate II in Kitchen Operations	✓ ✓	✓ ✓	✓ ✓
Information & Communications Technologies	Certificate II in Applied Digital Technologies Certificate III in Information Technology	✓ ✓	 ✓	 × ✓
Integrated Technologies	Certificate II in Integrated Technologies	✓	✓	✓
Laboratory Skills	Certificate III in Laboratory Skills	✓	✓	✓
Music	Certificate II in Music Certificate III in Music	✓ ✓	 ✓	 × ✓
Plumbing	Certificate II in Plumbing (Pre-apprenticeship)	✓	✓	×
Small Business	Certificate II in Small Business (Operations/Innovation)	✓	✓	×
Sport & Recreation	Certificate II in Outdoor Recreation Certificate II in Sport and Recreation Certificate III in Sport and Recreation	✓ ✓ ✓	 ✓	 ✓
Visual Arts	Certificate II in Visual Arts Certificate III in Visual Arts	✓ ✓	 ✓	 ×

✓= Study Score ×= 10% of the lowest study score of the primary four or units towards the VCE at Unit 1 & 2 level

VCE Higher Education Studies for 2024

What are Higher Education studies?

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. There are two types of study; Extension and Advanced Standing offered in this program.

An Extension study is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first year Higher Education studies and constitutes at least 20 per cent of a full-time first year university course
- Of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the High Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first year Higher Education Studies and constitutes at least 20 per cent of a full time first year course
- Is comprised of curriculum not available in any current VCE studies and therefore is not linked to any VCE Unit 3 and 4 Study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline

Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3 – 4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study
  Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

Who can do a Higher Education study?

Higher Education studies are designed for independent high achieving VCE students. Schools wishing to join the program should discuss their participation directly with the Higher Education institution concerned. Schools also have the responsibility of counselling students regarding the prerequisite requirements for each Higher Education study.

Schools recommend students for participation in the program. The Principal / Pathways officer of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, **in the same year in which they enrol in the Higher Education study.**

Making programs accessible

To help students fit Higher Education studies in with their VCE, universities deliver programs in a variety of ways. These may be delivered on university campus, through schools, or through distance education and tutorials, depending on the institution.

Who teaches the programs?

Programs are taught either by university staff or by secondary school teachers who are recognised by the institutions as qualified to teach at that level and in that discipline.

Higher Education Studies and completing the VCE

A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3 and 4 sequence. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the Higher Education institution name reported on their VCE Statement of Results.

An Expression of Interest will need to be submitted through Web preference to be eligible for Higher Education Studies. Collect Expression of Interest application forms from the Head of Snr School Compliance & Assessment. Further information shall be sent to students who have provided an Expression of Interest when it becomes available from VCAA & supporting universities.

2024 participating universities:

- University of Melbourne
- Monash University
- RMIT University
- Australian Catholic University
- Deakin University
- La Trobe University
- Federation University
- Victoria University
- Melbourne Polytechnic