PATTERSON RIVER
SECONDARY COLLEGE

SENIOR (VCE & VCE VM) HANDBOOK 2024

PERSISTENCE · EXCELLENCE · COMMUNITY · RESPECT

CONTENTS

INTRODUCTION

The Victorian Certificate of Education (VCE) was introduced in Victoria in 1992 as a senior secondary certificate to recognise the successful completion of VCE Years 11 and 12 and to provide a pathway into tertiary education, the TAFE sector or employment.

In 2002, the Victorian Certificate of Applied Learning (VCAL) was also introduced to provide senior students an option that included practical work-related experience within a more flexible curriculum. Three certificates could be completed: Foundation, Intermediate or Senior VCAL, with students usually completing their Intermediate VCAL in Year 11 and their Senior VCAL in Year 12.

In 2023, Intermediate and Senior VCAL was replaced by a new two-year vocational specialisation within the VCE, known as the Victorian Certificate of Education Vocational Major (VCE VM). The new Victorian Pathways Certificate (VPC) will replace Foundation VCAL.

At Patterson River Secondary College, we anticipate that the VPC may not be offered every year. The Senior Team would work with individual students to determine suitability for this Certificate.

This digital Senior School Handbook provides information about both the VCE and VCE VM, including subjects offered at Patterson River Secondary College. Years 10 and 11 students should use this information to make informed decisions for their last two years at school. Year 10 students should read this handbook carefully when choosing their Year 11 course and questions they have to ask should be directed to their T@SK Teacher, Year Level Coordinators or the VCE and VCE VM Leaders.

INFORMATION ON THE VCE

How is the VCE structured?

For the majority of students, the VCE is completed over two years in Years 11 and 12 although some students will begin their VCE by undertaking one VCE Units 1 and 2 study in Year 10. A subject is known as a VCE study, for example English or Biology. Each VCE study is made up of four units. Typically, VCE Units 1 and 2 are studied in Year 11 and VCE Units 3 and 4 in Year 12. Each unit is a Semester in length.

In VCE Year 11, students will undertake 6 VCE studies in each Semester so that they will complete 12 units by the end of that year.

In VCE Year 12, students will undertake 5 VCE studies in each Semester as a Unit 3 – 4 sequence for the purpose of deriving a Study Score from these studies.

How do I successfully achieve my VCE?

The Victorian Curriculum and Assessment Authority (VCAA) administers the VCE and has set the following criteria for successful completion of the VCE:

- the student must satisfactorily complete a minimum of 16 VCE units,
- three units must come from the English group of which two must be a Unit 3 – 4 sequence, and
- the student must satisfactorily complete at least three other Unit 3 – 4 sequences from other studies.

What studies can I undertake in my VCE?

There are a diverse range of VCE studies across English, Sciences, Mathematics, Humanities, the Arts, Technology and Languages. This Senior School Handbook provides descriptions for the VCE studies offered at Patterson River Secondary College in 2024. For more detailed information, students can access the VCE Study Designs online too.

English (2023 Domain Leader: Ms Lamaro)	**Mathematics** (2023 Domain Leader: Ms Dannock)	**Science** (2023 Domain Leader: Mr Hazelman)
English EAL Literature	Foundation Maths General Maths Mathematical Methods Specialist Maths	Biology Chemistry Physics Psychology
Health & Physical Education (2023 Domain Leader Health: Ms Daly 2023 Domain Leader PE: Ms Adams)	**Performing Arts** (2023 Domain Leader: Ms Griffiths)	**Visual Arts** (2023 Domain Leader: Ms Stott)
Health and Human Development Outdoor and Environmental Studies Physical Education	Dance Music Theatre Studies	Art Creative Practice Visual Communication Design
Humanities (2023 Domain Leader: Mr Wakefield)	**Business** (2023 Domain Leader: Mr Wakefield)	**Digital Technologies** (2023 Domain Leader: Mr McLoughlin)
Geography Modern History Australian History History Revolutions Philosophy	Business Management Legal Studies	Applied Computing Data Analytics Software Development
Technology (2023 Food Leader: Ms Holden) (2023 Design Tech. Leader: Ms Royale)	**Languages** (2023 Domain Leader: Ms Stokes)	**VCE VET** (2023 Teacher: Mr Jack)
Food Studies Product Design & Technologies Systems Engineering	German	VCE VET Sport and Recreation

Other VCE studies may be available to students by enrolment in the VCE distance education provider, Virtual School Victoria (VSV) or another language, other than German, through enrolment in the Victorian School of Languages (VSL). Enrolment with these external VCE providers will need to be negotiated with your Course Counsellor.

How do I select my VCE studies?

The most appropriate way to select your VCE program is to select studies that:

- are based on your personal interests and strengths
- are pre-requisite subjects for admission into tertiary degrees or TAFE courses that align with your career pathway
- have a degree of flexibility that will allow you to vary your career pathway if required throughout the next two years.

How am I assessed in VCE?

Assessment in VCE Unit 1 – 2 studies is made by your teachers through School-based assessments. School-based assessments are set by your teacher and include School-assessed Coursework (SACs) that are completed at the College, and School-assessed Tasks (SAT) that are completed at the College and at home. These School-based assessments assess your achievement of the learning outcomes in each study.

For Units 1 – 2 studies the College will award you either a S (Satisfactory) or N (Not Satisfactory) result and report this result to the VCAA. At Patterson River Secondary College, you will also receive an indication of achievement on each SAC or SAT on your semester report but only the S result contributes to the achievement of your VCE.

For Units 3 – 4 studies you will complete learning outcomes to achieve an S or N result, however you will also receive your level of achievement for that learning outcome. There are three graded assessments for each VCE study at Units 3 – 4. These school-based assessments, as well as the end-of-year examinations, are used to calculate a study score in each VCE study.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. External assessments are usually a written examination but, in some studies, can also include a performance examination.

External assessments are marked by VCAA assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to make sure that marking is fair.

What is a VCE Study Score?

In every VCE study where a student completes at least two graded assessments and completes the end-of-year external examination they will receive a Study Score in that study.

A Study Score is a score between 0 to 50 that indicates your ranking against every other student in the state that is also completing that study in that year.

What is an ATAR?

Tertiary institutions use the Australian Tertiary Achievement Rank (ATAR) as a selection instrument to determine which VCE students are offered positions in tertiary degree courses for the following year. For a student to achieve an ATAR they need to have a satisfactory result in at least four Unit 3 – 4 sequences, one of which must come from the English group. The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) and is represented as a number between 0.00 and 99.95 indicating your ranking relative to every other VCE student in the state in that year.

INFORMATION ON THE VCE VOCATIONAL MAJOR

What is the VCE 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 Years 11 and 12. Only students who enroll 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 meet 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 VM 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
- VCE VM Personal Development Skills
- (+ 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 achieve my VCE VM?

Students must successfully complete 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 (VCE, VET or VCE VM units)
- 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.

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 VCE subjects in addition to the mandatory requirements of the VCE VM. At Patterson River Secondary College we offer the following VCE/VET studies for VCE VM students to select from:

- Foundation Mathematics (refer to p.39)
- General Mathematics (refer to p.40)
- Mathematical Methods (refer to p.41)
- VET Sport and Recreation (refer to p.59-60)
- Food Studies (Units 3 and 4 only) (refer to p.26-27)
- Product Design and Technology (refer to p.52-53)
- Art Creative Practice (refer to p.12-13)
- Industry and Enterprise (only offered to VCE VM students as a Unit 3-4 sequence, see p. 11).

Please note: VCE subjects will be un-scored and will form a slightly different model than traditional VCE subjects. There will be no SACS or exams. These subjects run for one year in length. It is expected that this elective block will be for VCE VM students only. Year 11 and 12 VCE VM students will be in combined classes and will not be restricted in the Unit of study that can be selected.

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. Work placement provides some real-world experience in the workplace area of the student's choice. SWL is designed to help students transition into the work environment. In the past, we have had many students who have gained apprenticeships and employment opportunities directly through their work placement.

Students must find their own work placement. Ideally, the work placement would be linked to the student's VET course, however this is not a rule, only a guideline.

It is Important to note that there are a small number of VET courses that require students to complete structured workplace learning in the field of study to satisfy the requirements of the VET certificate.

**Patterson River Secondary College Structured Workplace Learning policy: SWL paperwork needs to be completed and signed by both the employer and parent/caregiver before work placement can commence.*

What does a sample VCE VM Course look like?
Case study for the VCE Vocational Major Pathway – Kamala's Journey
Kamala likes learning on the job and wants to be a metal fabricator, so she's going to enrol in the VCE Vocational Major (VCE VM). She'll do VCE VM studies and a VCE VET Certificate II in Engineering. Kamala will finish secondary school with her Victorian Certificate of Education - Vocational Major. She discussed all this with her family, teacher and school careers counsellor.

Before this, Kamala had spent time on her grandparent's farm and helped them build a few sheds. In Year 10, Kamala participated in a TAFE taster day and experienced VET engineering. She then went on a careers excursion to a local caravan manufacturer and asked if she could do Structured Workplace Learning at the company while she was in Year 11. This means she'll spend some school time at the caravan manufacturer learning on the job. She will receive credit for this time towards her VCE Vocational Major. When she completes Year 12, Kamala hopes to gain an apprenticeship with this company.

Kamala's Year 11 studies
VCE VM Units 1 and 2 Literacy
VCE General Maths Units 1 and 2
VCE VM Units 1 and 2 Work Related Skills (WRS)
VCE VET Certificate II in Engineering Studies Units 1 and 2
VET Unit 1 Structured Workplace Learning (90 hours)

Kamala achieved the equivalent of 9 Units in Year 11 VCE VM.

Kamala's Year 12 studies
VCE VM Units 3 and 4 Literacy
VCE Units 3 and 4 General Maths
VCE VM Units 3 and 4 Personal Development Skills (PDS)
VCE VM Units 3 and 4 Work Related Skills
VCE VET Certificate II in Engineering Studies Units 3 and 4
VET Unit 2 Structured Workplace Learning SWLR (90 hours)

Kamala achieved the equivalent of 9 Units in Year 12 VCE VM, including 5 Units 3-4 sequences.

☑ ***Kamala achieved her VCE VM with 18 Units (2 more than the required 16)***

VCE VM CORE SUBJECTS

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

- Year 11 will continue to offer Foundation Maths units 1 and 2 or General Maths units 1 and 2.
- Year 12 will now offer VM Numeracy units 3 and 4 or General units 3 and 4

VCE VM Numeracy allows students to develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. Units 3 and 4 provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

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.

SUBJECT ELECTIVES OFFERED EXCLUSIVE TO THE VCE VM

VCE INDUSTRY & ENTERPRISE UNITS 3 - 4

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry depends on ongoing development of a successful enterprise culture. Ongoing industry issues act as forces for change and affect work settings within Australian industries. To succeed and remain viable, Australian industry must respond in enterprising ways. Integral to developing an understanding of enterprise culture is exploration of the importance of work-related skills in a community and/or work setting and their application through structured workplace learning. After completing the relevant OH&S induction program, students demonstrate the practical application of work- related skills by completing at least 35 hours of structured workplace learning.

Students investigate enterprising responses by industry from the last four years to the need for change and how these are transforming the Australian workplace. Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

ALPHABETICAL LIST OF VCE STUDIES OFFERED AT PATTERSON RIVER SECONDARY COLLEGE

VCE ART CREATIVE PRACTICE

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study VCE Art Creative Practice should consider the following:

VCE Elective Contribution
There is a Curriculum Contribution of **$110** for VCE Art Creative Practice Units 1-2 and for VCE Art Creative Practice Units 3-4.

This subject will suit you if you enjoy:
Practical and hands on work, creative and inquisitive thinking, experimenting and problem solving, exploring and developing ideas prior to creating artworks, discussing, analysing, writing/responding/drawing meaning from artwork.

This subject can lead to a career pathway in the following areas:
Artist, Graphic Artist, Animation, Architect, Art Advisor, Art Auctioneer, Art Conservator, Art Critic, Art Preservationist, Art Therapist, Ceramicist, Art Teacher, Fabric Designer, Exhibition Manager, Illustrator, Florist, Art Direction, Graphic Design, Interior Decorator, Muralist, Set Design and Construction, Sign Painting, Gallery Education Officer, Concept Design.

Other subjects that complement this subject include:
- Visual Communication Design
- Art Marking and Exhibiting
- English (any) and
- Product Design and Technology.

Further considerations:
As a hands-on subject, Art provides the opportunity to develop a folio as a requirement for entry into specific tertiary courses.

Teachers with experience in this subject: Ms Stott

Art Creative Practice Unit Descriptions

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

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

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

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

Unit 1: Interpreting artworks and exploring the Creative Practice
Students examine artists in different societies, cultures and historical periods. Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research.

Unit 2: Interpreting artworks and developing the Creative Practice
In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Unit 3: Investigation, ideas, artworks and the Creative Practice
In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. Students will create 1 finished artwork.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice
In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 4 school-assessed coursework:	10%
Units 3 and 4 school-assessed task:	60%
Units 3 and 4 examination:	30%

VCE BIOLOGY

Study Design Accreditation Period: 2022 – 2026

Advice & Pathways

Students choosing to study Biology should consider the following:

VCE Elective Contribution

There is no Elective Contribution for VCE Biology.

This subject will suit you if you enjoy:

- Conducting experimental investigations
- Reading and summarise scientific texts
- Memorise facts such as the names and functions of specific biological structures
- Presenting and analysing data
- Using specific vocabulary related to key biological principles and concepts
- Conducting independent and collaborative research and
- Solving problems.

This subject can lead to a career pathway in the following areas:

Biology can lead to a range of careers and studies such as: the Health and Medical Sciences, Sports Science, Agriculture, Animal and Veterinary studies and Science Education.

Other subjects that complement this subject include:

Biology can be undertaken with a range of other studies in the Sciences, Humanities and Mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Chemistry and/or Psychology, as well as Mathematics. Many students choose to study Biology together with studies drawn from the humanities, Health and PE, Arts/Technology and Language areas.

Further considerations:

- Students should always check with Careers Coordinator for Biology as a prerequisite study for tertiary courses.
- Satisfactory completion of Year 10 Science and/or teacher recommendation is recommended. It is strongly recommended that a student completes VCE Biology Units 1 and 2 before undertaking the Unit 3-4 sequence.

Teachers with experience in this subject: Ms Cavey and Ms Mackenzie

Biology Unit Description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?
In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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

Unit 3: How do cells maintain life?
In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.
Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4: How does life change and respond to challenges?
In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	16%
Unit 4 school-assessed coursework:	24%
Units 3 and 4 examination:	60%

VCE BUSINESS MANAGEMENT

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study Business Management should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Business Management.

This subject will suit you if you enjoy:
Discussions, creative and critical thinking, solving problems, planning projects, learning key facts, figures and vocabulary.

This subject can lead to a career pathway in the following areas:
Business, Management, Marketing, Commerce, Accounting, Public Relations, Entrepreneur.

Other subjects that complement this subject include:

- Accounting
- IT Computing
- Economics and
- Legal Studies.

Teachers with experience in this subject: Mr Slater, Ms Gatsios and Mrs Koller

Business Management Unit Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business
In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE CHEMISTRY

Study Design Accreditation Period: Units 1 and 2 2023-2027; Units 3 and 4 2024-2027

Advice & Pathways

Students choosing to study Chemistry should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Chemistry.

This subject will suit you if you enjoy:
- Conducting experimental investigations
- Reading and summarise scientific texts
- Memorise details and facts such as the names and formulae and produce
- Presenting and analysing data
- Using specific vocabulary related to key chemical principles and concepts
- Conducting independent and collaborative research and
- Solving problems; many of which will require proficiency in Mathematics.

This subject can lead to a career pathway in the following areas:
Chemistry leads to a range of careers and studies such as those in the health and medical sciences, sports sciences, food sciences, agriculture, engineering, geological sciences, microbiology, oceanography and science education.

Other subjects that complement this subject include:
Chemistry can be undertaken with a range of other studies in the sciences, humanities and mathematics areas and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Physics or Biology, as well as Mathematics. Many students choose to study Chemistry together with a range of studies drawn from the humanities, Health and PE, Arts/Technology and Language areas.

Further considerations:
Students should always check with Careers Coordinator for Chemistry as a prerequisite study for tertiary courses.

Teachers with experience in this subject: Mr Hazelman

Chemistry Unit Description

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour.

Unit 1: How can the diversity of materials be explained?
In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 2: How do chemical reactions shape the natural world?
In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 3: How can design and innovation help to optimise chemical processes?
In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 4: How are carbon-based compounds designed for purpose?
Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	16%
Unit 4 school-assessed coursework:	24%
Units 3 and 4 examination:	60%

VCE COMPUTING

In Year 11 students undertake VCE Applied Computing Units 1-2 and then can choose to undertake VCE Data Analytics Units 3-4 and/or VCE Software Development Units 3-4.

VCE APPLIED COMPUTING: UNITS 1 - 2

Study Design Accreditation Period: 2020 – 2024

Advice & Pathways

Students choosing to study Applied Computing should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Applied Computing Unit 1-2.

This subject will suit you if you enjoy:
- Logical thinking and problem solving
- Thinking outside the box
- Creativity and
- Mathematics.

This subject can lead to a career pathway in the following areas:
This subject is an entry subject into VCE Data Analytics Unit 3-4 and/or VCE Software Development Unit 3-4.

Other subjects that complement this subject include:
- Any Mathematics subject
- Any Science subject
- Product Design and Technology and
- Visual Communication Design.

Teachers with experience in this subject: Mr McLoughlin

Applied Computing Unit Description

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

VCE DATA ANALYTICS: UNITS 3 – 4

Study Design Accreditation Period: 2020 – 2024

Advice & Pathways

Students choosing to study Data Analytics should consider the following:

VCE Elective Contribution

There is no Elective Contribution for VCE Data Analytics Unit 3-4.

This subject will suit you if you enjoy:

- Logical thinking and problem solving
- Thinking outside the box
- Creativity and
- Mathematics.

This subject can lead to a career pathway in the following areas:

It provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web-design, business analysis and project management. Computer Science, Software Engineering, Design and Technology, Science.

Other subjects that complement this subject include:

- Any Mathematics subject
- Any Science subject
- Product Design and Technology and
- Visual Communication Design

Further consideration:

Students can undertake both Unit 3 & 4 sequences in both VCE Data Analytics and VCE Software Development for credit towards the VCE.

Teachers with experience in this subject: Mr McLoughlin

Data Analytics Unit Descriptions

Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics presentations. Through their coursework students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Informatics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats. In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Levels of achievement for satisfactory completion.

Unit 3 and 4

School-assessed coursework, school-assessed task and an end-of-year examination.

Unit 3 school-assessed coursework:	10%
Unit 4 school-assessed coursework:	10%
SAT (electronic folio):	30%
Units 3 and 4 examination:	50%

VCE SOFTWARE DEVELOPMENT: UNITS 3 - 4

Study Design Accreditation Period: 2020 – 2024

Advice & Pathways

Students choosing to study Software Development should consider the following:

VCE Elective Contribution

There is no Elective Contribution for VCE Software Development Unit 3-4.

This subject will suit you if you enjoy:

- Logical thinking and problem solving
- Thinking ‘outside the box’
- Creativity and
- Mathematics.

This subject can lead to a career pathway in the following areas:

Computer Science, Software Engineering, Design and Technology, Science.

Other subjects that complement this subject include:

- Any Mathematics subject
- Any Science subject
- Product Design and Technology and
- Visual Communication Design.

Further considerations:
Students are recommended to be concurrently enrolled in at least one VCE Mathematics Unit 3-4 sequence if choosing Software Development.

Teachers with experience in this subject: Mr McLoughlin

Software Development Unit Descriptions

Unit 3: Software Development
In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Software Development
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation. In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Levels of achievement for satisfactory completion.
Unit 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.

Unit 3 school-assessed coursework:	10%
Unit 4 school-assessed coursework:	10%
SAT (electronic folio):	30%
Units 3 and 4 examination:	50%

VCE DANCE

Study Design Accreditation Period: 2019 – 2024

Advice & Pathways

Students choosing to study Dance should consider the following:

VCE Elective Contribution
There is a Curriculum Contribution of **$20** for VCE Dance Unit 1 and 2 and VCE Dance Unit 3 and 4.

This subject will suit you if you enjoy:
- Practical activities
- Choreography and Dance
- Viewing and analysing
- Discussion, research, creating and performing
- Memorising vocabulary and
- Collaboration (working with a group).

This subject can lead to a career pathway in the following areas:
Dance allows students to develop a range of skills across the board including - but not limited to communication, planning, organising, teamwork, problem solving and self-management. Study in Dance may also lead to career opportunities in Performance, Musical Theatre, Acting, Education, Dance Teaching in local dance schools, Physical Education, Fitness, Stage Management, Events Coordinator, Director, Choreographer, employment in the Arts Industry, Performing Arts projects. It will also allow you to further continue doing something that you really enjoy!

Other subjects that complement this subject include:
- English and
- Physical Education.

Further considerations
In Dance, there is an equal amount of practical and written work. Students will be expected to work on practical tasks in their own time, in addition to class time.

Teachers with experience in this subject: Ms Theodore

Dance Unit Descriptions
VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

Unit 1: Dance
In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

Unit 2: Dance
In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Students may also study material such as dance from other cultures, music theatre, the work of tap/jazz or street performers, ballet choreographers, and/or modern dance. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices. Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated and through the ways movement has been manipulated and structured.

Unit 3: Dance

In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers. Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth and/or twenty-first centuries. These dance works must be selected from the Prescribed list of dance works for Unit 3. The prescribed list for Unit 3 includes solo works, duos and works where the performance of a particular dancer in a group can be studied independently. Students analyse how the intentions chosen by choreographers are developed through the use of choreographic devices and arrangement of phrases and sections. They analyse the dance design and use of movement vocabulary in the selected works and consider influences on the choreographers' choices of intention, movement vocabulary and production aspects of the dance works. Students consider the influence these choreographers and/or the selected dance works have had on the arts, artists and/or society.

Unit 4: Dance

In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works. In this unit the group work studied for Outcome 1 must be different from any works studied in Unit 3, and the term 'choreographer' can be understood as one or more choreographers.

Levels of achievement for satisfactory completion.

Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and two end-of-year examinations.

Units 3 and 4 school-assessed coursework:	25%
Units 3 and 4 written examination:	25%
Unit 4 Performance examination:	50%

VCE ENGLISH

Study Design Accreditation Period: Units 1 and 2: 2023-2027; Units 3 and 4: 2024-2027

Advice & Pathways

Students studying English should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE English.

This subject will suit you if you enjoy:
- Reading texts independently
- Learning about issues in society and Australia's role in them
- Writing extended responses and analysing texts
- Discuss and debating ideas.

This subject can lead to a career pathway in the following areas:
Journalism, Teaching, Acting, Historian, Speech Pathology, Marketing, Media, Publishing, Librarian, Writer, Editor.

Other subjects that complement this subject include:
- Literature
- Every VCE subject that has a written communication component.

Further considerations
English is a prerequisite subject in over 80% of tertiary courses.

Teachers with experience in this subject: Ms Lang

English Unit Descriptions

This study aims to develop competence in the understanding and use of English for a variety of purposes in order to meet the demands of post-school employment, further education and participation in a democratic society.

Unit 1: Reading and exploring texts / Crafting writing
In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2: Reading and exploring texts / Exploring argument
In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

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

Unit 3: Reading and Responding / Creating Texts
In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Unit 4: Reading and Responding / Analysing Argument
In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed task:	25%
Units 3 and 4 examination:	50%

VCE FOOD STUDIES

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study Food Studies should consider the following:

VCE Elective Contribution
There is a Curriculum Contribution of **$215** for VCE Food Studies Units 1-2 and for VCE Food Studies Units 3-4.

This subject will suit you if you enjoy:
Practical food production, analysing diets and food products, debating world issues relating to food security, team and individual work and independent research.

This subject can lead to a career pathway in the following areas:
Nutritionist, dietician, consumer science, Food Studies educators, hospitality, food promotion, food product development, food stylist.

Other subjects that complement this subject include:
Psychology, Biology, Health and Human Development, Business Management, Geography, Chemistry, Visual Communication Design.

Teachers with experience in this subject: Ms Holden and Ms Kloas

Food Studies Unit Description

This study takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills. Students build individual pathways to health and wellbeing through the application of practical food skills.

Unit 1: Food origins
In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in Daily Life
In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food Issues, Challenges, and futures
In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	30%
Unit 4 school-assessed coursework:	30%
Units 3 and 4 examination:	40%

VCE GEOGRAPHY

Study Design Accreditation Period: 2022-2026

Advice & Pathways

Students choosing to study Geography should consider the following:

VCE Elective Contribution

There is no Elective Contribution for VCE Geography.

This subject will suit you if you enjoy:

- Classroom discussion
- Analysis of data and linking of key material and
- Memorising specific definitions and understandings.

This subject can lead to a career pathway in the following areas:

The career prospects from the subject are broad. In terms of university courses it leads to courses such as (but not limited to) Cartography, Travel and Tourism, Conservation and Land Management

Other subjects that complement this subject include:

- Biology
- Outdoor and Environmental Education.

Teachers with experience in this subject: Ms Lewis

Geography Unit Descriptions

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Unit 2: Tourism: issues and challenges

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists.

There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Students investigate two major processes that are changing land cover in many regions of the world: deforestation and melting glaciers and ice sheets.

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE GERMAN

Study Design Accreditation Period: Units 1 and 2: 2019-2024 and Units 3 and 4 2020 – 2024

Advice & Pathways

Students choosing to study German should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE German Unit 1-2 and VCE German Unit 3-4.

This subject will suit you if you enjoy...
- German language and culture.
- Communicating.
- Learning about how languages work.
- Understanding the relationship between language and culture.
- Current affairs.
- Global issues.

This subject can lead to a career pathway in the following areas...
Interpreter, Translator, Tour Guide, Airline Cabin Crew, Language teacher, careers in Science, technology, engineering, commerce and the arts.

German Unit Description

The language to be studied and assessed is modern standard German. The German language is a pluricentric language with different national standards in Austria, Germany and Switzerland and with regional varieties across Europe. Students are required to know that different standard versions exist in written and spoken German, but they are not required to study them.

Scope of study VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Unit 1
In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2
In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3
In this unit students investigate the way German speakers interpret and express ideas and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4
In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German. Students identify and reflect on cultural products or practices that provide insights into German-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Oral performance examination	25%
Units 3 and 4 examination:	25%

VCE HEALTH AND HUMAN DEVELOPMENT

Study Design Accreditation Period: 2018 – 2024

Advice & Pathways

Students choosing to study Health and Human Development should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Health and Human Development.

This subject will suit you if you enjoy:
- Classroom discussion
- Analysis of data and linking of key material and
- Memorising specific definitions and understandings.

This subject can lead to a career pathway in the following areas:
The career prospects from the subject are broad. In terms of university courses it leads to courses such as (but not limited to Health Science, Health Promotion, Nursing, International Studies and Aid, Nutrition, Community Health Research and Policy Development, Humanitarian Aid Work, Allied Health Practices, Education and other types of health professions.

In terms of career pathways examples (not limited to this list) include Nutritionist, Health Promotion Project Officer, Aid Worker, Nurse, Community Health Officer, Youth Worker.

Other subjects that complement this subject include:
- Physical Education
- Food Studies
- Psychology
- Biology

Teachers with experience in this subject: Mrs Ford

Health and Human Development Unit Descriptions

Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

Unit 1: The health and development of Australia's youth

In this unit students are introduced to the concepts of health and individual human development. Students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development. They also explore the importance of nutrition for the provision of energy and growth.

Unit 2: Individual human development and health issues

This unit focuses on prenatal health and on the lifespan stages of childhood and adulthood. Students study the physical changes that occur from conception to birth. Students develop an understanding of the health and individual development of Australia's children and adults, including the elderly. They explore the physical, social, emotional and intellectual changes that occur. Students will identify a range of health issues that are having an impact on Australia's health system.

Unit 3: Australia's health

Australians generally enjoy good health and are among the healthiest people in the world. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social.

Unit 4: Global health and development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). Sustainability 'implies meeting the needs of the present without compromising the ability of future generations to meet their own needs'

Levels of achievement for satisfactory completion.

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

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE HISTORY

Study Design Accreditation Period: 2022 – 2026

Advice & Pathways

Students choosing to study History should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE History.

This subject will suit you if you enjoy:
Independent thinking, reading, independent research, and developing critical thinking skills and being able to look at sources and examine their strengths and weaknesses.

This subject can lead to a career pathway in the following areas:
History is a great pathway into many higher education courses, including Arts degrees, and other Social Sciences. Employers like it because it demonstrates good independent learning skills, research, and critical thinking skills. Employment opportunities include Historian, Teacher, Journalist, Lawyer, Anthropologist, Sociologist, Public Relations Officer, Genealogist.

Other subjects that complement this subject include:

- Legal Studies
- Geography
- Philosophy
- English
- Literature
- Art
- Outdoor Education
- Other analytical and investigative subjects.

Teachers with experience in this subject: Ms Chadwick and Ms Gatsios

History Unit Descriptions

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

VCE MODERN HISTORY UNITS 1 – 2

Unit 1: Modern History: Change and Conflict
In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. During this time the everyday lives of people significantly changed. The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939. New fascist

governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.-

Unit 2: Modern History: The Changing World Order
In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world.

VCE REVOLUTIONS 3 – 4

Units 3 and 4: Causes and consequences of revolution
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

Students will study two revolutions (one in each unit): the American Revolution and the Russian Revolution.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE LEGAL STUDIES

Study Design Accreditation Period: 2024 – 2028

Advice & Pathways

Students choosing to study Legal Studies should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Legal Studies.

This subject will suit you if you enjoy:
- Memorising facts and vocabulary
- Argumentative discussion
- Being process driven and
- Writing well researched and rational essays.

This subject can lead to a career pathway in the following areas:
Solicitor, Barrister, Judge, Magistrate, Clerk of Courts, Para-Legal, Police Officer, Correctional Services, Border Security, Customs Officer.

Other subjects that complement this subject include:
- Business Management

Further considerations:
This subject requires significant reading and research and high level written expression skills.

Teachers with experience in this subject: Ms Lewis and Mr O'Brien

Legal Studies Unit Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case) and access (understanding of legal rights and ability to pursue their case).

Unit 1: The presumption of innocence
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. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Unit 2: Wrongs and rights
Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3: Rights and justice

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

Unit 4: The people, the law and reform

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

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

VCE LITERATURE

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study English Literature should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Literature.

This subject will suit you if you enjoy:
Reading, writing, analysing how writers create meaning, discussing, independent learning, research, engaging with novels, poetry, plays, short stories, film.

This subject can lead to a career pathway in the following areas:
Journalism, Teaching, Acting, Historian, Speech Pathology, Marketing, Media, Publishing, Librarian, Writer, Editor.

Other subjects that complement this subject include:
- English and
- Philosophy.

Further considerations:
You need to be an open-minded reader who likes a challenge. You will be required to read texts with adult themes. You need to enjoy reading and writing.

Teachers with experience in this subject: Ms Ackland

Literature Unit Descriptions

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

Unit 1: Reading practices / Exploration of literary movements and genres

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

Unit 2: Voices of Country / The text in its context

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students also focus on a text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3: Adaptations and transformations / Developing interpretations

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

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

Unit 4: Creative responses to texts / Close analysis of texts

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

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

Levels of achievement for satisfactory completion.

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

Unit 3 school-assessed coursework: 25%
Unit 4 school-assessed coursework: 25%
Units 3 and 4 examination: 50%

VCE MATHEMATICS

At Patterson River Secondary College there are four levels of mathematics offered at VCE Unit 1-2. These are:

- Foundation Maths Units 1-2
- General Maths Units 1-2
- Maths Methods (CAS) Units 1-2
- Specialist Maths Units 1-2.

At Patterson River Secondary College there are four levels of mathematics offered at VCE Unit 3-4. These are:

- Foundation Maths Units 3-4
- General Maths Units 3-4
- Maths Methods (CAS) Units 3-4
- Specialist Maths Units 3-4.

VCE Elective Contribution

There is no Elective Contribution for any of the VCE Maths subjects.

Pre-requisites for Year 11

MATHS SUBJECT	YEAR 11 PRE-REQUISITES	YEAR 12 MATHEMATICS OPTIONS
Foundation Mathematics	None	This course leads to Year 12 Foundation Mathematics.
General Mathematics	Students working at the expected level in Mathematical Methods or Mathematics General in Year 10	This course leads to Year 12 General Mathematics.
Mathematical Methods	Students demonstrate well developed skills in Algebra in Year 10 Mathematical Methods	This course leads to General Mathematics, Mathematic Methods and, if taken with Specialist Mathematics at Year 11, Year 12 Specialist Mathematics.
Specialist Mathematics	Students demonstrate well developed skills in Algebra in Year 10 Mathematical Methods and should be paired with Year 11 Mathematical Methods	This course leads to Year 12 Mathematical Methods and/or Year 12 Specialist Mathematics.

VCE FOUNDATION MATHEMATICS

Study Design Accreditation Period: 2023 – 2027

Foundation Mathematics Unit Description

Units 1 and 2: Foundation Mathematics

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Units 1 and 2 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

Units 3 and 4: Foundation Mathematics
Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

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

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

Teachers with experience in this subject: Ms Dannock and Mr Prasad

VCE GENERAL MATHEMATICS: UNITS 1 – 4

Study Design Accreditation Period: 2023 – 2027

General Mathematics Unit Description

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of

numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

General Mathematics Units 3 and 4
General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Teachers with experience in this subject: Ms Koller, Ms McDonald

VCE MATHEMATICAL METHODS (CAS): UNITS 1 – 4

Study Design Accreditation Period: 2023 - 2027

Mathematical Methods Unit Description

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

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

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

Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and Statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study.

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

Mathematical Methods Units 3 and 4

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

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

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

Teachers with experience in this subject: Ms McDonald and Mr Zahra

VCE SPECIALIST MATHEMATICS: UNITS 1 – 4

Study Design Accreditation Period: 2023 – 2027

Specialist Maths Unit Description

Specialist Maths Units 1 and 2
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. 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. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

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

Specialist Maths Units 3 and 4
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

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

Teachers with experience in this subject: Mr Matthews

VCE MUSIC

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study Music should consider the following:

- You will need to own or have access to an instrument.
- It is recommended that students receive instrumental music lessons.

VCE Elective Contribution
There is no Elective Contribution for VCE Music.

This subject will suit you if you enjoy:

- Musical performance
- Musical composition
- Listening and analysis
- Rehearsing with others
- Developing skills in music theory and practical music tasks.

This subject can lead to a career pathway in the following areas:

- Bachelor of Music, including performance, composition and musicology
- Live performance opportunities
- Teaching
- Freelance work.

Teachers with experience in this subject: Mr Mitchelmore

VCE MUSIC
Units 1 and 2 Description

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Unit 1: Organisation in music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

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

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

VCE MUSIC CONTEMPORARY PERFORMANCE
Units 3 and 4 Description

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Unit 3
In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students also analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4
Students continue to work towards building a performance program they will present at their end-of-year examination. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

VCE MUSIC REPERTOIRE PERFORMANCE

Units 3 and 4 Description

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3
In this unit students begin developing the recital program they will present in Unit 4. Students use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4
In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. Students use music analysis skills to refine strategies for further developing and presenting their final recital. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and two end-of-year examinations.

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	10%
End-of-year performance:	50%
End-of-year aural and written examination:	20%

VCE OUTDOOR & ENVIRONMENTAL STUDIES

Study Design Accreditation Period: 2024 – 2028

Advice & Pathways

Students choosing to study Outdoor and Environmental Studies should consider the following:

VCE Elective Contribution

There is an Extra-Curricular Contribution of **$500** for VCE Outdoor & Environmental Studies Unit 1-2 and **$550** for VCE Outdoor & Environmental Studies Unit 3-4.

This subject will suit you if you enjoy:

- Drawing information from experiences and interactions with outdoor environments
- Reflecting on these environments and discussing sustainable environmental practices and
- Remembering, understanding, applying, reflection and researching.

This subject can lead to a career pathway in the following areas:

The career prospects from the subject are broad. In terms of university courses it leads to courses such as Environmental Science, Outdoor Education, Sport and Outdoor Recreation.

In terms of career pathways examples are not limited to this list but could include Environmental Conservationist, National Park Ranger, Outdoor Recreation Officer, Outdoor Education Teacher, Environmental Scientist and Aboriginal Education Officer.

Other subjects that complement this subject include:

- Physical Education
- Health and Human Development and
- Biology.

Further considerations

There is an expectation and assessment requirements that you attend all of the camps and practical experiences. In combination with this there is a significant theoretical component to complement the practical experiences, which focuses not only on outdoor recreation but also heavily on the environment and human interaction with the environment.

Teachers with experience in this subject: Mr Garton and Ms Riddle

Outdoor & Environmental Studies Unit Descriptions

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history. Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present and take action for sustainable futures. By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments. VCE Outdoor and Environmental Studies enables students to critically analyse different human relationships with outdoor

environments and their subsequent effects, including socio-ecological issues at local and national levels. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Unit 1: Connections with outdoor environments

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

Unit 2: Discovering outdoor environments

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

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Unit 4: Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

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

VCE PHILOSOPHY

Study Design Accreditation Period: 2019 – 2024

Advice & Pathways

Students choosing to study Philosophy should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Philosophy.

This subject will suit you if you enjoy:
- Thinking
- 'Community of inquiry'-based learning
- Lots of group discussion
- Independent research tasks, reading texts and articles and written reflections and
- Being challenged because there is no clear 'right or wrong' answer.

This subject can lead to a career pathway in the following areas:
Law, Arts, Fine Arts, any Medical field where they have to consider ethics eg: Biology, Psychology, Government. The skills developed in Psychology also assist in design and planning or anything where you need to think logically.

Other subjects that complement this subject include:
- English (any)
- Sciences - where you need to consider the validity of science and truth; and
- Psychology - looking at the brain.

Further considerations
Students need to keep an open mind to study Philosophy and be prepared to discuss and write about philosophical issues.

Teachers with experience in this subject: Mr Wakefield

Philosophy Unit Description

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life. Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

Unit 1: Existence, knowledge and reasoning.
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy', for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

Unit 2: Questions of value.
What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique.

Unit 3: Minds, bodies and persons.
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 4: The good life.
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE PHYSICAL EDUCATION

Study Design Accreditation Period: 2018 – 2024

Advice & Pathways

Students choosing to study Physical Education should consider the following:

VCE Elective Contribution
There is an Extra-Curricular Contribution of **$80** for VCE Physical Education Unit 1-2 and for VCE Physical Education Unit 3-4.

This subject will suit you if you enjoy:
Developing an understanding of theoretical and practical understanding of the body and physical performance and then applying this knowledge in a practical context.
This subject can lead to a career pathway in the following areas:
University courses it leads to: Exercise Science, Human Movement, Physiotherapy and other related courses, Health Sciences, Sports Management, Community Health courses and Physical Education Teaching.

Career pathways examples: Sport Scientist, Strength and Conditioning Coach, PE Teacher, Health Promotion Officer, Community Health Project Officer, Sports Coach, Fitness Instructor, Personal Trainer, Physiotherapist, Sports Administration, Massage Therapist.

Other subjects that complement this subject include:
- Health and Human Development
- Biology and
- Outdoor and Environmental Studies.

Further considerations:
Students will be expected to participate regularly in physical activities throughout the units.

Teachers with experience in this subject: Ms Ford and Mr Hayes

Physical Education Unit Description

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. It integrates theoretical knowledge with practical application through participation in physical activities.

Unit 1: The Human Body in motion.
Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They consider the implications of the use of legal and illegal practices to improve the performance.

Unit 2: Physical activity, sport and society.
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3: Movement, skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 and 4 examination:	50%

VCE PHYSICS

Study Design Accreditation Period: Units 1 and 2: 2023-2027; Units 3 and 4 2024-2027

Advice & Pathways

Students choosing to study Physics should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Physics.

This subject will suit you if you enjoy:
- Conducting experimental investigations
- Reading and summarising scientific texts
- Memorising details and facts such as the names and formula
- Presenting and analysing data often requiring mathematical interpretation
- Using specific vocabulary related to key physical principles and concepts
- Conducting independent and collaborative research and
- Solving problems, most of which will require proficiency in Mathematics.

This subject can lead to a career pathway in the following areas:
Physics leads to a range of careers and studies such as those in the Health and Medical Sciences, Telecommunications, Meteorology, Architecture, a wide variety of Engineering disciplines, Geophysical sciences, Microbiology, Oceanography and Science Education.

Other subjects that complement this subject include:
Physics can be undertaken with a range of other studies in the Sciences, Humanities and Mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with Mathematics. Many students choose to study Physics together with a range of studies drawn from mathematics, humanities, Health & PE, Arts/ Technology and Language areas.

Further considerations:
Students should always check with Careers Coordinator for Physics as a prerequisite study for tertiary courses.
Teachers with experience in this subject: Mr Van Vliet and Mr Matthews

Physics Unit Description

Physics is the systematic study of the physical universe, ranging from the minute building blocks of matter to the broad expanses of the Universe. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 1: How is energy useful to society?
In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Unit 3: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	21%
Unit 4 school-assessed coursework:	19%
Units 3 and 4 examination:	60%

VCE PRODUCT DESIGN AND TECHNOLOGIES

Study Design Accreditation Period: 2024 – 2028

Advice & Pathways

Students choosing to study Product Design & Technologies should consider the following:

VCE Elective Contribution

There is a Curriculum Contribution of **$175** for VCE Product Design & Technologies Unit 1-2 and for VCE Product Design & Technologies Unit 3-4.

This subject will suit you if you enjoy:

- Enjoy a range of learning styles including reading, research, creating and solving problems
- Design and design discussions; Working systematically and independently and
- Working from drawings and your own design to create product.

This subject can lead to a career pathway in the following areas:

There is an interesting and wide range of design fields that product design leads to such as industrial design (Automotive, Furniture, Products), Textile Design, Engineering, Fashion and Architecture.

Other subjects that complement this subject include:

- Art
- Systems Engineering
- Visual Communication Design.

Further considerations

As a hands-on subject Product Design and Technologies provides the opportunity to develop a folio as a requirement for entry into specific tertiary courses.

Teachers with experience in this subject: Ms Royale, Mr Bradley & Mr Byrnes

Product Design and Technologies Unit Description

Designers play an important part in our daily lives. In this study students transform drawings and plans into the creation of useful products. They take into account the sustainability of resources and develop skills in critically analysing existing products.

Unit 1: Design practices.

In this unit students will focus on the work of designers to explore how designers collaborate and work in teams. They consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. Students analyse and evaluate existing products and current technological innovations in product design. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2: Positive impacts for end users.

In this unit students examine social and/or physical influences on design, and research the diverse needs of end users. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design and develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products.

Unit 3: Ethical product design and development.

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

available materials in relation to sustainable practices and develop an understanding of modern industrial and commercial practices. Students explore product concepts through developing prototypes to select and justify the chosen product concept and develop a scheduled production plan.

Unit 4: Production and evaluation of ethical designs.
In this unit students observe safe work practices and refine their production skills while making the product designed in Unit 3. They use a range of materials, tools and processes throughout the production process. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research to the production of their designed solution. Throughout the production process, they record their progress and justify decisions and modifications. Students evaluate their finished product and a range of existing products. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product improvements.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.

Unit 3 school-assessed coursework:	12%
Unit 4 school-assessed coursework:	8%
SAT (electronic folio):	50%
Units 3 and 4 examination:	30%

VCE PSYCHOLOGY

Study Design Accreditation Period: 2023 – 2027

Advice & Pathways

Students choosing to study Psychology should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Psychology.

This subject will suit you if you enjoy:
- Conducting investigations
- Reading and summarising scientific texts
- Memorising details and facts such as the names and functions of specific neural structures
- Presenting and analysing data
- Using specific vocabulary related to key psychological principles and concepts
- Conducting independent and collaborative research and
- Solving problems.

This subject can lead to a career pathway in the following areas:
Psychology can lead to a range of careers and studies such as those in the Health and Medical Sciences, Welfare, Social Work, Human Resource Management and Justice areas.

Other subjects that complement this subject include:
Psychology can be undertaken with a range of other studies in the sciences, humanities and mathematics areas; and can be seen as part of a balanced set of studies where breadth of experience is seen as worthwhile. It is typically studied with a variety of other studies. Many students choose to study Psychology together with studies drawn from other Sciences, Mathematics, Humanities, Health and PE, Arts/Technology and Language areas.

Further considerations:
Students should always check with Careers Coordinator for Psychology as a prerequisite study for tertiary courses.

Teachers with experience in this subject: Mrs Whiteman and Mr Pecur

Psychology Unit Description

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Unit 1: How are behaviour and mental processes shaped?

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

Unit 2: How do external factors influence behaviour and mental health?

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

Students also 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.

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

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

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

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

Unit 4: How is wellbeing developed and maintained?

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

Students also 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.

Levels of achievement for satisfactory completion.

Unit 1 and 2.

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework:	16%
Unit 4 school-assessed coursework:	24%
Units 3 and 4 examination:	60%

VCE SYSTEMS ENGINEERING

Study Design Accreditation Period: 2019 – 2024

Advice & Pathways

Students choosing to study Systems Engineering should consider the following:

VCE Elective Contribution

There is a Curriculum Contribution of **$110** for VCE Systems Engineering Unit 1-2 and for VCE Systems Engineering Unit 3-4.

This subject will suit you if you enjoy:

- Identifying, analysing and solving problems
- Converting a conceptual plan into a functional outcome
- Undertaking highly detailed and intricate production tasks
- Enjoy working with tools and machinery
- Enjoy technical design

This subject can lead to a career pathway in the following areas:

Careers in Aerospace engineer, Communications engineer, instrumentation engineer, Design engineer, Electrical engineer, Electronics engineer, IT consultant, Network engineer, Technician, Manufacturing and assembly.

Other subjects that complement this subject include:

- Art
- Visual Communication Design
- Product Design and Technologies

Teachers with experience in this subject: Mr Bradshaw

Systems Engineering Unit Descriptions

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle. Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance

through innovation processes. Lean, agile and fast prototyping engineering and manufacturing concepts and systems thinking are integral to this study.

Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Unit 3: Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating.

Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Unit 4: Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment

and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and school assessed task and one end-of-year examinations.
Unit 3-4 school-assessed coursework: 20%
Units 3 and 4 school-assessed task: 50%
Units 3 and 4 examination: 30%

VCE THEATRE STUDIES

Study Design Accreditation Period: 2019 – 2024

Advice & Pathways

Students choosing to study Theatre Studies should consider the following:

VCE Elective Contribution
There is no Elective Contribution for VCE Theatre Studies.

This subject will suit you if you enjoy:
- thinking with creativity and imagination
- analysing and interpreting texts
- public speaking
- working collaboratively as part of a team
- planning and realising a goal.

This subject can lead to a career pathway in the following areas:
Theatre Studies may lead to a career as an actor, dramatist, theatre producer, theatre director, costume designer, set designer, make-up artist, lighting engineer, sound technician.

Other subjects that complement this subject include:
- Dance
- Art/Studio Art
- English (any)

Further considerations:
As a requirement for successful completion of this subject students are advised that they must attend out of school hours excursions to view selected drama productions.

Teachers with experience in this subject: Ms Walters

Theatre Studies Unit Descriptions

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Unit 1: Pre-modern theatre styles and conventions.
This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions.
This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre.
In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: Presenting an interpretation.
In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and school assessed task and an end-of-year examination.

Unit 3 school-assessed coursework:	30%
Unit 4 school-assessed coursework:	15%
End-of-year performance examination:	25%
Units 3 and 4 examination:	30%

VCE VET SPORT & RECREATION

Advice & Pathways

Students choosing to study VCE VET Sport & Recreation should consider the following:

VCE VET Elective Contribution

There is a Curriculum Contribution of **$250** for VCE VET Sport & Recreation Certificate II (usually completed in Year 11) and for VCE VET Sport & Recreation Certificate III (usually completed in Year 12) in each year.

This subject will suit you if you enjoy:

- Coaching
- Officiating
- Leadership
- Community involvement in sports and recreation activities.

This subject can lead to a career pathway in the following areas:

VET Sport and Recreation may lead to a career as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Other subjects that complement this subject include:

- Physical Education
- Outdoor and Environmental Studies
- Health and Human Development
- Personal Development Skills (VCE VM)
- Work Related Skills (VCE VM).

VCE VET Sport & Recreation Certificate Descriptions

Certificate II in Sport and Recreation

This certificate will be completed in Year 11. This course develops basic functional knowledge and skills for working in customer contact positions in the sport or community recreation industry. It also teaches a range of administrative activities and functions, both within a team and as an individual working under supervision.

It prepares participants for working in settings such as sport and recreation centres or facilities, and leisure and aquatic centres, assisting with the conduct of recreation activities, and basic facility maintenance and operations.

Certificate III in Sport and Recreation

This certificate will be completed in Year 12. The composition and structure of this qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry.

Successful attainment of this qualification prepares participants to work in settings such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

This subject cannot be chosen in Year 12 VCE VM if Certificate II in Sport and Recreation was not completed in VCE VM in Year 11 in 2023.

Levels of achievement for satisfactory completion.

School based assessment determines satisfactory completion of modules in this subject.

VCE VISUAL COMMUNICATION DESIGN

Study Design Accreditation Period: 2024 – 2028

Advice & Pathways

Students choosing to study Visual Communication Design should consider the following:

VCE Elective Contribution

There is a Curriculum Contribution of **$100.00** for VCE Visual Communication Design Unit 1-2 and for VCE Visual Communication Design Unit 3-4.

This subject will suit you if you enjoy:

- Hands on problem solving
- Independent research and
- 3D visualising.

This subject can lead to a career pathway in the following areas:

Visual Communication Design may lead to a career in Graphic/Communication Design, Architecture, Illustration, Industrial Design, Visual Merchandising, Interior Design, and/or Art.

Other subjects that complement this subject include:

- Product Design & Technologies
- Studio Art
- Art
- English (any)
- Media and
- Mathematics.

Further considerations:

For Visual Communication Design, an ability to draw is advantageous. There are a number of written components in Visual Communication Design; it is not 100% practical. Computers are utilized as a tool in the classroom but are also not used 100% of the time and students will be required to have good time management and organisation skills to be successful in this subject. Studying more than two folio subjects in VCE is not recommended.

Teachers with experience in this subject: Mr Robinson

Visual Communication Design Unit Descriptions

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications within the areas of Industrial, Environmental and Communication design. It involves a study of the vocabulary of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1: Finding, reframing and resolving design problems

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

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit 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.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Unit 3: Visual communication in design practice

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

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each

communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Unit 4: Delivering design solutions.
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

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.

Levels of achievement for satisfactory completion.
Unit 1 and 2.
Individual school decision on levels of achievement.
Unit 3 and 4
School-assessed coursework and school assessed task and an end-of-year examination.

Unit 3 school-assessed coursework:	20%
Unit 3 and 4 school-assessed task:	50%
End of Year Examination:	30%

79 – 98 Eel Race Road, Seaford VIC 3198
PO Box 2664, Seaford VIC 3198
P 03 8770 6700 E patterson.river.sc@edumail.vic.gov.au
www.prsc.vic.edu.au