PRIDE ACHIEVEMENT CARING COOPERATION HONESTY

VCE / VM HANDBOOK

LALOR SECONDARY COLLEGE

VCE & VOCATIONAL MAJOR HANDBOOK

2026

Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their potential. The College provides students and staff with a safe and nurturing environment.

Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles where the varying talents of students and staff are recognised and celebrated where excellence and effort are rewarded.

PRIDE
ACHIEVEMENT
CARING
COOPERATION
HONESTY

College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	• Being loyal • Doing my personal best • Being passionate	• I am proud of my work • I am passionate about everything I do • I take pride in what I participate in • I am proud of my school • I dress appropriately and with pride
ACHIEVEMENT	• Being committed • Being persistent • Always striving to do my best • Having aspirations • Aiming for excellence	• I am committed • I am doing my best • I am organised • I complete all my work • I celebrate achievement • I am responsible • I am motivated • I am rational • I see mistakes as an opportunity for improvement
CARING	• Being respectful • Having positive relationships • Being helpful • Using manners • Showing friendship • Having a positive attitude	• I am attentive • I am helpful to others in need • I show respect to others and show them that they are being noticed • I choose my attitude • I am a good listener • I am sensitive to others' needs • I behave consistently to build richer relationships • I am respectful • I am tolerant • I am friendly • I am appreciative • I make others comfortable • I am encouraging • I accept others for who they are • I consider others' feelings and needs • I treat others in a caring manner • I am polite
COOPERATION	• Being tolerant • Being respectful • Having understanding • Working as a part of a team	• I work together with teachers and peers • I follow instructions • I accept other people's opinions • I accept decisions • I work in a team to achieve common goals • I work with others' willingly • I listen to others ideas/opinions • I am reliable
HONESTY	• Being truthful • Showing trust • Being reliable • Having integrity	• I have integrity in what I do • I have morals • I am loyal • I do not speak about others behind their back • I am trustworthy • I am responsible • I am honest • I am truthful

Content

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Careers Coordinator
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Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities in and around Lalor. Set on approximately 4 hectares, the College has excellent facilities and spacious grounds.

The college has an enrolment of approximately 1150 students representing more than 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive program designed around the Victorian Curriculum to ensure the needs of all students are met.

The College also provides a number of pathways at the senior levels of the school including a comprehensive range of VCE and Vocation Major subjects, and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication to support student success.

Principal's Message

As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21st Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include Peer Support, After School Homework Club and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 language program offering Macedonian, Greek, French, Vietnamese and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VM and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and ensures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, whether in VCE or Vocational Major, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

Mr Corey Jewell
College Principal

Section One

Course Selection Process & Subject Selection Advice

Students will select subjects using Subject Selection Online Software, full instructions will be given to students and parents during VCE information sessions.

This handbook is designed to help Year 10 and 11 students and their parents/guardians make appropriate and informed choices about VCE and Vocation Major units and program selection.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

1. **Career intentions**

Studies should be appropriate for the career a student intends to follow which will reflect students' MIPS plans which are completed online through the careers website.

2. **Future options**

In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

3. **Prerequisite subjects for tertiary courses**

Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses in which they are interested. Prerequisites are compulsory to gain entry into those courses.

4. **Interests and abilities**

It is important that a student chooses studies which interests them and in which they can strive to achieve success. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

5. **Achieving a balance**

It is important to maintain a balance between career interests and the value of education in its own right. Students should attempt to balance their emotional, intellectual, physical and artistic needs when choosing their subjects.

To help you choose your study program.

Do

- Consider your past results and achievements in your subjects
- Think about your interests and what you like doing.
- Check out what VCE, VM and VET studies are on offer.
- Talk with the Careers Coordinator and/or subject coordinators.
- Keep your options open.
- Speak to your parents.
- Log onto VTAC Courselink to start researching the types of courses you will be eligible to apply for.
- Attend tertiary institutions open days.

Don't

- Panic if you have no idea what studies to take up.
- Choose studies that you don't like just because you think doing those subjects will help you get a "good ATAR" – your ATAR represents your performance across all your studies.
- Choose studies based on their scaling – there is no point selecting a study that you struggle with.

Students should discuss their subject selections with a wide range of interested people – parents, subject teachers, careers staff and Sub-School Leaders/Student Managers.

Subjects will only run in if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical and human resources available at the school. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the school is determined.

The College will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice.
Take time to select subjects as this will form the basis for the draft timetable blocks and arrangements for next year's VCE program.

Students should discuss choices with their parents and teachers, including the Careers Coordinator.

Year 10 students will receive individual counselling prior to making selections at the Year 11 Subject Selection Counselling Day.

Commitments required of all VCE students

In line with the College values, it is expected that all students entering the senior years of the school will:

- Strive to achieve their best in all classes and for all examinations.
- Complete all coursework, school assessed tasks, SACs and examinations on time and to the best of their ability.
- Spend at least the recommended time on homework: two hours per night in Year 11, three hours per night in Year 12.
- Spend no more than 10 hours per week on employment.
- Follow all College rules and values with good grace.
- Participate fully in College activities.
- Treat all teachers and all other class members with respect.
- Attend all classes unless ill or for an approved reason.
- Inform their teachers and Student Managers of any difficulties they may be having in completing Coursework or Assessment Tasks well before the due date and to submit medical certificates where necessary.
- Complete all drafts of work as required and then keep copies of all work required for assessment. This is important for authentication.
- Being aware of the requirements and procedures of VCE and the College and to work within them: this includes attendance, uniform and discipline requirements.

Choosing a VCE Program

All students should carefully consider the type of program they wish to complete in their VCE. Student ability, interests and prerequisites for tertiary courses should all be taken into consideration when determining a meaningful VCE program. All course requirements and prerequisites should be checked with tertiary institutions handbooks and VTAC prerequisites.

Prerequisite units – 'Required units'

These are units that you must complete to enter a particular course at a tertiary institution. All prerequisites must be met before an applicant is eligible to be selected for that course. Prerequisites are at Units 1 and 2 and Units 3 and 4 levels. Always check the specific prerequisite requirements for a course using VTAC Prerequisites Guide and VTAC course search.

Additional Units

You can choose from any of the remaining VCE units.

Middle Band Selection 'Considered units'

- ONLY considered by institutions for BORDERLINE ENTRY into a course
- Give an INDICATION of RELEVANT SUBJECTS

These only apply in the middle band, i.e., when you are 'nearly' into a course. These are units which some courses at some institutions will consider giving a student an advantage over another student who does not have that unit(s). Check particular course requirements in VTAC Prerequisites Guide. Some institutions indicate that 'students will be deemed to have an ATAR of x percentage points higher' if they satisfactorily complete certain studies.

Year 11 Students Undertaking Units 3 and 4

There will be an opportunity for Year 11 students to undertake a Unit 3 and 4 subject in their program.

Students will attend class with Year 12 students. It is expected they will possess very good organisational skills, a desire to complete a Unit 3 and 4 subject as well as a sound academic record. Students with the requisite skills are encouraged to enrol in a Unit 3 and 4 subject in Year 11. This provides students with a sixth VCE subject which contributes to their ATAR and allows them to experience the demands and

requirements of a Year 12 subject. There will not be an automatic place in a Unit 3 and 4 subject for Year 11 students and places are subject to an application process, meeting the requirements as outlined in the LSC Promotion Policy and course availability.

Additional Course Requirements and Costs

Some subjects have fees associated with them that cover consumables and materials. These additional costs are covered in the subject description in this booklet. Please note that, at the time of publication, these fees were correct, however, they may be subject to change dependent on the provider/supplier.

Some subjects will require students to attend excursions and other activities, for which there will be a cost charged during the year.

Requirements for Satisfactory Completion of the VCE

To complete the VCE a student generally undertakes 20 to 24 units of study.

Students usually undertake 12 units (6 subjects) in Year 11 and 10 units (5 subjects) in Year 12.

The VCE is flexible and students can undertake the VCE over 2 or more years.

To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of no fewer than 16 units. A unit is usually one semester (two terms) in length, therefore students usually complete Units 1 & 2 or Units 3 & 4 over a whole year.

Units 1 and 2 can be completed separately or as a sequence, whereas Units 3 and 4 must be completed as a sequence. Most students will be advised to complete a total of 22 to 24 units. Some students may also choose to complete a Unit 1 and 2 subject in Year 10.

The VCE may include an unlimited number of units of Vocational Education and Training (VET) certificates or subjects.

Students must satisfactorily complete:

- At least three units of English, English as an Additional Language (if eligible) or Literature, with satisfactory completion of both Units 3 and 4.

and

- A sequence of Units 3 and 4 in three studies in addition to the compulsory English based subject.

VCE is based on achievement of learning outcomes. Each unit has two to four outcomes. The outcomes define what students will know and be able to do as a result of satisfactorily completing a study. Students will receive 'S' (Satisfactory), or 'N' (Not Satisfactorily completed) for each unit depending on whether all outcomes have been satisfactorily completed. Assessment in Unit 3 and 4 can be of three types and all studies will have two or three assessment components, which will make up the study score. The three types of assessment are:

- School-assessed course work
- School-assessed tasks
- Examinations

Choosing a Vocational Major (VCE VM) Program

Students will be able to choose between the VCE and the new VCE Vocational Major (VCE VM). Vocational and applied learning (VAL) is deeply embedded into the VCE VM stream; connecting students to life outside the classroom, giving them more independence and motivating them to become responsible for their own learning. Students will be able to apply skills and knowledge in practical settings.

The VCE Vocational Major (VCE VM) sets students up to thrive in a modern economy by providing a holistic education through the development of technical, employability and social skills, including a nationally accredited qualification through the study of a Vocational Education & Training (VET) course. It integrates the best elements from the VCE and VCAL ensuring Victorian students have access to high quality vocational and applied learning pathway and supports the further development of key attributes and skills required for the 21st century.

VCE VM Prepares students to successfully transition into apprenticeships, traineeships, further education and training, university (through non ATAR pathways) or directly into employment. It also allows access to some VCE units as part of their personalised VCE VM program. Students study a VET certificate utilising the skills and knowledge for careers through the development of: Learning real life work skills
- Applying theory to practice
- Achieving a nationally recognised qualification whilst at school
- Getting a head start into a career pathway straight from school
- Ability to get a job in an area of interest whilst continuing further study

***Students in VCE VM will study Foundation Mathematics in Units 3 & 4 as a non-scored subject.**

Assessment and Reporting

Levels of Performance

Units 1 and 2

In addition to the S or N certain outcomes will be graded to determine the level of performance.

Performance will be reported using marks for each assessment activity or as a percentage. Where a student has not undertaken the task, they will be assigned a '0' for the assessment task missed. If a student does not satisfactorily complete the outcomes or assessment tasks then they may receive a 'Not Satisfactory' (N) for the unit.

Units 3 and 4

All units will be assessed with Satisfactory (S) or Not Satisfactory (N) for the completion of learning outcomes. The VCAA will supervise the assessment of all students undertaking Units 3 and 4. There is a system of graded assessment using the symbols A+, A, B+, B, C+, C, D+, D, E+, E and UG based on school assessments and one external examination or one school assessment and two external examinations. VCAA use this system of graded assessment at the end of the year. Students will also receive a 'raw score' for their coursework assessment; this will form the basis of the graded assessment and is reported in the mid-year reports. Performance in the coursework will be moderated against the student's performance in the external exams and the GAT. There is no guarantee that the 'raw scores' will not be changed based on exam performance. Students will receive feedback from teachers for all school assessed coursework.

Tertiary Entry

The Victorian Tertiary Admissions Centre (VTAC) handles the administration of the tertiary entrance system.

Each student will receive assistance in selecting courses for University and TAFE in their final year of VCE in an online selection process.

The Careers Coordinator can also offer advice on the above matters. Students and parents should feel free to contact the Careers Coordinator when making subject choices or career decisions.

University Enhancement Studies

There is an opportunity for very capable Year 12 students to complete a first year university subject while in their final year of school.

The university study counts as a student's sixth VCE study and students who complete the program receive a bonus of 10% of the maximum score possible for a sixth VCE study. This bonus is calculated by VTAC.

Students attend classes at selected schools after school hours for one to three hours per week for two 13-week semesters.

For further details contact the Senior Sub School Leader.

VET Programs

Vocational Education Training (VET) programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification. These include:

- VET units contribute towards the VCE and ATAR.
- A flexible program.
- A course with vocational skills and a work placement.
- Increased employment opportunities.
- VET courses can count as Units 1 to 4 subjects and a study score may be obtained.
- At Lalor Secondary College students can only undertake one
- VET subject as part of their VCE. Students must start a VET subject in Year 11.
- All students undertaking VET must sign a VET contract, outlining their responsibilities.

Scored VET Programs

For scored VCE VET programs, the study is calculated using assessments of each student's level of performance and are based on evidence from two sources:

- School assessment coursework (a set of coursework tasks set by the assessor)
- An examination set by VCAA

It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

VCE VET Programs with a Study Score

To view the full list of scored VCE VET subjects please refer to the VCAA website.

ATAR Contribution for scored VCE VET programs

The Australia Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

The contribution of a scored VCE VET program is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- The study score will contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a study score.

Structured Work Place Learning (SWL)

Students undertaking VET are recommended and sometimes required to undertake a SWL placement. SWL complements the training and also is an

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency/modules, as determined by the registered training organisation (RTO)
- Increased employment opportunities.

For students undertaking a VCE/VET program their SWL placement must be undertaken during school holidays. This is to ensure students meet VCE attendance requirements as per VCAA guidelines.

Students completing a VET course need to be aware that it is not an 'easy option'. Rather it offers students the chance to pursue areas of interest and

gain skills that will assist in developing competencies that may also be carried over into employment. VET courses also offer pathways into other TAFE courses. Students wishing to complete a VET course will need to be committed to these courses, have an interest in the area and be able to work independently in many cases.

Further information regarding VET programs and requirements should be directed towards the VM/VET Coordinator and Careers Coordinator.

Please note there will be:

- A uniform fee may apply for some courses

School Reporting

Reporting enables students to be aware of whether they have met the goals of the study, their strengths and weaknesses and areas for improvement. Reporting is also important for parents to enable them to provide help and support to students.

Written progress indicators and oral reports are given to parents and students at parent/teacher conferences at the end of Term 1 and start of Term 3 for Year 12 students and the end of Term 3 for Year 11 students.

For Year 11 and 12 students written reports are issued for Units 1 and 3 at the end of Term 2 and Unit 2 in December. A Statement of Results is issued by VCAA in December for all students who have undertaken a VCE/VET subject.

Authentication

Authentication is the term used to cover the procedures for ensuring that the work submitted by students is genuinely their own work completed for assessment tasks taken over an extended period of time. These tasks are completed at school under teacher supervision to ensure all students are treated fairly and that the teacher can attest that the work is that of the student. Teachers also authenticate work by;

- Consulting with the student.
- Ensuring work is mainly completed in class under a teacher's supervision.
- Teacher recording submission of work in progress.

Where the school is satisfied, on the basis of evidence, that work submitted is not the student's own, the Student Managers, in consultation with the Principal, Assistant Principal and Sub School Leader, shall determine the penalty by using guidelines set out by VCAA. Further details can be found in the VCE Policy Handbook.

Changing Courses and Withdrawing From a Study or Unit:
After choosing a course of study a student may decide that the course does not meet their needs or expectations and want to make a change.
In Year 12 students can only change subjects in the first two weeks of Term 1 if the Sub School Leader approves the change. All relevant paperwork must be completed by a parent. It should be noted that all Unit 3 & 4 subjects must be completed as a sequence therefore it is not possible for a student to move into a subject for Unit 4. All Year 12 students are expected to complete 5 subjects at the College, as part of their enrolment.

Year 11 students may have an opportunity to change at the end of Unit One. In Year 11 the student must consult the Sub School Leader about the reasons for changing. It may not be possible to change from one study to another if the class is full or the change requires major changes to the student's timetable. Students will be required to complete a form indicating the changes requested and have it signed by parents and the Careers Coordinator. All changes must be completed within two weeks of the start of the semester as VCAA must be notified. In making changes the student should be aware of the possible consequences and ensure that all VCE and Tertiary/TAFE entrance requirements are met.

Textbooks
Please note that book lists for textbooks and other resources required by students will be available to students and parents later in the year. Books will be available from the second hand book sale where possible. Some VCE studies have new or amended courses and therefore new textbooks will need to be purchased.

Resources

There are a variety of resources available, including the Careers Coordinator, however, the main websites are:

Year 10 Guide	A guide published by VTAC that includes information on key terms, institution specific study requirements for courses in 2 years' time and examples to explain subject choices and the impact of these on a student's ATAR. This is distributed to all students at the Year 10 Subject Selection Evening.
Year 10 VCE Planner Herald Sun lift out	A newspaper lift out that lists all known courses with the pre-requisite subjects required to be eligible to apply. This is distributed to all Year 10 students prior to subject selection with activities based around it in their Year 10 Careers classes to help with their subject choices for VCE.
VTAC Website and app. www.vtac.edu.au	This website holds all information pertaining to applications at the end of Year 12. Students can research course offerings based on key words, interest areas and subjects. Information regarding key processes, publications and all reports are also available in online versions and phone apps.
Lalor Secondary College Careers Website www.lalorsccareers.com	Specifically for LSC students which contains parent and student information. Prerequisite study course search, careers quizzes, career outlooks and students online careers portal. A fortnightly careers newsletter is also sent to parents and students who sign up.
My Future Website www.myfuture.edu.au	This website run by the Australian Government Department of Education is an easy to use resource that allows for occupation research. It includes activities to help you consider which types of occupations may suit your skills, interests, values and ambition.
Apprenticeships Australia http://www.australianapprenticeships.gov.au/	A great source of information and links to resources to help with exploring and locating apprenticeship opportunities. Advice, support and personal stories are available online.
Job Outlook http://joboutlook.gov.au/	A government website providing data and statistics on a variety of different occupations. National, state-wide and local data is included as well as a quiz you can take to consider career options.
Youth Central http://www.youthcentral.vic.gov.au/	Youth Central offers a range of information and advice for young people on issues like jobs, study, travel, money and events and provides young people with the opportunity to participate.

VCE Subjects

Availability of subjects is dependent on sufficient demand

- Accounting
- Applied Computing (*VSV in 2026)
- Applied Computing – Data Analytics (*VSV in 2026)
- Applied Computing – Software Development (*VSV in 2026)
- Art Making & Exhibiting
- Biology
- Business Management
- Chemistry
- Economics
- English
- English (EAL)
- Environmental Science
- Food Studies
- Foundation Mathematics
- General Mathematics
- Geography
- Health and Human Development
- History – Australian
- History – Revolutions
- History – Modern History
- Legal Studies
- Literature
- Maths Methods
- Media
- Physical Education
- Physics
- Psychology
- Product Design Technology
- Sociology
- Specialist Mathematics
- Theatre Studies
- Visual Communication Design
- VET courses are available through the VET cluster & a wide variety of courses are available for students.

Accounting

"The best accountants are the architects of financial legacies." It is the language of business to understand how to read and interpret financial statements in order to make informed decisions in the business. "The best accountants don't just see numbers; they see the potential for financial transformation."

Warren Buffett

If you like working with numbers and like to solve problems, then accounting may be for you. You will develop real-life skills relating to your own financial literacy including budgeting, keeping financial records using accounting software, making careful investment decisions and reading and understanding financial data.

Unit One

Role of accounting in business

The unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Samples of knowledge include:

- Reasons for establishing a business.
- Factors that lead to the success or failure of a business.
- Price-setting methods.
- Discussing ethical considerations faced by business owners.

Unit Two

Accounting and decision-making for a trading business.

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts' receivable, accounts' payable and non-current assets.

Samples of knowledge and skills include:

- Documents used by business to record financial transactions.
- Strategies for effective management of accounts' receivable and accounts' payable.
- Identify, classify and manually record financial data.
- Determine the valuation of a non-current asset.

Unit Three

Financial accounting for a trading business.

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

Samples of knowledge and skills include:

- The general journal.
- The general ledger.
- The GST Clearing account.
- Distinguishing between product and period costs.
- Explain and apply appropriate internal control procedures.

Unit Four

Recording, reporting, budgeting and decision-making.

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

Samples of knowledge and skills include:

- The purchase of non-current depreciable assets for cash and financed by a loan.
- Methods of depreciation: straight line and reducing balance.
- Characteristics and use of classified accounting reports.
- Analyse and interpret accounting reports.

Assessment Tasks

The final examination accounts for 50% of the assessment. The other 50% is completed at school and consists of one or more of the following: structured questions, folio or exercises, a case study and a report.

Applied Computing

“For one person who is blessed with the power of invention, many will always be found who have the capacity of applying principles.”
Charles Babbage

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information systems including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Note: Students completing Unit 1 & 2 Applied Computing can enrol in either Unit 3 & 4 Applied Computing -Data Analytics or Unit 3 & 4 Applied Computing – Software Development the following year.

Unit One

Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

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

Unit Two

Applied Computing

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

In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution.

In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Applied Computing – Data Analytics

Unit Three
Data Analytics

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

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop data visualisations. They apply specific functions of database and spreadsheet software tools to manipulate, cleanse and analyse data. Students then use a data visualisation software tool to develop data visualisations that present their findings.

In Area of Study 2, students propose a research question, prepare a project plan, collect, analyse and prepare data, and design infographics and/or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit Four
Data Analytics

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

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations. They evaluate the infographics and/or dynamic data visualisations and assess the project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2, students analyse a case study that investigates the impact of a data breach on an organisation. They examine the cyber security threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Assessment

The final written assessment contributes 50% to the assessment of this subject, whilst the school assessed task (SAT) contributes 30% and school assessed coursework (SAC) 20% to the overall assessment.

Applied Computing – Software Development

Unit Three

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

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop a set of working software modules through the use of an OOP language. Students examine a set of requirements and a range of software design tools in order to apply specific features of an OOP language to create working software modules. In Area of Study 2, students analyse an identified problem, need or opportunity, prepare a project plan, develop a software requirements specification and design a software solution.

Area of Study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit Four

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

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

Assessment

Students will solve teacher provided problems and complete a case study, analysing the development of security strategies and recommend a risk management plan.

The final written assessment contributes 50% to the assessment of this subject, whilst the school assessed task (SAT) contributes 30% and school assessed coursework (SAC) 20% to the overall assessment.

Art Making and Exhibiting

“Creativity is piercing the mundane to find the marvellous”:

Bill Moyers

Art Making and Exhibiting provides students with a great way to express themselves and to learn skills that are not taught in other subjects. It provides a chance to work on something practical and ‘hands on'.

Recommendation – There are no prerequisites for this subject however, Year 10 Art specialist subject is recommended.

Unit One

Explore, expand and investigate

In this unit students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentations are documented in both visual and written form in a Visual Arts journal.

Unit Two

Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Unit Three

Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Unit Four

Consolidate, present and conserve

In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student’s Visual Art journal.

Assessment

Assessment is based on a final examination worth 30%, School Assessed Task (SAT) which is a folio worth 60% and School Assessed Coursework (SAC) for each unit worth 10%.

Costs

$80.00 per year. Costs are subject to change

Biology

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

Unit One

How do organisms regulate their functions?

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

Assessment

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

Unit Two

How does inheritance impact on diversity?

Students explore reproduction, the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the process of meiosis and consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Students analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse asexual reproductive strategies, including reproductive cloning technologies. They study structural, physiological and behavioural adaptations and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment

Students complete a student-directed research investigation into a contemporary ethical issue related to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Unit Three

How do cells maintain life?

Students explore the structure and function of nucleic acids and proteins and their relationship as key molecules in cellular processes. Students analyse gene structure and expression in prokaryotic and eukaryotic cells and examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students examine the biochemical pathways of photosynthesis and cellular respiration and how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Assessment

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis, bioethical issue and practical tasks.

Unit Four

How does life change and respond to challenges?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and 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 and the impact various change events have on a population's gene pool and allele frequencies. Students examine the evidence for relatedness between species using evidence from palaeontology, structural morphology, molecular homology and comparative genomics and examine structural trends in the human fossil record.

Assessment

A student-designed scientific investigation related to cellular processes and /or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units. The design, analysis and findings of the investigation are presented in a scientific poster format.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis, bioethical issue and practical tasks.

Business Management

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

Unit One

Planning a business

This unit covers the following:

- Students should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Students should be able to describe the internal business environment and analyse how factors from within it such as finance, employees and location may affect business planning.
- Students should be able to describe the external environment of a business and explain how the macro and operating factors including taxes, laws, customers, suppliers and others may affect business planning.

Unit Two

Establishing a business

This unit covers the following:

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

Unit Three

Managing a business

This unit covers the following:

- Students should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills and corporate culture.
- Students should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Students should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit Four

Transforming a business

This unit covers the following:

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

Assessment

The final examination accounts for 50% of the assessment. The other 50% is completed at school and consists of one or more of the following; case study, test, report and structured questions.

Additional Costs

Excursions or incursions may be planned for this subject that will incur a charge.

Chemistry

Embark on a journey of scientific investigations and learn to speak the language of chemists. You may find the answers to questions such as what holds everything together and are diamonds forever? How will nanotechnology shape the future? How can 'green chemistry' assist in reducing pollution? This subject also emphasises how evidence is used to develop or refine chemical ideas, knowledge and models. Practical activities and experiments assist in developing your understanding of the chemical concepts and theory.

Please note there are prerequisites to study this subject for Unit 1 to 4.

Unit One

How can the diversity of materials be explained?

During this unit students will look at how elements form carbon compounds, metallic lattices and ionic compounds. They will experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures. Students will learn how to calculate mole quantities, use systematic nomenclature to name organic compounds. They will delve into polymer chemistry and look at how they may be designed for a purpose. They will also evaluate the consequences of polymer and organic material production and use for human health and the environment.

As part of their assessment for Unit 1, students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1, including consideration of sustainability concepts.

Unit Two

How do chemical reactions shape the natural world?

During this unit, students will investigate the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society. Students will learn how to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

As part of their assessment for Unit 2, students will design a scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Unit Three

How can design and innovation help to optimise chemical processes?

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

Unit Four

How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissue 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.

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations and other direct experiences.

Assessment

Unit 3 school-assessed coursework contributes 20%, while Unit 4 school-assessed coursework contributes 30% to the overall study score. The final examination will account for 50% of the study score.

Economics

"Never spend your money before you have earned it"

Thomas Jefferson

If you are interested in finding out about how resources are used like water, fuel and timber, why governments regulate spending and issues such as poverty, inflation and the global financial crisis then Economics is a subject you will enjoy. Economics fills our newspapers and other media each day. It looks at how and why individuals, businesses and governments spend their money. It is one of the major subjects in most tertiary business courses. Economics looks at questions such as, why has funding to schools and hospitals been cut? How can employment be increased? Do Australians pay too much tax?

Unit One

Economic decision-making

This unit covers the following:

- Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions.
- Students investigate the motivations behind both consumer and business behaviour.
- Students examine how individuals might respond to incentives.
- Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy.

Unit Two

Economic issues and living standards

This unit covers the following:

- Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.
- Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.
- Students explore economic factors influencing issues and via examination of its economic importance at a local, national and international level.

Unit Three

Australia's living standards

This unit covers the following:

- Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.
- Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.
- Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards.

Unit Four

Managing the economy

The unit covers the following:

- Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand.
- Students also examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to conduct monetary policy.
- Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.
- Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Assessment

The final examination contributes 50% of the total assessment and the other 50% consists of one or more of the following; essay, tests, folio of applied exercises.

English

English is a compulsory subject for most students. It provides a range of 'real life' skills and helps in many areas such as providing the means to write a letter about something you feel strongly about, winning an argument, enhancing your communication skills and recognising how writers and speakers use language to try to persuade you.

Unit One

1. Reading and Exploring Texts
2. Crafting Texts

Unit Two

1. Reading and Exploring Texts
2. Exploring Argument

Suggested Assessment

Assessment may take the following forms and will consist of at least eight pieces of formal assessment throughout the year.

- Analytical response essay
- Crafting texts response
- Written commentary
- Personal response
- Argument analysis task
- Oral Presentation
- Examination (at the end of both Semester One and Two).

Unit Three

1. Reading and Responding to Texts
2. Creating Texts

Unit Four

1. Reading and Responding to Texts
2. Analysing argument

Suggested Assessment

School assessed coursework for Units 3 and 4 contribute to 50% of the final Study Score with the three-hour end of year examination contributing 50% to the final score. School based assessment will include:

- An analytical response
- A written text constructed in consideration of audience, purpose and form
- A commentary reflecting on writing processes
- An argument analysis task
- A point of view oral presentation

English as an Additional Language (EAL)

"Communication – The human connection – is the key to personal and career success."
Paul J. Meyer.

EAL caters for students who have had less than seven years of their formal schooling in English. The course has formal admission requirements set out by VCAA and students need to meet these in order to enrol in EAL. Further information can be obtained from the Year 11 Student Managers.

Units One and Two

The focus in Units One and Two is to read and respond to texts analytically and creatively. Students will develop their skills in creating written, spoken and multimodal texts. Students will be able to analyse how argument and persuasive language are used.

In Unit One, students will complete analytical and creative responses to texts. Students will draw on key knowledge and key skills to create their own text for an intended audience.

Areas of study:

1. Reading and exploring texts
2. Crafting Texts

In Unit Two, students will compare the ideas, issues and themes in texts. Students' understanding of one text will be considered against another text in written form. Students will analyse how argument and persuasive language attempt to influence an audience and in doing so present a point of view.

Areas of study:

1. Reading and exploring texts.
2. Exploring Argument.

Units Three and Four

The focus in Units Three and Four is to read and respond analytically and creatively to texts. Students will analyse arguments and the use of persuasive texts as well as crafting and presenting their own arguments.

Comprehension of a spoken text is also a key element of EAL.

In Unit Three, Students complete an analytical text response essay, a creative text based on the idea of personal journeys and comprehension of a spoken text.

Areas of study:

1a Reading and responding to texts

1b Listening Comprehension

2 Creating texts

In Unit 4, students will write an analytical text response, analyse argument and present their own point of view.

Areas of study:

1. Reading and exploring texts
2. Argument analysis
3. Persuasive oral presentation

School assessed coursework for Units 3 & 4 contributes 50% of the final assessment and the end of year examination contributes 50%.

Environmental Science

"The object is to teach the student to see the land, to understand what he sees, and enjoy what he understands." *Aldo Leopold*

Are you interested in environmental issues? Do you want to know more about the Earth's structure and the impact of humans on the environment? If you do, then this is a subject you will enjoy.

Unit One

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

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

Unit Two

What affects Earth's capacity to sustain life?

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

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

Assessment

Assessment for Units One and Two will include a report of a student-adapted or student-designed scientific investigation.

Unit Three

How can biodiversity and development be sustained?

In this unit students focus on environmental management through the management of application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystems important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

Unit Four

How can climate change and energy impacts be managed?

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

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

Assessment

Unit 3 school-assessed coursework contributes 20%, while Unit 4 school-assessed coursework contributes 30% to the overall study score. The final examination will account for 50% of the study score.

Food Studies

"Cooking is an art and patience a virtue... Careful shopping, fresh ingredients and an unhurried approach are nearly all you need. There is one more thing – love. Love for food and love for those you invite to your table. With a combination of these things you can be an artist."

Keith Floyd

Unit One

Food Around the World

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures.

Areas of study:

1. Food around the world.
2. Food in Australia.

Unit Two

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.

Areas of study:

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

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

The assessment task for Outcome 1 is:

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

The assessment task for Outcome 2 is:

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

Unit Three

Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the 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.

Areas of study:

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

Unit Four

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.

Areas of study:

1. Navigating food information.
2. Environment and ethics.

Assessment

The final examination accounts for 40% of assessment. The other 60% is completed at school and may include written reports, practical activities, annotated visual report and structured questions.

Additional Costs: Cost $150 per year to cover food and materials. Costs may be subject to change.

Geography

"Geography is important because we are inextricably linked to the world we live in. We can only live on this planet with a knowledge of how it works and a commitment to respect it"

Anonymous

Geography is the study of where geographical features are located and why they are there, what makes one place different from another and how and why these differences matter. The study of Geography attempts to explain characteristics of the Earth's human and natural environments through the use of spatial concepts such as location, distribution, region and spatial association.

The knowledge and skills developed in this study have relevance and practical application for students' everyday lives and will enhance their ability to influence decisions about the environments in which they live.

Unit One

Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Students study two types of hazards in depth, investigating their characteristics and analysing the impacts of those hazard events. They also undertake evaluation of the effectiveness of responses of organisations to hazards or disasters, including preparation for dealing with a hazard event or clean up after a disaster has occurred. Students will continue their study of one of the hazards in the field, collecting and analysing primary data, in addition to using topographic maps to analysing characteristics of the hazard and proposing responses appropriate.

Unit Two

Tourism: Issues and Challenges

In this unit, students investigate examples of a variety of types of tourism, both in Australia and abroad. They study the characteristics of various types of tourism and the factors that influence people to engage with each type of tourism and different locations. Students also explore the environmental, economic, social and cultural impacts of different types of tourism, including an in depth analysis of the impact of a Victorian tourism site through fieldwork. Students will evaluate the interconnection between their fieldwork site and the surrounding region, state or the country.

Unit Three

Changing the Land

In this unit, students investigate two aspects of change in the land – change in land cover and change in land use. They study two different processes that have led to land cover change, such as deforestation or desertification, across different scales, including the causes of these changes and an analysis of the responses to these challenges. They will undertake field work to investigate land use change on a local scale, using their primary data and secondary research to inform an evaluation of the impact of the change of land use.

Unit Four

Human population: Trends and Issues

Students study population dynamics on a global scale in this unit, including historical trends in population growth and factors that have impacted changes in population. They then undertake a study of two countries and their population trends across time, including one country with a growing population and the other an aging population. Students will evaluate the effectiveness of the policy responses of these countries to their population challenges.

Assessment

The final examination contributes 50% to the total assessment and the other 50% is based on school assessed coursework, including fieldwork report, structured questions, analysis of geographic data, case studies and research reports.

Health & Human Development

Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

Unit 1:

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

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort.

Unit 2:

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

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Unit 3:

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

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4:

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

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO).

Assessment
The final exam accounts for 50% of the total mark. The other 50% is assessed through a range of school based tasks, which may include an oral presentation, structured questions, written report and a visual presentation.

Costs:
Excursions or incursions may be planned for this subject that will incur a charge.

History – Modern History

“If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it is part of a tree.”

Michael Crichton

Does History repeat itself? How does History and what has happened in the past influence our lives today? Make the past and present come alive as you examine the process of change

Modern History only covers Unit 1 and 2. To complete a Unit 3 and 4 sequence in History, students will choose Australian History or Revolutions.

Unit One

Change and Conflict

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

Unit Two

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.

History – Australian History

"Unless we learn from history, we are destined to repeat it. This is no longer merely an academic exercise, but may contain our world's fate and our destiny."

Alex Haley

To understand our present we must investigate our past. Australian History is the study of how the impact of the first European settlers has affected every facet of our lives. This subject traces the development of our society, politics, organisations, culture and visions to obtain an understanding of where we have come from and, possibly, where we may go.

Unit Three

Transformations:
Colonial society to nation

In this unit, students explore the transformation of the Port Phillip District (late Victoria) from the 1930s through to the end of the tumultuous gold rush decade in 1960. They examine the transformations in the life of the aboriginal peoples and to the environment as the European society consolidated itself. Students explore the type of society Australians attempted to create in the early years of the newly federated nation and they evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit Four

Transformations:
Old certainties and new visions

In this unit, students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. Students will focus on one of the crisis faced by the nation:
The Great Depression or World War Two.

In the second Area of Study, students explore social, economic and political changes in the latter part of the twentieth century that challenged the structure of Australia's earlier society. Students will examine two changes drawn from Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Assessment

The final exam contributes 50% to the total assessment and the other 50% is based on school assessed coursework, including historical inquiry, analysis of historical sources, an essay and extended responses.

History – Revolutions

“A revolution is the struggle to the death between the future and the past.”

Fidel Castro

Students learn about regimes prior to revolution and the factors that enabled the revolution to occur. They study the role of leaders and ideology in the revolutions and examine the crises that arose during the revolutions.

Finally they determine whether the revolution brought about change to the existing social structures or whether more continuities could be found between the ‘old' and ‘new' regimes.

Unit Three

French Revolution

Students will study the major contributing factors to and the consequences of the French Revolution between the rise of Louis XVI as monarch of France in 1774 to the dissolution of the Convention of Year III in 1795. Students examine the roles of ideas, events and other conditions of the *ancien regime*, significant individuals and popular movements that created conditions under which a revolution could occur. Student analyse the extent of continuity and change throughout the time period and make judgements about whether the aims of the Revolution were achieved.

Unit Four

Russian Revolution

This unit focused on the causes and consequences of the Russian Revolution of October 1917. Students study and analyse the characteristics of Russian society under the autocratic rule of the Tsar, the roles of significant individuals and the ideas that contribute to the Revolution, including Marxism. They also investigate the challenges to the consolidation of the new regime and the extent to which the Revolution brought change to Russian society.

Assessment

The final exam contributes 50% to the total assessment and the other 50% is based on school assessment coursework, including historical inquiry, analysis of historical sources, an essay and extended responses.

Legal Studies

"There is no better way to exercise the imagination than the study of law."

Jean Giraudoux

Do you enjoy reading and discussing legal issues? Do you know what your rights and responsibilities are? Are you interested in how laws change over time and whether a court decision is just and fair? If you have answered 'yes' to these questions you will enjoy Legal Studies.

Unit One

The Presumption of Innocence

In this unit students develop an understanding of the legal foundations such as the principles of justice, the sources of law and types of laws, the role of the Parliament and an overview of the Victorian Court hierarchy. The differences and relationship between criminal and civil law. Students investigate the key concepts of criminal law and apply these to actual and hypothetical scenarios to determine the guilt of an offender to a crime. Students also consider the how institutions powers such as the power of the police is balanced with the rights of the individual in our society. They also develop an understanding of the considerations of a judge when sentencing an offender.

Unit Two

Wrongs and Rights

In this unit students focus on topics relating to civil law. They consider the purposes of civil law and the various element of that lead to a civil action including breach, causation and loss. They consider the roles of the Plaintiff and Defendant. Students investigate two areas of civil law and apply their knowledge to hypothetical and actual civil cases. Students also consider the various methods of dispute resolution such as mediation, conciliation and arbitration. They study the role of tribunal and other complaints bodies that work alongside the courts in resolving civil disputes and the kinds of remedied that are awarded They also consider how the legal system assists marginalised groups in the community. They also examine significant cases on the protection of rights in Australia and overseas.

Unit Three

Rights and Justice

In this unit students focus on the criminal justice system, considering the burden and standard of proof in a criminal case and the presumption of innocence. They consider how the legal system protects the rights of victims and the right of the accused. They study the role Community Legal Centres and Victoria Legal Aid. They also consider how the Victorian court operate, the roles of key personnel including, the judge or magistrate, the jury, the parties and legal practitioners. They also learn about the sentencing consideration for judges when they apply sanction. There is also a focus on the civil justice system and looks what parties should consider before suing including costs, limitation of actions and enforcement issues. They also examine alternative avenues of dispute resolution such as the CAV and the VCAT. Students also look how courts and tribunals impose remedies for civil wrongs such a damages and injunctions.

Unit Four

The People, the Law and Reform

In this unit students explore the role the Crown and House of Parliament (Victorian and Commonwealth) in law making. They also explore how the Australian Constitution establishes the parliaments and divides powers between the state and Commonwealth. They consider factors that affect the ability of parliaments to make laws such as bicameral structures and international pressures. They also look at how the Constitution acts as a check on parliament law making. Students develop an understanding of the significance of the High Court interpretation of the Australian Constitution. They investigate the relationship between the courts and parliament and consider how individual and groups could influence law reform through petitions, demonstrations and the use of courts. They consider how law reform bodies such as the Victorian Law Reform Commission and Royal Commissions are able to investigate and bring about changes in the law. They study constitutional reform through a referendum process. Students apply what they learn in hypothetical and actual scenarios throughout the unit.

Assessment

The end of year examination contributes 50% of the total assessment. The other 50% consists of school-based tasks including one or more of the following: a case study, structured questions, a test, an essay, a report in written format, a report in multimedia format, a folio of exercises.

Literature

"That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."

F. Scott Fitzgerald

Literature improves your English skills and helps with subjects across the board. It exposes you to classical and modern texts and broadens your general knowledge. If you have a passion for reading and wish to read and view a variety of challenging texts, this subject is the one for you! You may decide to study Literature instead of, or as well as, English.

Please note there are prerequisites to study this subject for Unit 1 to 4.

Students focus on the close study of a range of different kinds of texts. This includes poetry, plays, novels, short stories and films. Texts from a range of different genres, styles and historical periods are examined. The structure of texts is a focus, as well as the language used by authors to create meaning. The complexities within the text are examined by students and they explore the historical and cultural contexts of each one. Students write responses to text in formal and structured ways, but also complete more personal journal-style tasks, and they explore their own interpretations of each text in a thoughtful manner.

Unit One

1. Reading
2. Exploration of literary movement and genres

Unit Two

1. Voices of Country
2. The text in its context

Texts:
Students will purchase additional texts for study throughout the semester.

Units Three and Four

The focus in Units Three and Four is on the way writers construct their work and how meaning is created. Students respond critically and creatively to texts. Students consider how the form of the text affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience.

Unit Three

1. Adaptations and Transformations
2. Developing interpretations

Unit Four

1. Creative response to texts
2. Close Analysis

Assessment
School assessment coursework for Units 3 and 4 contributes to 50% of the final assessment and the end of the year examination contributes 50% to the final assessment. School tasks include; a comparative essay, analytical essay, creative response, reflective commentary and an interpretative essay. Written interpretations of a text using key passages, initial and subsequent interpretations, creative response and close analysis.

VCE Mathematics Pathways

Year 11 – Units 1 & 2	Year 12 – Units 3 & 4
Foundation Maths Units 1 & 2	Foundation Maths Units 3 & 4
General Maths Units 1 & 2	General Maths Units 3 & 4
Maths Methods Units 1 & 2	Maths Methods 3 & 4 and/or General Maths Units 3 & 4
Maths Methods Units 1 & 2 Specialist Maths Units 1 & 2	Maths Methods 3 & 4 and Specialist Maths 3 & 4

*

NB Specialist Maths 1 & 2 is not required for Specialist Maths 3 & 4, but it is highly recommended that students do this subject at Year 11.

Prerequisites			
Year 10 requirements to study Units 1 & 2 (average)	Units 1 & 2	Year 11 requirements to study Units 1 & 2 (average)	Units 3 & 4
Maths Methods – 30% General Maths – 40% Foundation Maths – 50 %	Foundation Maths	-	Foundation Maths
Maths Methods – 40% General Maths – 50% Foundation Maths – 80% (*Students must apply to change to Year 10 General Maths in Semester Two)	General Maths	Maths Methods – 50% General Maths – 60%	General Maths
Maths Methods – 60% General Maths – 70% (**Students must apply to change to Year 10 Maths Methods in Semester Two)	Maths Methods	Maths Methods – 70%	Maths Methods
Maths Methods – 70% General Maths – 90%	Specialist Maths (1 & 2)	Completion of Maths Methods – 80%	Specialist Maths (3 & 4)

Mathematics

Foundation Maths

– Units One and Two

(***Students must apply to change to Year 10 Maths Methods in Semester Two)			(Must complete Maths Methods in conjunction with this subject)

This subject is designed to support students in VET studies or other VM/VCE studies requiring mathematics skills. Foundation Mathematics strongly emphasises using Mathematics in practical situations.

Unit One

The course is skills and applications based, providing students with the opportunity to use mathematics in many real-life contexts. Areas of study include; Patterns in Numbers, Number Skills, Space, shape and design and using technology Business Travel and Loans and Tax are other topics.

Unit Two

This course allows students to continue to use the mathematical skills in real life situations. The areas of study include Patterns and number, Data and Measurement.

Equipment

Scientific Calculator

Mathematics

General Maths

– Units One and Two

This subject is designed as preparation for General Mathematics Units 3 and 4. General Maths helps you to apply maths to everyday life and gives you skills you can use outside school.

Unit One

This unit is divided up into three main study areas: Statistics, Discrete Mathematics and Arithmetic and Number. Students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation and accuracy. Graphs and networks and number patterns and recursion are extensively covered. Students cover all types of data analysis.

Unit Two

This unit promotes students to cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems..

Equipment:

CAS Calculator

TI-nSPIRE

Mathematics

Maths Methods

– Units One and Two

This subject is designed as a continuation of Year 10 Maths Methods. It introduces students to topics which are in Maths Methods at Unit 3 and 4. Units 1 and 2 are divided up into four main study areas: Functions and Graphs, Algebra, Calculus, Probability, Algorithms and Pseudocode.

Unit One

The Unit One course consists of three main areas: Functions, Graphs and Algebra. For Functions and Graphs, Linear and Quadratic Functions are reviewed and extended. For Algebra, students factorise and simplify a variety of functions using various techniques and transformations.

Unit Two

The Unit Two areas of study consist of Functions and Graphs, Algebra, Calculus and Probability, Algorithms and Pseudocode.

Equipment

CAS Calculator, TI-nSPIRE

Mathematics

Specialist Maths

— Units One and Two

This subject is designed to introduce students to topics which are in Specialist Mathematics at Unit 3 and 4. Students need to meet the requirements of this subject. Students must also be enrolled in Mathematical Methods, Units 1 and 2. Excellent results in Year 10 Maths are required before students consider this subject.

Unit One
At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete Mathematics'.

Unit Two
At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and Measurement', 'Algebra, Number and Structure' and 'Functions, Relations and Graphs'.

Equipment
CAS Calculator
TI-nSPIRE

Mathematics

Foundation Maths

— Units Three and Four

Units 3 and 4 in this subject continue to 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 covered throughout **Units Three and Four** comprise:

Algebra, Number and Structure, Data Analysis, Probability and Statistics, Financial and Consumer Mathematics, Space and Measurement.

Equipment
Scientific calculator

Assessment
A final examination which contributes 40% to the Study Score. Further assessment is school-based and include application and modelling or problem-solving tasks.

Mathematics

General Maths

— Units Three and Four

General Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises of 'Matrices', Networks and decision mathematics'.

Unit Three
This unit comprises the Core topics of Data Analysis and Recursion and financial modelling.

Unit Four
This unit comprises Matrices and Graphs and Networks.

Equipment
CAS Calculator
TI-nSPIRE

Assessment
Two final examinations and school-based assessment that include application and modelling or problem-solving tasks.

Mathematics

Maths Methods

– Units Three and Four

Mathematical Methods 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.

Unit Three

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.

Unit Four

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. 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.

Equipment

CAS Calculator
TI-nSPIRE

Assessment

Two final examinations and school-based assessment that include application and modelling or problem-solving tasks.

Mathematics

Specialist Maths

– Units Three and Four

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs', ‘Algebra', ‘Calculus', ‘Vectors', ‘Mechanics' and ‘Probability and statistics'.

Unit Three

In 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.

Unit Four

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.

Equipment

CAS Calculator

TI-nSPIRE

Assessment

Two final examinations and school-based assessment that include application and modelling or problem-solving tasks.

Media

"If media content didn't fascinate us, there would be no desire to engage with it; but if it didn't frustrate us on some level, there would be no drive to rewrite or remake it."

Henry Jenkins

We live in a society which is increasingly saturated with new forms of media. Media literacy therefore, is a crucial aspect of modern education, and the ability to understand what is being presented to us on social media, our television and in newspapers and magazines, on a deeper level, gives those of us who study Media a much more sophisticated appreciation of the media as a whole.

***Recommendation** – There are no prerequisites for this subject, but satisfactory completion of Year 10 Media is recommended.*

Costs

$40 per year. Costs are subject to change.

Unit One

Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes used to determine meaning and the conventions by which audiences interpret them. They will investigate how Australian society has been constructed and represented and the role they are actively playing in the creation of a new Australian identity in the media.

Unit Two

Narrative Across Media Forms

In this unit students will explore the intentions of media creators and further develop an understanding of the concept of narrative in media products across a range of media forms. Students will apply the media production process to create, develop and construct their own media narratives. They will also investigate the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Unit Three

Narrative and Pre-Production Design

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to create meaning, and how this construction is influenced by social, cultural, ideological and institutional contexts. Students also use the preproduction stage of the media production process to plan and design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent.

Unit Four

Media Production and Issues in the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students also explore issues between agency and control within the media.

Assessment

The end of year examination contributes 40% to the final assessment, whilst the school assessment coursework (SAC) contributes 20% and the school task (SAT) contributes 40%. School-based assessment may include an oral report, written report, structured questions or a presentation using digital technologies.

Physical Education

Costs

Excursions and incursions may be planned for this subject that will incur a cost.

Unit One

The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical and theoretical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise. They identify and discuss various cardiorespiratory illnesses and investigate the relationship between illness prevention and exercise. They explore how the capacity and functioning of each system act as an enabler or barrier to movement and participation in physical activity. They consider the implications of the use of legal and prohibited practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system, as well as ways in which injuries could be rehabilitated.

Unit Two

Physical activity, sport exercise, and society

This unit develops students' understanding of physical activity, sport, and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors and data that influence and facilitate participation in regular physical activity and investigate how these enablers and barriers impact various individuals and populations. . Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the socioecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit Three

Movement skills and energy for physical activity, sport, and exercise

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 coaching and psychological 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 the 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 Four

Training to improve performance

In this unit, students analyse movement skills from a physiological, 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. In the final stages of the Unit, students analyse the interrelationships between all concepts learnt in Unit 3 & 4 and link this to practical activity.

Assessment

The final examination accounts for 50% of the total mark. The other 50% is assessed through a range of school-based tasks. There will be two assessments for Unit 3 (20% of the overall mark) and four assessments for Unit 4 (30% of the overall mark).

Physics

“Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning.”

Albert Einstein

In Physics you study everything you ever wondered about and gain a wide understanding of how the world works. Physics gives you a greater understanding of why things do what they do. It's more than just textbook questions; it is knowledge that can be applied to everyday life.

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. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options, enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit Three

How do fields explain motion and electricity?

Area of Study 1 – How do things move without contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, main satellite orbits and to accelerate particles.

Area of Study 2 – How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3 – How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Unit Four

How can two contradictory models explain both light and matter?

Area of Study 1 – How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

Areas of Study 2 – How are light and matter similar?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

Area of Study 3 – Practical Investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question, ensuring compliance with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question posed in Unit 4 'How can two contradictory models explain both light and matter?' and suggest further investigations that may be undertaken.

The student is expected to design and undertake an investigation involving two continuous variables, communicating results through a scientific poster format. A practical logbook must be maintained by the student also.

Assessment

The final examination accounts for 60% of the assessment. The other 40% consists of school based assessment, which may include a scientific poster, annotations of practical activities, a report and structured questions.

Equipment

A scientific calculator is also required.

Product Design and Technology

Product design is a way to address evolving demands and enhance quality of life through the creation of inventive, sustainable products. Understanding social, technological, economic, historical, ethical, legal, environmental, and cultural factors improve product design. These elements impact the appearance, structure, and purpose of products.

Unit 1: Design practices

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit 2: Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

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). Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept.

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment

The final written examination contributes 30% to the assessment of this subject, whilst the school assessment task (SAT) contributes 50%, and school-assessed coursework (SAC) contributes 20% to the overall assessment. Costs: $100.00 per year. Costs are subject to change.

Psychology

"The brain struggling to understand the brain is society trying to explain itself."
Colin Blakemore

Do you want to know how the brain works? How do individuals develop? Why are individuals all different and unique? How does the brain function and how do people learn? If you are interested in this, Psychology is a good subject for you to do.

Unit One

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 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. Students complete an investigate into how science is used to explore and validate contemporary psychological research questions.

Unit Two

How do internal and external factors influence behaviour and mental processes?
Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students examine the contribution that classical and contemporary research has made to the understanding 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.
Students complete a student-designed scientific investigation related to internal and external factors on behaviour.

Unit Three

How does experience affect behaviour and mental processes?

Area of Study 1 – How does the nervous system enable psychological functioning?
In this area of study students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse and the interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour. Students also evaluate the ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process. They compare the explanatory power of different models that explain stress as well as exploring strategies for coping with stress and improving mental wellbeing.

Area of Study 2 – How do people learn and remember?
Students evaluate models to explain learning and apply their knowledge of learning to a range of everyday experiences and contemporary social issues. Students explore memory as the process by which knowledge is encoded, stored and later retrieved, as illustrated by Richard Atkinson and Richard Shiffrin's multi-store model of memory, including how information passes through distinct memory stores in order for it to be stored relatively permanently. Students explore the interconnectedness of brain regions and the storage of memories. They consider the use of mnemonics to increase the encoding, storage and retrieval of information and develop an understanding of the contribution of Aboriginal and Torres Strait Islander knowledges and perspectives in understanding memory and learning.

Unit Four

How is mental wellbeing supported and maintained?

Area of Study 1 – How does sleep affect mental processes and behaviour?
Students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span. They compare stages of sleep as examples of naturally occurring altered states of consciousness and investigate the biological mechanisms of the sleep-wake cycle. Students analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning. They compare the effects of total sleep deprivation and blood alcohol concentration and how this affects human functioning. Students examine circadian rhythm disorders as the result of changes to an individual's sleep-wake cycle and apply their knowledge regarding sleep hygiene and zeitgebers to suggest ways to improve the sleep-wake cycle and mental wellbeing.

Area of Study 2 – What influences mental wellbeing?
Students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. Students investigate the concept of mental wellbeing. Students will investigate that for Aboriginal and Torres Strait Islander people mental wellbeing is one element of a multidimensional and holistic view of wellbeing. Students apply a biopsychosocial approach to the development and management of a specific phobia. Students explore factors that contribute to an individual's mental wellbeing from a biopsychosocial perspective and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Area of Study 3 – How is scientific inquiry used to investigate mental processes and psychological functioning?
Students undertake their own investigation into a topic covered in Units 3 or 4, which requires them to design and conduct a scientific investigation which will be presented in a scientific poster.

Assessment
The final examination accounts for 50% of assessment. The other 50% consists of school-based assessment that may include an analysis of a psychological case study, analysis of data, comparison and evaluation of psychological concepts form student practical activities or an analysis and comparison of two or more media texts.

Sociology

“I know you won’t believe me, but the highest form of Human Excellence is to question oneself and others.”

Socrates

Have you ever wondered why people behave the way they do? Have you ever questioned why people break the rules and commit crimes? Have you ever questioned what makes people connect? You may then be interested in Sociology. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It assists in the development of an understanding of human behaviour and social structures.

Unit One

Youth and Family

In this unit students will seek to understand the way youth and adolescence are constructed as social categories through observing the differing experiences of young people. The reasons for the differing experiences will be investigated as well as the potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students will also investigate the social institution of the family to explain the purpose and experiences of family life. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies will be explored as they have been identified as influencing the traditional view of the family.

Unit Two

Crime and Deviance

This unit will explore the concept of deviance, particularly the differing explanations of what constitutes deviant behaviour. Students will also explore the phenomenon known as moral panic and the impact this has on individuals in society. Students investigate crime and punishment through exploring patterns of crime and considering the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

Assessment

Assessment will include one or more of the following tasks: interview and report, structured questions, film analysis, representation analysis, extended responses or multimedia presentation.

Unit Three

Australian First Nations Cultures & Ethnicity

Students will study the expressions of culture and ethnicity within Australian society in two different contexts – Australian First Nations culture, and ethnicity in relation to migrant groups. Australian First Nations cultures are diverse and are comprised of a range of symbols, languages, values and norms. Students will investigate historical and contemporary representations of First Nations culture found in the media and how these representations build awareness and views of the culture. Students will also examine the concepts of race and ethnicity and how identity is formed and experienced by different Australian ethnic groups, including those who migrated and those who were born in Australia.

Unit Four

Community, Social Movements and Social Change

In this unit students delve into the ways sociologists have thought about the idea and experiences of community as well as the relationship between social movements and social change. Students examine the changing definitions and experiences of community and the challenges posed by political, economic, cultural, environmental and technological change. Students investigate the role social change plan in creating movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements and focus on how people in positions of power can influence a social movements ability to create social change.

Assessment

The final examination contributes 50% to the total assessment and the other 50% is based on school assessment tasks such as interview and report, research report, structured questions and representation analysis and extended responses.

Theatre Studies

"You need three things in the theatre – the play, the actors and the audience, and each must give something."
Kenneth Haigh

Please note: *Units 1 & 2 only will be offered in 2026, whilst Units 3 & 4 will be offered as a pathway for students in 2027 if there is sufficient demand.*

Unit One

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 1920's. 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.

Unit Two

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 1920's 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.

Unit Three

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 way in which 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.

Unit Four

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.

Assessment

The final written examination contributes 30% to assessment and the performance examination contributes 25%. The other 45% is school based assessment and may include an analytical essay, structured questions and roles in a production.

Costs

Excursion fees for seeing the required plays for the purposes of assessment.

Visual Communication Design

“Stop looking at yourself as a designer and start thinking of yourself as a deliverer of ideas.”

Stle Melvr

Recommendation – There are no prerequisites for Units Three and Four however, Units One and Two of VCD are strongly recommended.

Do you enjoy designing and do you have a creative mind? If the answer is ‘yes' then you should choose this subject. VCD requires you to be very organised. It is one of the few subjects with minimal boundaries. It is recommended to anyone with artistic flair and an edge for design. It is a very rewarding subject which will take up a lot of time and requires high quality drawing skills and a mind open to ideas.

Unit One

Finding, reframing and resolving design problems

In this unit students are introduced to the practises 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.

Unit Two

Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on concepts 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.

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.

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 Four

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.

Assessment

Assessment is based on an end of year examination worth 30%, a folio (School Assessed Task) worth 50% and coursework worth 20%, which may include a written report, annotated visual communications and structured questions.

Costs

$60.00 per year. Costs are subject to change.

VCE Vocational Major Subjects

Literacy

Unit 1 This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Area of Study 1: Literacy for personal use

Area of Study 2: Understanding and creating digital texts

Unit 2 In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings

Area of Study 1: Understanding issues and voices

Area of Study 2: Responding to opinions

Tasks may include a case study, response to structured questions, digital presentation that offers a point of view, research task, report and/or a brochure

Unit 3 In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature.

Area of Study 1: Accessing and understanding informational, organisational and procedural texts.
Area of Study 2: Creating and responding to organisational, informational or procedural texts

Unit 4 In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Area of Study 1: Understanding and engaging with literacy for advocacy
Area of Study 2: Speaking to advise or to advocate

Tasks may include a set of instructions and brochure or report including visuals/diagrams, series of annotations and summaries, video, podcast or oral presentation, response to structured questions

Personal Development Skills

Unit 1: Healthy individuals This unit focuses on the development of 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 and individual health and wellbeing. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

Area of Study 1: Personal identity and emotional intelligence
Area of Study 2: Community health and wellbeing
Area of Study 3: Promoting a healthy life

Unit 2: Connecting with community This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Area of Study 1: What is community?
Area of Study 2: Community cohesion
Area of Study 3: Engaging and supporting community

Tasks may include a reflective journal, case study, record of discussion or debate, video, podcast or oral presentation, response to structured questions, record of interviews with members of the community and class and/or a digital presentation

Unit 3: Leadership and teamwork In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity.

Area of Study 1: Social awareness and interpersonal skills
Area of Study 2: Effective leadership
Area of Study 3: Effective teamwork

Unit 4: Community project This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved.

Area of Study 1: Planning a community project
Area of Study 2: Implementing a community project
Area of Study 3: Evaluating a community project

Tasks may include a digital, oral, or written presentation, report, reflective journal, record of discussion or debate, case study, video, podcast or oral presentation

Work Related Skills

Unit 1: Careers and learning for the future This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Area of Study 1: Future careers
Area of Study 2: Presentation of career and education goals

Unit 2: Workplace skills and capabilities In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education
Area of Study 2: Transferable skills and capabilities

Tasks may include a research task, career education report and/or presentation, case study, video, podcast or oral presentation, response to structured questions

Unit 3: Industrial relations, workplace environment and practice This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Area of Study 1: Workplace wellbeing and personal accountability
Area of Study 2: Workplace responsibilities and rights
Area of Study 3: Communication and collaboration

Unit 4: Portfolio preparation and presentation In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

Area of Study 2: Portfolio presentation

Tasks may include further education and/or training plan, case study, research task, presentation and/or report

Glossary of terms

VCAA	Victorian Curriculum and Assessment Authority, the body which administers the VCE.
VCE	Victorian Certificate of Education.
VCE VM	VCE Vocational Major
VTAC	Victorian Tertiary Admissions Centre. The centre processes student applications to most Tertiary and TAFE courses.
VET	Vocation Education Training
FIELD OF STUDY	Subject. Most VCE subjects are made up of 4 units.
UNIT	A unit normally lasts for one semester or half a year.
SEMESTER	Half-year. Semester One ends in mid-June on a date determined by the College.
PROGRAM OF STUDY	A sequence of studies taken over two years normally made up of 22/24 units.
PREREQUISITES	These are units which must be passed and must be included in a student's program.
RECOMMENDED	These are units which are desirable and their knowledge may be assumed but they do not affect selection to tertiary courses.
UNITS 1 AND 2	Units 1 and 2 are equivalent to Year 11 level.
UNITS 3 AND 4	Units 3 and 4 are equivalent to Year 12 level. Students may be able to select Units 3 and 4 in their first year of VCE.
OUTCOME	These define what the student will know and be able to do as a result of satisfactorily completing a study. Each outcome has a definition, the key knowledge to be learnt and the key skills to be acquired.
GAT	General Achievement Test – is a test of general knowledge and skills in written communications, mathematics, science, technology, humanities, the arts and social sciences.