Marian College Myrtleford

‘Smaller Community - Big Opportunity’

Senior School Course Guide 2027

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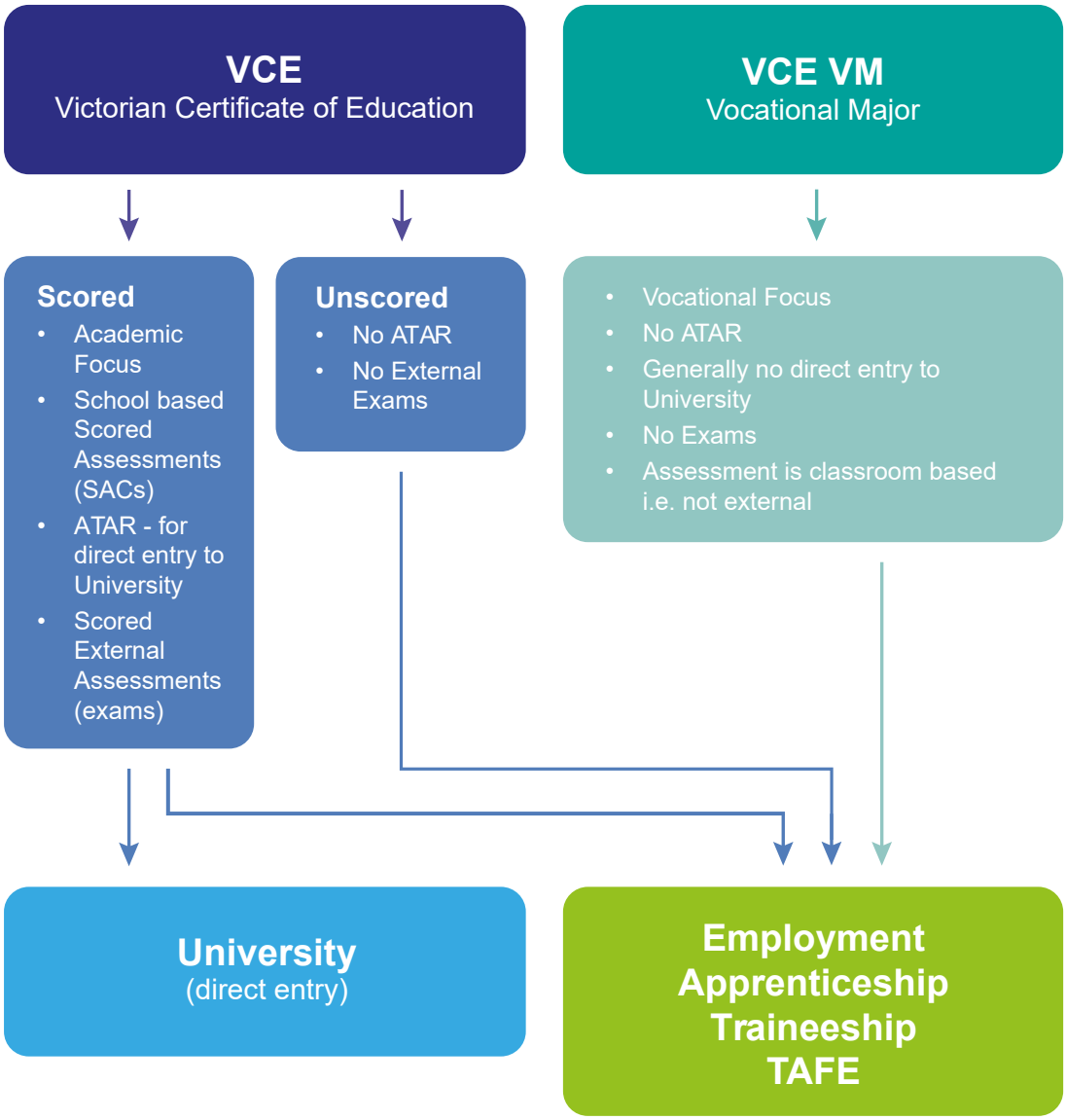
VCE, VCE VM & Pathways Overview

Senior School Leader
Sonia McKenzie
sonia.mckenzie@mcm.vic.edu.au

Pathways Leader
Michael Guinane
michael.guinane@mcm.vic.edu.au

VCE / VCM VM Pathways



VCE Minimum Requirements

- Minimum 16 units
- 3 VCE English units (including a Unit 3/4 sequence)
- At least 3 additional 3/4 sequences

VCE VM Minimum Requirements

- Minimum 16 units
- 3 VCE VM Literacy or VCE English (including a Unit 3/4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)
- At least 3 additional 3/4 sequences

There are two pathway options at Marian College in the Senior School

Compare Study Options

VCE

A great choice if ...

- You prefer to learn in the classroom
- You need an ATAR for your goals
- You want to develop confidence in academic learning
- You want to apply for university immediately after Year 12

VCE VM

A great choice if...

- You prefer to learn in the real world and classroom
- You don't need an ATAR for your goals
- You want to develop confidence in the workplace
- You want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12
- Or apply to University after time in training or work

For more information on the VCE turn to **section 2** of this Course Guide

For more information on the VCE VM, turn to **section 3** of this Course Guide

Vocational Education Training (VET)

VET studies allow students to gain practical skills in a specific industry while contributing towards the completion of their VCE or VCE VM certificate

VET subjects can be taken as either part student's VCE program or VCE VM program

For further information on VET options, turn to **section 4** of this Course Guide

VCE Overview

Victorian Certificate of Education

Students are required to take greater responsibility for their own learning, for their choice of units and to make a mature commitment to study both within and beyond the classroom. Because all course work and study cannot be covered in school hours, there is an expectation that students complete both homework and study out of school hours.

How is VCE structured?

Students study six units per semester at Year 11 and five units per semester at Year 12. Most people undertake Unit 1 and 2 at Year 11, and complete Unit 3 and 4 at Year 12.

To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include:

- Three units from the English group (with at least one at Unit 3 and one at Unit 4 level)
- Three sequences of Unit 3 and 4 studies (other than English), which can include VCE and VET

The VCE Year

VCE begins with Headstart 2025 and students complete homework over the summer holidays. The program ends in the following October for Year 12.

What is important to know about VCE?

This qualification:

- Involves at least two years of continual assessment
- Ensures that every student has to meet the same assessment requirements
- Uses both external and internal school assessed tasks to gauge learning

For further information speak to the Senior School Leader.

Choosing your Units

During Term 3, you will take part in processes to help you decide the units you will study next year.

You and your family will be invited to a Course Information Session to begin the process. From there, you are encouraged to talk to staff from each Learning Area to find out more about the units on offer, and to check any prerequisite study requirements for tertiary studies or trades with the Pathways Leader.

Each student will select their preferred subjects after an interview with a member of the Learning and Teaching Team.

For further information speak to the Pathways Leader.

Tertiary Selection

VTAC (Victorian Tertiary Admissions Centre) is responsible for organising and processing student applications to universities and TAFE colleges. This process involves the generation of an Australian Tertiary Admissions Rank (ATAR) for all students planning entry into the tertiary level of education. This system allows for all students across Australia to be treated in the same way, where possible, in their applications for tertiary places.

VCE students use the ATAR as a basis for entry to Victorian universities and TAFE institutions. The ATAR scores can also be used for entry into interstate universities and TAFE colleges.

The minimum entrance requirements for exiting Year 12 students for all universities and some TAFE courses are:

- Satisfactory completion of the VCE.
- Satisfactory completion of the work requirements in Units 3 and 4 of English.
- An ATAR (Australian Tertiary Admissions Rank). Students who do not apply to VTAC for entry into a course will not receive an ATAR – even if they have successfully completed their VCE.

Please Note

- All accredited VCE studies are considered to be equal.
- Successful completion of any VCE program does not guarantee entry into tertiary or TAFE courses.

Student Expectations

Your senior years in education are important. They bring an increase in workload, responsibility, freedom and the need for self-discipline. We expect a mature commitment. We expect you will seriously apply yourself to your studies and continue to GROW.

We expect Generosity and full participation in activities, always looking for ways to help others succeed.

We expect Respect for the mission of the school, Respect for self and others in engaging in the learning process and Respect for College life.

We expect you to take Ownership of your learning.

And most importantly be Wholehearted in the manner in which you approach the final years of your schooling at Marian College.

We expect you to participate fully in our Religious Education program which is an important part of our College. Developing a strong sense of Christian community, helping students, their families and our staff develop their faith and a respect for, and commitment to, Gospel values is central to who we are.

ATAR

Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank, not a score. It is designed specifically to assist some tertiary institutions to select applicants for some courses. The ATAR is only one tool used for selection into tertiary courses and not all courses use the ATAR.

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is an overall percentile rank reflecting a student's Year 12 achievement compared to the rest of the group in a given year. The ATAR allows tertiary institutions to competitively rank students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions for admission into some tertiary courses.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. A student with an ATAR of 75.00 has achieved VCE results above 75 percent of the Year 12 group.

What the ATAR is not

The ATAR is not a reflection of you as a person, and there is no pass or fail ATAR. Everyone who receives an ATAR has passed the VCE. The ATAR is simply a rank that is used by institutions for some of their courses. In most cases the ATAR is only one of many criteria and factors considered as part of the selection process.

How to qualify for an ATAR

To qualify for an ATAR through VTAC a student must:

- Qualify for the VCE, and
- Achieve study scores in at least four permissible Unit 3 and 4 VCE studies, including one from the English group.

Calculation of ATAR and Scaling

You can read about the calculation of ATAR and how scaling works on the VCAA website

https://vtac.edu.au/atar.html

VCE, VCE VM and the GAT

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

Who sits the GAT?

VCE - All students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence are required to sit both Section A and Section B of the GAT

Section A: Literacy and numeracy skills

Section B: General knowledge and skills

VM - Students studying a Unit 3/4 VCE VM program are required to sit Section A of the GAT only.

Section A: Literacy and numeracy skills

Virtual Schools Victoria

A number of students will find that two subjects that they desperately wish to do are blocked on at the same time, or that a subject that appeals to them is not offered. For students who meet the criteria listed below, studying a subject through the VSV becomes an option. The VSV's courses combine quality print-based, audio and visual learning materials and electronic interaction through the internet/social media.

Subjects are divided into terms of nine weeks' work. The subject notes provide guidance and assignments for the student to complete and send/email to the VSV teacher weekly. At some levels, tests are sent to the home school for supervised completion.

Criteria for a successful VSV student

- As students are frequently doing this subject alone, good independent work habits are essential. This includes being resourceful about locating information.
- To be well organised is a key criteria as work is sent away weekly.
- To seek assistance early when unsure, either via the phone or electronic media.
- Good literacy skills, as work requires extensive reading and writing.

Students enrolling in a VSV subject are required to pay a fee unless this option is required due to a timetable clash. The fee may correspond to the fee charged by the VSV or as determined by the home school.

VSV offers a wide range of VCE subjects (but not all). Students wishing to undertake a subject through the VSV should speak with their Learning Mentor or for more information check out the VSV website https://www.vsv.vic.edu.au/

For further information speak to the VSV Supervisor (Senior School Leader).

Other Options

Significant changes to the VCE mean that greater emphasis is now placed on incorporating vocational training into VCE studies. For example, students more inclined to pursue a trade can commence this career pathway whilst completing their schooling.

Alternative Vocational Programs

There are three types of alternative vocational programs that may be pursued by students while in Years 10 to 12. They are:

- Vocational Education and Training in schools programs (VET)
- School Based Apprenticeships (SBA) programs
- Victorian Certificate of Education Vocational Major (VCE VM)

Vocational Education Training (VET)

These programs link general and vocational curriculum together. They provide more options for all VCE students without detracting from existing pathways. They provide TAFE vocational curriculum (national training packages) as an integrated part of the VCE and not as an add-on. Successful completion of a VET in Schools program continues to give the student a higher education option but also provides additional pathways to TAFE, training and work.

VET in Schools programs provide students with the opportunity to study their VCE as well as a TAFE Certificate. Dependant upon the course chosen, it may count towards their Australian Tertiary Admissions Rank (ATAR).

Which organisations offer VET courses and what is the cost?
Local TAFEs, such as GOTAFE, Wodonga TAFE and Borinya offer VET courses to secondary school students. This is an addition cost charged by these providers (Average $3000 per year in 2026)

Some VET courses have an exam and can be counted in the top four subjects of the ATAR. Others do not have an exam but can be used as a 5th or 6th subject for the ATAR. See the Pathways Leader for more information.

A number of VCE VET programs are offered next year. Students will be asked to indicate interest in a list of possible VCE VET or School Based Apprenticeship Training programs when completing their subject selections.

VET in Schools programs would be of particular interest to students wishing to:

- Complete their VCE
- Complete a recognised Certificate Course
- Obtain an Australian Tertiary Admissions Rank (ATAR) and keep tertiary options open
- Provide program flexibility - students may choose from the full range of studies offered
- Undertake studies with a more vocational focus that includes work placement and/or part time work.

By undertaking one of these programs the quality of student outcomes will not be compromised in any way. Students wishing to pursue University Studies will have their VCE considered along with all other VCE graduates. Students wishing to undertake Advanced Certificates at a TAFE College will have their certificate and/or VCE credited to them. Students wishing to enter the workforce at the completion of the program will have the benefit of both certificates (including the skills and competencies covered in the programs).

VET courses are offered through an auspiced arrangement with a Registered Training Organisation, who will issue the Statement of Attainment or Certificate.

School Based Apprenticeship / Traineeship

A school based apprenticeship or traineeship allows VCE students to participate in part-time schooling and paid part-time employment. Participating students enter into a Training Agreement as part of their required employment arrangements. A student who undertakes a School Based Apprenticeship while still at school must be:

- Undertaking VCE or VCE VM studies as part of a program managed and coordinated by a school, and
- A signatory to a Training Agreement registered with the State Training Board, and
- Employed under an award or registered agreement, and
- Undertaking a training program that leads to a nationally recognised vocational qualification.

MP-12 College and Marian College students have the opportunity to be involved in School-based Part-time Apprenticeships. Generally these students attend regular classes 4 days per week and attended their workplace one day per week. They also complete additional paid work and training during some of their holiday period to meet the average 13 hours per week requirment.

In some ways a school-based Apprenticeship program is similar to a VET in Schools program - with similar advantages. However, within an Apprenticeship program it is required that students spend the equivalent of at least one day per week in paid employment that is, four days at school, one day working. This is considerably more work placement than is involved in VET in Schools programs.

Similarly to the VET in Schools programs, these students will be issued with a nationally recognised certificate at the successful completion of the two years. They will also receive a VCE certificate providing they successfully complete the VCE requirements. So they will have had the benefit of completing their VCE, completing a Certificate II or III level training qualification, and also spending a significant amount of time in the work force being paid a training wage.

The main difference between VET in Schools programs and School Based Apprenticeships is that for a School Based Apprenticeship the student requires an employer for the duration of the program. This does not necessarily mean that the employer must guarantee the student a job at the end of the program/end of VCE. It just means that the employer is willing to employ the student (at training wage rates) during the program (typically two years) on a part-time basis. This effectively provides the student with a part-time job throughout their VCE in an area of interest to them.

Students involved in the part-time Apprenticeship program are paid training wage rates. This is usually less than students of a similar age may earn in other forms of casual part-time employment, but it needs to be remembered that students participating in the part-time Apprenticeship program are also undertaking training and will be awarded a nationally recognised certificate at the successful completion of the program.

School-based part-time Apprenticeship programs do not require students to undertake a set of prescribed VCE subjects.

It is essential that students must have an employer before embarking on a school-based part-time New Apprenticeship. Some assistance is available with securing an employer and the Colleges have established good working relationships with a number of local Group Training Companies who are available to speak with prospective employers to explain all the details of a school-based part-time apprenticeship.

Please see the Pathways Leader regarding School Based Apprenticeships.

VCE Vocational Major Overview

VCE VM - Victorian Certificate of Education (Vocational Major)

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

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

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

What sort of student would like VCE VM?

Someone who

- Wants to move on to the workforce, or apprenticeship, or TAFE after completing school
- Enjoys hands on, practical and applied learning
- Is a team player
- Likes to solve problems
- Is adaptable
- Enjoys developing life and work skills
- Has a growth mindset to develop their current skills

How is VCE VM structured?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Assessment

- The VCE VM studies are standards-based. Assessments are school-based and assessed through a range of learning activities and tasks
- No external assessments of VCE VM Unit 3–4 sequences
- VCE VM studies do not receive a study score
- VCE VM studies do not contribute to the ATAR
- Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.
- Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Victorian Certificate of Education

Course Descriptions

RELIGIOUS EDUCATION

Religious Education

The key learning area in Catholic schools is Religious Education, which aims to promote and foster a personal relationship with Jesus Christ, through assisting students to experience and become familiar with the Gospels and with the lived faith tradition of the Catholic community, in the context of contemporary Australian and global society. The curriculum also aims to expand a student's spiritual awareness and religious identity through the development of such key skills as discernment, critical thinking, meaning making, and search for the truth.

YEAR 11: Religion and Ethics

We reflect on what is 'right' and 'wrong' and 'good' and 'bad' when applied to human decision-making. We examine personal decision-making practices and how some of the major religious traditions of our world have sought to develop the ethical lives of people. We complete in-depth studies into numerous ethical issues and analyse the various perspectives that people have on these issues.

Assessment

- Structured questions
- Case studies
- Presentations

YEAR 12: Called to Action & Response to the Spirit

Religious Education aims to help students appreciate the importance of religion in their lives. It includes a 3-day retreat and other liturgical and prayer experiences. It explores what the religious perspective has to offer in understanding a wide range of current social and life-centred issues, and in nurturing personal spirituality. We focus on change and development in beliefs as a response to contemporary challenges from within the Catholic tradition and from wider society.

Assessment

- Written reports
- Oral presentations
- Extended responses

What sort of student would like Religious Education?

Someone who is interested in understanding how beliefs express meaning in life for individuals and communities. It is a great way to explore many of the 'big life questions' as well as key people and events that have shaped religious belief systems throughout the world.

ENGLISH

English

English

UNIT 1

Reading and Exploring Texts
You will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. You will read and explore one set of text that presents and reflects a particular human experience and respond analytically.

Crafting Texts
You will demonstrate an understanding of effective and cohesive writing through the crafting of your own texts designed for a specific context and audience to achieve a particular purpose. You will read and engage imaginatively and critically with various model texts such as short stories, speeches, monologues, essays, podcasts, poetry, articles, memoirs and biographies. You will then use these mentor texts as inspiration for crafting your own writing.

UNIT 2

Reading and Exploring Texts
You will be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning of a different set text from that selected in Unit 1.

Exploring Argument
You will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and construct a point of view text for oral presentation.

What does this mean for me?
You read and analyse texts and complete written responses. You creatively write in a range of formats and styles, drawing on various texts. We examine media texts and the ways in which authors persuade readers to share a particular point of view. You read texts closely and critically analyse the ideas and content. We also compare the ways in which similar ideas are conveyed differently depending on the mode through which they are presented.

UNIT 3

Reading and Responding to Texts
You will apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters.

Creating Texts
You will read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

English

UNIT 4

Reading and Responding To Texts
You further sharpen your skills of reading and viewing texts, developed in the corresponding area of study in Unit 3.

Analysing Argument
You will analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

What does this mean for me?
We build on the skills and knowledge that are developed in Units 1 and 2. You also compare the way two selected texts present ideas, issues and themes.

Assessment
- Text essays
- Creative writing
- Oral presentations
- Expository writing
- Language Analysis
- End of Semester Exams (Unit 1 and 2)
- External Exam (Unit 3 and 4)

What sort of student would like English?
Someone who:
- enjoys reading, responding in writing and discussing ideas
- is interested in examining current affairs and the role the media plays in our society
- likes to work with ideas, to think creatively and write extended responses

Suggested Prerequisites
Year 10 English

BUSINESS AND ECONOMICS

Accounting

Business Management

Legal Studies

Accounting

UNIT 1: The Role of Accounting in Business

We explore the establishment of a business and the role of accounting in the determination of business success or failure. We consider the importance of accounting information to stakeholders. You record financial data and prepare reports for service businesses owned by sole proprietors. We analyse, interpret and evaluate the performance of the business using financial and non-financial information. You use these evaluations to make recommendations regarding the suitability of a business as an investment.

What does this mean for me?

You learn everyday life skills for personal and business use, including with the recording and reporting methods.

Student Project - make, cost, calculate break even points and desired profit margins for a product

UNIT 2: Accounting and Decision Making for a Trading Business

We extend your knowledge of the accounting process for sole proprietors operating a trading business. Our focus is on inventory, accounts receivable, accounts payable and non-current assets. You analyse and evaluate these areas to suggest strategies to improve business performance. We use manual processes and ICT, (including spreadsheets), to prepare historical and budgeted accounting reports. You consider relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

What does this mean for me?

You look at buying and selling stock, managing cash flows, managing assets and budgeting.

UNIT 3: Financial Accounting for a Trading Business

We focus on a trading business owned by a sole proprietor, and the role of accounting as an information system. You 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. We develop your understanding of the accounting processes for recording and reporting, and consider the effect of decisions made on the performance of the business. You interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

What does this mean for me?

You are introduced to double entry accounting used by businesses world-wide and fine tune your analysis skills.

UNIT 4: Recording, Reporting, Budgeting and Decision Making

We extend your understanding of the recording and reporting process. We introduce balance day adjustments and alternative depreciation methods, and both manual methods and ICT. You investigate both the role and importance of budgeting in decision-making for a business. You analyse and interpret accounting reports and graphical representations to evaluate the performance of a business, and suggest strategies to improve performance.

Accounting

What does this mean for me?

Skills learnt in Unit 1 to 3 are developed and extended. Skills and knowledge learnt in Unit 3 and 4 are very similar to those covered in first year Commerce and Business degrees and is thus invaluable if you are considering one of these courses. Through all units (where appropriate), the ethical considerations faced by business owners when making decisions (including financial, social and environmental), will be explored.

Assessment

- Case studies, portfolio reports, tests, and exam
- Case studies, portfolio reports, tests and external exam

What sort of student would like Accounting?

Someone who:

- Is looking to study Business, Commerce, Finance or management related courses
- Is considering a trade or has an interest in going into business for themselves

Suggested Pre-requisites

Unit 1 and 2 Accounting form the basis of Unit 3 and 4 and, so are highly recommended.

Business Management

UNIT 1: Planning a Business

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

UNIT 2: Establishing a Business

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

Business Management

UNIT 3: Managing a Business

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

UNIT 4: Transforming a Business

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

Assessment

- Case study analysis
- Short answer questions
- Research tasks
- Topic tests
- Semester exams (Unit 1 and 2)
- End of year external exam (Unit 3 and 4)

What sort of student would like Business Management?

Someone who:

- Wishes to pursue a tertiary course in Business, Commerce, Economics or Accounting
- Is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business

Suggested Pre-requisites

There are no prerequisites, however, Unit 1 and 2 offer useful background knowledge for Unit 3 and 4.

Unit 3 Business Management Excursion to Pepo Farms

Legal Studies

UNIT 1: The Presumption of Innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

What does this mean for me?

You develop an understanding of legal foundations, such as the different types and sources of law. You learn about the principles of justice and how sanctions imposed on offenders are designed to meet multiple aims. We look at recent cases and apply our learning to those cases.

UNIT 2: Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.

What does this mean for me?

You will learn about civil law and how it applies to real and hypothetical situations. We will find out what Human Rights are and investigate one human rights issue in Australia.

Assessment

- Topic tests
- Structured assignments
- Portfolio of course work
- End of semester exam

UNIT 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. We examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

What does this mean for me?

We consider the Magistrate's Court, County Court and Supreme Court within the Victorian court hierarchy. We also look at other Victorian legal institutions and bodies available to assist with cases. You explore matters such as rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and ability of sanctions and remedies to achieve their purposes. We investigate the extent to which principles of justice are upheld in the justice system. You discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. We apply legal reasoning and information to actual and/or hypothetical scenarios.

Legal Studies

UNIT 4: The People, the Law and Reform

The study of Australia's law and legal system involves an understanding of institutions that make and reform our laws, We explore the Australian Constitution, Commonwealth and State Parliments, and the role of the High Court in protecting and interpreting the Australian Constitution, as well as law-making and reform.

What does this mean for me?

You explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in lawmaking. We develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. You investigate parliament and the courts, and the relationship between the two in lawmaking, and consider the roles of the individual, the media and law reform bodies in influencing law reform. We apply legal reasoning and information to actual scenarios.

Assessment

- Internal school assessed coursework – portfolios, case studies and written tests
- External exam comprising short answer and extended response questions

What sort of student would like Legal Studies?

If you want to know and understand more about how our society operates then you should choose Legal Studies. It is for someone who is interested in:

- Understanding concepts of equality and justice
- Developing their knowledge of basic legal rights and obligations
- Evaluating the processes used in Australia to control activities and change the law
- Current affairs, following and understanding significant court cases
- Understanding more about how our society operates and enjoys class discussion

Other Considerations

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

Legal Studies is of interest in its own right and enhances learning skills in many areas. It is definitely not just for those seeking a career in law or criminology. It provides opportunity to develop skills and knowledge that can be applied in many aspects of our lives. There are many courses and occupations that include units based on Legal Studies (commerce, business administration, nursing, computer courses, and the federal or state police forces).

HEALTH AND PHYSICAL EDUCATION

Health & Human Development

Physical Education

Outdoor and Environmental Studies

Health & Human Development

UNIT 1: Understanding Health and Wellbeing

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

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. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Assessment:

Outcome 1: Concepts of health
Outcome 2: Youth health and wellbeing
Outcome 3: Health and nutrition

UNIT 2: Managing Health and Development

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

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.

Assessment:

Outcome 1: Developmental transitions
Outcome 2: Youth health literacy
Outcome 3: Health and nutrition

UNIT 3: Australia's Health In A Globalised World

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

Health & Human Development

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.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.
Outcome 1: Understanding health and wellbeing (50 marks)
Outcome 2: Promoting health in Australia (50 marks)

UNIT 4: Health and Human Development In A Global Context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.
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). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.
Outcome 1: Global health and human development (50 marks)
Outcome 2: Health and the Sustainable Development Goals (50 marks)

External Assessment.

Written examination (The examination will contribute 50 per cent to the study score)

What sort of student would like this subject?

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

Suggested Prerequisites

There are no prerequisites however, completing any Year 10 Health or PE unit can be useful.

Physical Education

UNIT 1: The Human Body in Motion

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

Assessment:

Outcome 1: How does the musculoskeletal system work to produce movement?
Outcome 2: What role does the cardiorespiratory system play in movement?

UNIT 2: Physical activity, Sport, Exercise and Society

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

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.
Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Assessment:

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

UNIT 3: Movement Skills and Energy for Physical Activity, Sport and Exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.
Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying

oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
Outcome 1: How are movement skills improved? (45 marks)
Outcome 2: How does the body produce energy? (45 marks)

UNIT 4: Training to Improve Performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of the program is evaluated according to the needs of the individual and chronic adaptations to training.

Assessment:

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.
Outcome 1: What are the foundations of an effective training program? (25 marks)
Outcome 2: How is training implemented effectively to improve fitness? (60 marks)
Outcome 3: Integrated movement experiences (25 marks)

What sort of student would like this subject?

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

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

Suggested Prerequisites

There are no prerequisites however, completing any Year 10 Health or PE unit can be useful.

Outdoor and Environmental Studies

UNIT 1: Connections with Outdoor Environments

Our class examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

UNIT 3: Relationships with Outdoor Environments

Our focus is the ecological, historical and social contexts of relationships between humans and the outdoors in Australia. Case studies of impacts are examined in the context of the changing nature of human relationships with outdoor environments in Australia. We also examine the dynamic nature of relationships between humans and their environment.

You are involved in one or more experiences in outdoor environments, including areas where there is evidence of human interaction. Through these practical experiences you have the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills. Field trips include a two day experience through the local region examining effects of different population groups on the environment.

Field trips are vital components of the unit as they are directly related to SAC tasks.

UNIT 4: Sustainable Outdoor Relationships

We explore the sustainable use and management of outdoor environments. You examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of the outdoors to support the future needs of the Australian population.

Classroom learning and a field trip focus on current practices and sustainable use by all user groups. The role of society in developing sustainable use practices and processes to regulate use of outdoor environments is studied.

There is one field trip involved.

Assessment

- Course work
- Research assignments
- Field trip reports and journals
- Outcome tests and SACs
- End of semester exam

Outdoor and Environmental Studies

What sort of student would like Outdoor and Environmental Studies?

Someone who

- is interested in outdoor activities
- has a desire to learn from practical experiences
- has an awareness of environmental issues
- likes to contribute to improvements in the outdoor environments we visit
- can work independently and use information from a number of sources to complete learning tasks

Suggested Prerequisites

There are no prerequisites however, students are strongly encouraged to have completed Units 1 & 2 Outdoor Education in Year 10, to complete Units 3 & 4 Outdoor Education in Year 11.

Other Considerations

A levy applies to offset some of the cost of the field trips. The levy for 2027 is set at the end of 2026. Estimate course cost is $300 per year.

MATHEMATICS

General Mathematics
Mathematical Methods
Specialist Mathematics

Combinations of Mathematics Units

Units 1 and 2	Units 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and Mathematical Methods
Mathematical Methods	Mathematical Methods and Specialist Mathematics*
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics

*For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.

General Mathematics

UNITS 1 & 2

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

What sort of student would like Units 1 and 2 General Mathematics?

Someone who would like to continue with Mathematics with the option of studying General Mathematics Units 3 and 4 in Year 12.

It is suitable for those students who require a mathematics unit for tertiary study. It is also apt for someone not looking to go on to tertiary education, but may require Mathematics at Year 11 level to undertake a particular pathway.

What does this mean for me?

You need to enjoy Mathematics. You must have a Ti-nspire CAS calculator for the satisfactory completion of the units.

Assessment

- Topic tests
- Assignments
- Modelling/problem solving tasks
- Homework tasks
- End of semester exams

Prerequisites

Year 10 Mathematics.

UNITS 3 & 4

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

The CAS calculator is essential for all students undertaking General Further Mathematics.

What does this mean for me?

General Mathematics Units 3 and 4 is not the 'easy option'. You need to apply yourself and complete all set tasks. You apply your skills with the aid of a CAS calculator. You compile a Theory Reference Book, which is used in both end of year exams.

General Mathematics

What sort of student would like General Mathematics?

Someone who is interested in mathematics and who wishes to undertake further study for which Mathematics is a prerequisite. Many university courses use the data analysis concepts.

Assessment

- Course work
- Application task - a guided investigation
- Three modelling or problem solving tasks
- Two end of year exams.
  - Exam 1 consists of multiple choice questions
  - Exam 2 comprises written response questions
    (Calculators and the bound reference book are allowed in each exam)

Prerequisites

Units 1 and 2 General Mathematics or Units 1 and 2 Mathematical Methods.

Mathematical Methods

UNITS 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. You need to have a Ti-nspire CAS calculator to facilitate your learning and help solve problems.

What sort of student would like Mathematical Methods Units 1 and 2?

Someone who has a strong interest in mathematics and enjoys the challenge that an analysis question can provide. To successfully complete Mathematical Methods Units 1 and 2, you must be a strong mathematics student, enjoy mathematics and have a good work ethic. The typical Methods Units 1 and 2 student completes three to four hours per week of mathematics homework.

Assessment

- Topic tests
- Application tasks
- Modelling tasks
- Mathematical Investigation
- Technology inclusive exams
- Technology exclusive exams

Prerequisites

Completion of Year 10 Advanced Maths, with a good understanding of all concepts. If you have completed Year 10 Mathematics instead of Year 10 Advanced Mathematics, it is strongly recommended you consult with your Year 10 Mathematics teacher.

Mathematical Methods

UNITS 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', 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.

What does this mean for me?

You apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of the Ti-nspire calculator, as applicable. The use of the Ti-nspire calculator is incorporated throughout the unit. You apply your skills in application problems to model real life situations.

What sort of student would like Mathematical Methods Units 3 and 4?

Someone who enjoys mathematics and will subsequently study or work in areas where having these skills will be an advantage, or someone who wishes to undertake further study in mathematics and its related disciplines. Mathematical Methods can lead students into engineering, sciences, economics, commerce andbusiness. It is a prerequisite for university entrance in some areas.

It is designed to promote awareness of the importance of mathematics in everyday life in a technological society and to promote confidence in making effective use of mathematical ideas, techniques and processes.

Assessment

- Coursework
- One technology inclusive exam
- One technology exclusive exam
- One application task of 4-6 hours over 1-2 weeks (Unit 3)
- Two modelling / problem solving tasks, each of 2-3 hours over 1 week (Unit 4)
- Two end of year exams:
  - Exam 1 consists of short answer and some extended response questions; No technology (calculators or software) or notes.
  - Exam 2 comprises multiple choice and extended response questions. Calculators and a bound reference book are permitted.

Prerequisites

Mathematical Methods Unit 1 and 2.

Specialist Mathematics

UNITS 1 & 2

These units provide an excellent preparation for Mathematical Methods Units 3 and 4, particularly for those students who feel they will benefit from an extra unit of mathematics before proceeding to the next level of mathematics. You need to have a CAS Ti-nspire calculator to facilitate learning and help to solve problems.

These units are also the suggested prerequisite for the study of Specialist Mathematics Unit 3 and 4.

What does this mean for me?

You study a wide range of mathematical areas: 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Units include Algebra, Proof and Number, Graph Theory, Logic and Algorithms, Discrete Mathematics, Simulation, sampling and sampling distributions, Kinematics, Statistics, Calculus, Trigonometry, Complex Numbers, Graphs of Linear and Non-Linear Functions.

What sort of student would like Specialist Mathematics Units 1 and 2?

Someone who really loves and has a strong aptitude for mathematics, and someone who wishes to undertake additional mathematical studies. This unit requires you to apply yourself consistently and complete all set tasks. Mathematics homework is required after each lesson. It is essential that you keep up to date with the set work expected for all units.

These units are very beneficial to the study of Mathematical Methods when studied concurrently with Methods Unit 1 and 2 or Methods Unit 3 and 4.

Assessment (each semester)

- Topic tests
- Assignments
- Completion of chapter exercises
- Mathematical Investigation
- Technology inclusive exam
- Technology exclusive exam

Suggested Prerequisites

Year 10 Advanced Mathematics with a strong understanding of all concepts. Consultation with your Year 10 Mathematics teacher is advised.

Specialist Mathematics

UNITS 3 & 4

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

These units involve many different areas of Mathematics including some familiar ones such as Geometry, Algebra, Trigonometry, Coordinate Geometry, Statistics and Calculus and Complex Numbers. Specialist Mathematics also includes some applied areas of Mathematics such as vectors in two and three dimensions, kinematics and mechanics.

What does this mean for me?

You are expected to be able to apply mathematical techniques and processes to the following areas:

- Rational, real and complex arithmetic, algebraic manipulation
- Diagrams and geometric constructions
- Equation solving
- Graph sketching
- Differentiation and integration

You need to apply these mathematical skills both with and without the use of technology.
You also apply your 'by hand' skills and use technology to solve problems in routine and unfamiliar contexts.

Assessment

- Course work
- Two modelling or problem solving tasks
- One application task
- Technology inclusive exam
- Technology exclusive exam

What sort of student would like Specialist Mathematics Units 3 and 4?

Someone who has a strong interest in mathematics and who wishes to undertake further study in its related disciplines. Those considering careers in engineering should consider Specialist Mathematics even though it is not an essential prerequisite for many universities.

Suggested Prerequisites

You need to have completed (or be concurrently studying) Mathematical Methods Unit 3 and 4. It is highly recommended that those wishing to study Specialist Mathematics should complete Specialist Mathematics Unit 1 and 2 in Year 11.

Science

Biology

Chemistry

Physics

Psychology

Biology

In VCE Biology, students will seek to understand and explore the nature of life, past and present. This subject investigates the processes that support life, survival and continuity, both at a cellular level and that of the whole organism. Students will also explore the relationships between organisms and their environment. They will be introduced to current research methods and explore the ethical considerations that new discoveries bring.

UNIT 1: 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.

UNIT 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.

UNIT 3: How do cells maintain life?

You will investigate cells at a molecular level. We explore how substances move across the plasma membrane and the nature of nucleic acids, genes and proteins. You will learn about how genes can be 'switched on' and 'switched off'. We study important biochemical pathways within cells, the action of enzymes and the factors that affect the rate of biochemical reactions. We will examine our immune system's response to infection and understand how we develop immunity.

UNIT 4: How does life change and respond to challenges over time?

You will investigate some of the changes and challenges that have occurred on Earth over time. You will understand how genetic changes and natural selection can lead to the evolution of new species. We will explore the scientific evidence for evolution and the biological changes in humans and other organisms over time. We will study a variety of different techniques used by scientists to manipulate and study DNA. You will examine the social and ethical implications of this research on our society.

Assessment

- Course work
- Topic tests
- SACs
- Investigation of an issue
- Practical investigations
- Extended practical investigation (scientific poster)
- End of semester exam

Biology

What sort of student would like Biology?

Someone who

- Has an interest in learning about the human body and other living organisms.
- Wants to understand how life works at a cellular level to ensure our survival.
- Would like to know more about current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Environmental Science or Exercise-related fields.

Suggested Prerequisites

It is highly recommended that students who are interested in undertaking Biology Units 3&4 take Units 1&2. Student investigations in Unit 3 draw on content from Units 1&2.

Chemistry

UNIT 1: How Can The Diversity Of Materials Be Explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit you will investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. You are introduced to ways that chemical quantities are measured. You consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

UNIT 2: How Do Chemical Reactions Shape The Natural World?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit you will analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. You will explore applications of acid-base and redox reactions in society. You will conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

UNIT 3: How Can Design And Innovation Help To Optimise Chemical Processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. You 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 4: How Are Carbon Compounds Designed For Purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit you 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.

Chemistry

You study the metabolism of food and the action of medicines in the body. You 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.

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

Assessment

- Course work
- Range of assessment tasks that may include: topic tests, a media analysis, practical reports, analysis and evaluation of primary or secondary data.
- Practical Investigations (Logbook)
- Extended Research Investigation
- Extended Practical Investigation
- Unit 1 Exam - end of Semester One
- Unit 2 Exam - end of Semester Two
- Unit 3 / 4 Exam - end of year

What sort of student would like Chemistry?

Someone who:

- Wants to explore different chemical reactions and how energy is consumed and produced.
- Has an interest in learning about the substances found on Earth, including organic compounds, metals and radioactive isotopes.
- Would like to explore how nanoparticles, batteries and polymers are used in our society.
- Is wanting to investigate ways of producing new chemical compounds to make them as efficient and environmentally friendly as possible.
- Is interested in learning more about carbohydrates, lipids, proteins and vitamins and how they are metabolised in the human body.
- Would like to know more about the techniques used in current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable using their mathematical skills in science.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering.

Advice to students

There may be opportunities to conduct experimental investigations at external laboratories – there may be an additional cost for these excursions. It is highly recommended that students who are interested in undertaking Chemistry Units 3 and 4 take Units 1 and 2. Much of the key knowledge developed through Units 1 and 2 is required in Units 3 and 4.

Physics

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

UNIT 1: How Is Energy Useful To Society?

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

UNIT 3: How Do Fields Explain Motion And Electricity?

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

UNIT 4: How Have Creative Ideas And Investigation Evolutionised Thinking In Physics?

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

Physics

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

Assessment

- Assignments
- Course work
- Topic Tests
- Practical Investigations (Logbook)
- Research Investigation
- Extended practical investigation
- Summary report of selected practical work
- Unit tests
- Unit 1 Exam - end of Semester One
- Unit 2 Exam - end of Semester Two
- End of year exam

What sort of student would like Physics?

Someone who

- Enjoys understanding theories and applying these to different situations
- Has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes
- Wishes to understand the very nature of all matter of the universe
- Has a strong grasp of Mathematics
- Has an interest in understanding the link between motion, force and power.
- Enjoys a mixture of experimental work and study.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering and a range of other scientific fields.

Other Considerations

Students may be required to undertake fieldwork in Melbourne to apply their understanding of concepts learnt in class. It is highly recommended that students who are interested in undertaking Physics Units 3 and 4 take Units 1 and 2.

Psychology

VCE Psychology enables students to explore how people think, feel and behave through scientific study. This subject explores the connection between the brain and behaviour, looking at the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, and mental health.

UNIT 1: How Are Behaviour And Mental Processes Shaped?

We will investigate the structure and function of the human brain and the role it plays in the overall functioning of the human nervous system. You will explore brain plasticity and the influence that brain damage may have. You will examine the nature of psychological development, including situations where psychological development may not occur as expected. Students will study the contribution of past and present studies to our understanding of the human brain.

UNIT 2: How Do External Factors Influence Behaviour And Mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. You will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. We will explore a variety of factors and contexts that can influence the behaviour of an individual and groups. We will examine how research has improved our understanding of how we behave in these situations.

UNIT 3: How Does Experience Affect Behaviour And Mental Processes?

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

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

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

UNIT 4: How Is Mental Wellbeing Supported And Maintained?

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

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

Psychology

What sort of student would like Psychology?

Someone who:

- Has an interest in understanding the ways in which humans behave, learn and interact with each other.
- Enjoys learning about the brain.
- Is interested in using research evidence to understand human behaviour.
- Is comfortable learning new vocabulary and concepts.
- Has solid writing skills and an interest in using the scientific method to conduct research.
- Is interested in further study in the following fields: Health, Science or Medical Science, Education, Social Work.

Assessment

- Course work
- Topic Tests
- Student-directed research investigation
- Student-directed practical Investigation
- End of semester exam (Unit 1 and 2)
- End of year exam (Unit 3 and 4)

Advice to students

It is highly recommended that students who are interested in undertaking Psychology Units 3 and 4 take Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4.

HUMANITIES

History

Modern History

UNIT 1: Change and Conflict

- Area of Study 1: Ideology and Conflict
- Area of Study 2: Social and Cultural Change

What does this mean for me?

You explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. 'Ideology and Conflict' has a political focus and allows for the exploration of the consequences of the peace treaties that ended WWI, the impact of new and changing ideologies on nations and the events and decisions that led to the start of WWII. 'Social and Cultural Change' focuses on social life and cultural expression and their relation to the technological, political and economic changes of the period. This will include looking at how life changed for women, the treatment of people of colour in the USA and immigration restrictions in Australia.

UNIT 2: The Changing World Order

- Area of Study 1: Causes, course and consequences of the Cold War
- Area of Study 2: Challenge and change

What does this mean for me?

You look at the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. You explore the causes of the Cold War and the competing ideologies, discovering how other nations were used by the USA and USSR. You consider how traditional values, ideas and political systems were challenged, with the option to explore terrorist groups, regional conflicts or social and political movements of the late 20th century.

Assessment

- Historical inquiry
- Source analyses
- Extended responses
- Essay response
- Mid Year internal exam
- End of year internal exam

Suggested prerequisites

There are no prerequisites.

Revolutions

Revolutions are major turning points in society. In Units 3 and 4, we investigate the significant causes and consequences of two political revolutions. We evaluate how revolutionary outbreaks are caused by significant events, ideas, individuals and popular movements. We analyse the consequences of these revolutions and evaluate the extent to which it brought change to society.

UNIT 3: Russian Revolution 1896 – 1917

You learn about the Last Tsar of Russia and societal divides that existed as well as investigate the rise of revolutionary ideas like Marxism. You study a range of conflicts and the various takeovers of the Russian government. You explore the effects on the Russian people such as the starvation, torture and death, experienced at the hands of Lenin and the Cheka, as a result of the Russian Revolution.

UNIT 4: French Revolution 1774 – 1789

You learn about Louis XVI and Marie Antoinette and the rising grievances of French society at this time. You analyse how changes, such as the Enlightenment and a move to scientific thought, led to people revolting and creating political and societal change. You explore how keeping control during a revolution can easily get out of hand and lead to a rise in terror, death and irrational thinking before calm is restored, if in fact it is.

Assessment

- Historical inquiry
- Source analyses
- Extended responses
- Essay response
- End of year external exam

Suggested prerequisites

There are no prerequisites, but high level literacy and English skills are of great benefit. The completion of Units 1 and 2 History is preferable.

LANGUAGES

Italian

Italian

UNITS 1 & 2

You have common areas of study which are based on five learning areas:

- Three prescribed themes: The Individual, The Italian Speaking Communities and The World Around Us
- A variety of text types: article, journal entry, email, report, speech
- A variety of writing styles: personal, informative, imaginative, persuasive and evaluative
- Vocabulary
- Grammar

UNITS 3 & 4

As for Units 1 & 2, you will continue to have common areas of study which are based on five learning areas:

- Three prescribed themes: The Individual, The Italian Speaking Communities and The World Around Us
- A variety of text types: article, journal entry, email, report, speech
- A variety of writing styles: personal, informative, imaginative, persuasive and evaluative
- Vocabulary
- Grammar

What does this mean for me?

Italian is a great example of a subject where your interest and commitment truly pay dividends. Not only will you learn to speak a second language and learn about another culture, you will gain highly valued skills that you can use for life. Studying a language other than English contributes to the overall education of the individual, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy. If you are good at languages and are interested in being a truly global citizen, you should seriously consider completing a language subject as part of your VCE. An extra consideration are the extra bonus points studying a language add to your VCE ATAR score.

Career Pathways in Language

Languages complement all areas of studies at tertiary level:

- Humanities, Sciences, Medicine, Engineering, Commerce, the Arts, Computing/ICT and Vocational studies.

Languages are also particularly useful in careers related to:

- Education, Law, Business, Journalism, Tourism, Hospitality, Politics, Policing, the Arts, the Military and Media. Language learning could open an opportunity to study and work abroad.

Italian

Assessment

Assessment is based on the four language skills of speaking, listening, reading and writing and on the Outcomes specified in the VCE Italian Study Design.

Units 1 & 2

- Internal assessments
- Mid-year and end of year exams

Unit 3 & 4

- Trial/Mock exams
- School Assessed Course Work (SACs)
- End of year external exams (Written and Oral)

Requirements

Year 10 Italian for Units 1 and 2
Units 1 and 2 Italian for Units 3 and 4 Italian

Consultation with the language teacher is required for special consideration of students who have background in the language and have not completed the subject in the previous year.

VISUAL ARTS

Art Making and Exhibiting

Media Studies

Visual Communication Design

Art Making and Exhibiting

UNIT 1: Explore, Expand and Investigate

You will explore materials, techniques and processes in a range of art forms, leading to the development of one finished artwork. You will be required to record and document art making in the Visual Arts journal using written and visual material. You will be required to present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist, by means of promoting an exhibition.

Assessment

- Visual Arts Journal
- Completed artworks
- Information for an exhibition

UNIT 2: Understand, Develop and Resolve

You will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. You will broaden your investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. The planning and development of at least one finished artwork are documented in your Visual Arts journal.

Assessment

- Thematic exhibition of six artworks
- Experimental artworks and documentation
- Finished artworks

UNIT 3: Collect, Extend and Connect

You will actively engage in art making using materials, techniques and processes. You will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. You will also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form you work with are fundamental to the artworks that you will make.

UNIT 4: Consolidate, Present and Conserve

You will make connections to the artworks that you make in Unit 3, consolidating and extending your ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in your Visual Arts journal, demonstrating your developing technical skills in a specific art form as well as your refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. You will also reflect on your selected finished artworks and evaluate the materials, techniques and processes used to make them.

Art Making and Exhibiting

Assessment

- Research and plan an exhibition of artworks of 3 artists (Unit 3)
- Case Study presentation (Unit 4)
- Visual Arts Journal (Unit 4)
- Presentation of completed artworks (Unit 4)
- Make at least one finished artwork in a specific art form (Unit 4)
- External Exam (Units 3 and 4)

What sort of student would like Art Making and Exhibiting?

Someone who enjoys visual arts, photography and design.

Suggested Prerequisites

There are no prerequisites. To undertake Unit 3 and 4, it is preferable to have completed Unit 1 and 2.

Other considerations

Students may be required to purchase some of their own materials.

'Mountain Aftermath' by Frankie Carroll.
Their piece can be seen on display in the School Office.

Media Studies

UNIT 1: 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 and conventions and the construction of meaning in media products.
Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Assessment

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

- audio-visual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports.

UNIT 2: Narrative across media forms

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

Assessment

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

- audio-visual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports

What sort of student would like Media Studies?

Someone who enjoys creating content and working in a range of media forms.

Suggested Prerequisites

Nil. However, completion of Year 9/10 Media would be helpful.

Media Studies

Other considerations

Students may be required to purchase some of their own materials.

Visual Communication Design

UNIT 1

Students learn how designers identify, reframe, and solve human-centered design problems to improve life for people and communities. They explore how design understandings have evolved over time and collaborate to discover design issues through human-centered research methods. Students use these insights to determine communication needs and prepare design briefs. This discovery process introduces the VCD design process phases and divergent/convergent thinking modes, which students integrate into future projects along with their evolving conceptions of good design across fields.

Assessment

- A report or presentation exploring conceptions of good design
- A written brief identifying a communication need
- Folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

UNIT 2

Unit 2 focuses on good design principles, human-centered research methods, and influential design factors. Students revisit the VCD design process, applying it to design environments and interactive experiences. They explore methods, media, materials, design elements, and principles while developing spaces and interfaces that respond to contextual factors and user needs. The unit covers culturally appropriate design practices, including protocols for using Indigenous knowledge, with a focus on Aboriginal and Torres Strait Islander traditions and intellectual property considerations.

Assessment

- A folio of work demonstrating an environmental design solution
- Investigate culturally appropriate design practices including Aboriginal and Torres Strait Islander knowledge.
- Creation of personal iconography
- A folio demonstrating an interface for an interactive digital product, environment or service.

UNIT 3

Students explore how designers work by analysing contemporary designers' processes across the fields of messaging, objects, environments, and interactive experiences. They compare contexts, relationships, responsibilities, and the role of visual language in communicating and resolving design ideas. Students identify factors influencing professional practice while developing practical visual communication skills. They study how designers' work responds to problems and design philosophies, analysing examples focusing on purposes, functions, and aesthetic impacts.

Students explore the Discover, Define, and Develop phases, using research methods to gather stakeholder insights and define client briefs with two communication needs. They generate, test, evaluate, and critique design ideas for each need, further developing them in Unit 4 before refining solutions.

Visual Communication Design

Assessment

- A comparative case study of designers in selected design field(s)
- Two practical design exercises documenting emerging skills in selected field(s) of practice
- A comparative analysis of design examples
- Identify two communication needs for a client, write a brief and develop design ideas using the VCD design process.

UNIT 4

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. 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.

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 the communication of ideas. They select materials, methods and media appropriate for the presentation of the final design solutions.

Assessment

- A folio of work presenting the development of design concepts for two distinct communication needs.
- Presentation and critique of design ideas to a group.
- Two final presentations that fulfill the communication needs and design criteria outlined in Unit 3, Outcome 3.

What sort of student would like this subject?

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Suggested Prerequisites:

Unit 1 and 2 VCD

Other considerations:

Unit 1 and 2 in the Visual Arts

PERFORMING ARTS

Drama

Drama

UNIT 1: Introducing Performance Styles and Contemporary Drama Practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. The work focuses on creating, presenting and analysing a devised solo and/or ensemble performance. It also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Assessment

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing and evaluating a professional drama performance

UNIT 2: Contemporary Drama Practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. It involves analysis of a student's own devised work, and the evaluation of a performance of an Australian work by professional actors.

Assessment

- Using Australia as inspiration - stimulus material to create performance.
- Presenting a devised performance
- Analyse and evaluate a devised performance
- Analyse and evaluate an Australian drama performance

UNIT 3: Devised Ensemble Performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students attend, analyse and evaluate a live professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Assessment

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

- Develop and present an ensemble performance (100 marks)
- Describe, analyse and evaluate a devised performance (25 marks)
- Analyse and evaluate a professional drama performance (25 marks)

Drama

UNIT 4: Devised Solo Performance

This unit focuses on the development and presentation of devised solo work and performances. The focus is on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration, before creating a solo for end of year examination. Students are encouraged to attend performances that incorporate a range of performance styles and contemporary drama practices to support their work in this unit.

Assessment

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

- Demonstrate techniques of solo performance-making - Mini Solo (15 marks)
- Short oral or written statement explaining techniques utilised (10 marks)
- Analyse and evaluate a devised solo performance (25 marks)
- External Assessment.
    1. Performance examination (35 percent of study score)
    2. Written examination (25 percent of study score)

What sort of student would like this subject?

Someone who likes to create characters and scenes, enjoys workshop processes, and feels comfortable with research and writing/scripting work. You will enjoy this unit if you wish to enhance your performance, expressive and written analytical skills.

Suggested Prerequisites

Preferably Middle School Drama/Performance or Theatre Studies. Alternatively, you may have already been involved in drama and creative processes by being engaged in a College production or amateur theatre production.

Other considerations

You need to be committed to attending performances outside class time, including excursions (often to Melbourne / Wodonga / Shepparton etc.). Drama does not always involve preparation and analysis that is spread evenly throughout the unit, there will be times leading to a performance that requires a commitment to extra hours.

TECHNOLOGIES

Product Design and Technology

Product Design and Technology - Wood

UNIT 1: Design practices

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 work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

UNIT 3: Ethical product design and development

Students critique examples of ethical product design and innovation within industrial settings.

For their major project, students investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.

They then evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

UNIT 4: Production and evaluation of ethical designs

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

Assessment

Units 1 and 2:

- Completed folios, products and end of semester examinations are used to assess satisfactory completion

Units 3 and 4:

- SACs to assess knowledge and understanding related to the study of examples of ethical product design and innovation within industrial settings, and the evaluation of a range of products in regard to entrepreneurial activity, innovation and ethical considerations.
- A multimodal design folio containing all the details about the design process for the major design project is developed to explain the research undertaken, design brief, evaluation criteria, visualisations and design options, working drawings, a scheduled production plan and documentation of the processes undertaken. A finished product is required along with an evaluation report, including records of modifications. Units 3 and 4 are also assessed by an end of year examination.

Product Design and Technology

What sort of student would like Product and Design Technology?

Someone who enjoys designing , drawing, problem solving and working on their design projects. Every design project must be developed with an accompanying multimodal design folio culminating in the creation of their own product using technological skills progressed through working with timber and/or metal.

Suggested Prerequisites

Completion of two semesters of Middle School Wood/Metal Technology is highly desirable.

Student Notes / Questions

Product Design and Technology - Textiles

UNIT 1: Design practices

Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, you practise using your critical, creative and speculative thinking strategies. You use appropriate drawing systems – both manual and digital – to develop graphical product concepts. You also experiment with materials, tools and processes to prototype and propose physical product concepts.

UNIT 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, we specifically examine social and/or physical influences on design. We 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

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

Product designers respond to current and future social, economic, environmental or other ethical considerations. We focus on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

UNIT 4: Production and evaluation of ethical designs

We continue to work as designers throughout the production process. We observe safe work practices in our chosen design specialisations by refining production skills using a range of materials, tools and processes. You collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply your research and findings to the production of your designed solution. You 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

- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- A finished product and records of production and modifications.
- Units 3 and 4 are also assessed by an end-of-year examination.

What sort of student would like Product and Design Technology?

Someone who enjoys designing, drawing, problem solving and working on their own design pro- jects. Every design project must be developed with an accompanying design folio culminating in the creation of their own product using technological skills progressed through working with timber and / or metal.

Suggested Prerequisites

Completion of Year 9/10 Textiles is desirable.

Student Notes / Questions

VCE Vocational Major (VCE VM)

Course Descriptions

VM Literacy

The VCE Vocational Major (VM) Literacy course is designed to develop practical communication skills for real-world contexts, including workplace, community, and further education settings. Across Units 1–4, students build confidence in reading, writing, speaking, and listening through applied and purposeful tasks. The course emphasises critical thinking, audience awareness, and the ability to interpret and create texts relevant to everyday life.

UNIT 1: Literacy for Personal Use

Unit 1 focuses on developing literacy skills for everyday personal contexts. Students learn to interpret and create a range of texts that relate to their own lives, such as personal letters, emails, instructions, and reflections. The unit builds foundational reading and writing skills, with an emphasis on clarity, organisation, and understanding purpose and audience.

UNIT 2: Literacy for Public Communication

In Unit 2, students extend their skills to engage with the wider community. They explore how language is used to inform, persuade, and engage audiences in public contexts. Students analyse media texts and create their own pieces such as speeches, posters, and opinion pieces, developing their ability to communicate ideas clearly and effectively.

UNIT 3: Literacy for Vocational Contexts

Unit 3 introduces literacy skills specifically for workplace and vocational settings. Students focus on reading and producing texts such as job applications, workplace documents, and reports. The unit highlights the importance of professional communication, teamwork, and clear expression in job-related contexts.

UNIT 4: Literacy for Vocational and Further Learning

Unit 4 builds on workplace literacy skills and prepares students for future employment or further study. Students refine their ability to communicate complex ideas, follow instructions, and produce structured texts. They also develop skills in evaluating information and presenting responses suited to workplace and training environments.

VM Numeracy

The VCE Vocational Major (VM) Numeracy course develops practical mathematical skills for everyday life, work, and further education. Across Units 1–4, students apply numeracy to real-world situations such as finance, measurement, data analysis, and problem-solving. The course focuses on building confidence, accuracy, and the ability to interpret and use mathematical information in meaningful contexts.

UNIT 1: Numeracy for Personal Organisation

Unit 1 focuses on using numeracy in everyday personal contexts. Students develop skills in managing time, money, and simple measurements. They explore practical applications such as budgeting, interpreting timetables, and solving problems related to daily life, building confidence in basic numeracy.

UNIT 2: Numeracy for Interpreting Society

In Unit 2, students learn to apply numeracy skills to understand and interpret information in the wider community. This includes analysing data, reading graphs, and interpreting statistics found in media and public information. Students develop critical thinking skills to make informed decisions based on numerical information.

UNIT 3: Numeracy for Applying in the Workplace

Unit 3 introduces numeracy skills used in workplace and vocational settings. Students work with measurements, estimation, financial calculations, and workplace-related problem-solving. The unit emphasises accuracy, efficiency, and the practical application of mathematics in job-related contexts.

UNIT 4: Numeracy for Planning and Decision Making

Unit 4 builds on earlier skills and focuses on using numeracy for planning and informed decision-making. Students analyse more complex data, solve multi-step problems, and apply numeracy to real-life scenarios such as projects, financial planning, and workplace tasks. The unit prepares students for future employment and further study by strengthening their problem-solving and reasoning skills.

Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. This study is made up of four units.

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. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

UNIT 2: Workplace Skills And Capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. 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.

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.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

UNIT 4: Portfolio Preparation And Presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. 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.

Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) focuses on health, wellbeing, community engagement and social sciences. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. This study is made up of four units.

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 use these findings to enhance an understanding of community cohesion, community engagement and how the sense of identity may affect outcomes in different contexts. Students investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

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.

UNIT 2: Connecting with Community

This unit focuses on the benefits of community participation and explore how people can work together effectively to achieve a shared goal. They define community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They investigate the barriers and enablers to problem solving within the community.

Exploring community engagement, students will seek to understand different perspectives on issues affecting a community. They reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual's need for community support.

UNIT 3: Leadership and Teamwork

Students consider the role of interpersonal skills and social awareness in different settings and contexts. They examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to achieving goals within personal and community contexts. They explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students evaluate individual contribution as well as the overall effectiveness of the team. This will be applied to a practical context.

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. Students plan, implement and evaluate a response to a selected community issue. They conduct research, analyse findings and make decisions on how to present work. Students consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students present a project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Student Notes / Questions

Vocational Education & Training

Course Descriptions

VET Sport and Recreation

Certificate III in Sport and Recreation

This certificate is a two-year program which requires you to complete Units 1-4 in Sports Coaching. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects.

The program is designed to enhance students' employment prospects in the sport and recreation industry. The core units focus on improving students ability to plan, manage, conduct and evaluate sport sessions, while the elective units concentrate on improving student coaching ability. The course is quite practical in its nature, but does have a significant theory component that students need to complete in order to be deemed competent.

UNIT 1 & 2

You gain skills in occupational health and safety through first hand experiences in industry settings, completion of first aid certificate, dealing with clients and conducting sport and recreation sessions. Students assist in the running of school sporting events, developing and running fitness sessions and basic occupational health and safety laws.

Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs)

What sort of student would like Sports Coaching?

Someone interested in:

- The sport and recreation industry
- Interacting with people in a sporting environment
- Working in groups.

Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

UNIT 3 & 4

You gain skills in developing your understanding of the different stages of group formation and how this impacts you as a facilitator. Creation and delivery of sports/fitness programs for a variety of groups from primary school to adults. Improvement of coaching skills through the coaching of foundation skill participants in a variety of sports.

Assessment

- Course work
- Written and practical assessment tasks
- ExaminationScored school based assessments (SACs) and external end of year VCAA examination

Students wishing to receive an ATAR contribution for the scored Unit 3 and 4 sequence of VCE VET Sports Coaching must undertake scored assessment for the purpose of achieving a study score. This study score can 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. Where a student elects not to receive a study score for the scored Unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR is available.

VET Applied Digital Technologies

Certificate II in Applied Digital Technologies (Or Partial Certificate)

This certificate is a one-year program that requires students to complete up to 12 units in Applied Digital Technologies. It is studied as a VCE/VET course within the VCE or VCE VM certificate.

The program is designed to enhance students' employment prospects in the digital technology sector. The core units focus on developing foundational digital and technology skills applicable to a range of procedural and operational tasks in a professional setting. The elective units allow students to explore specialised digital applications relevant to various industries.

UNIT 1 - 2

Students gain skills in:

- Basic applied digital technologies in varied contexts
- Using digital tools to perform routine operational tasks
- Understanding workplace technology requirements

Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course

What sort of student would like Applied Digital Technologies?

Someone interested in:

- Digital technology and its applications in professional environments
- Using technology to perform procedural and operational tasks
- Working in structured and defined roles under supervision

Students undertaking the VCE VM may choose to complete only part of the Certificate II in Applied Digital Technologies; however, they must fulfill the required number of hours to meet the VCE VM program requirements.

* This course is offered through an auspiced arrangement with a Registered Training Organisation, who will issue the Statement of Attainment or Certificate.