Kilbreda College

YEAR 11 & 12 | COURSE HANDBOOK

At Kilbreda College we educate girls for a changing world where they can make a positive difference and live their lives with genuine purpose. Students are encouraged and supported to achieve their potential and to strive for excellence in whichever field of endeavour they choose to pursue. The journey of a Kilbreda student is one that develops young women to be well informed, independent and critical thinkers who are confident to embrace the opportunity to become global citizens. Culminating in the senior years, students are engaged in studies and co-curricular opportunities that enable them to develop a sense of self belief, integrity and confidence that will enable them to become part of a generation responsible for bringing positive change to our world.

To meet the diverse needs and interests of students, the College offers a range of post compulsory pathways, including access to the Victorian Certificate of Education (VCE), the Victorian Certificate of Education: Vocational Major (VCE VM) and the provision of Vocational Education and Training (VET) courses, which can be incorporated into both the VCE and VCE VM pathway.

Students should carefully consider their options and are encouraged to select a course that caters to their interests, strengths and future pathways. Our contemporary society is marked by rapid change, increasing complexity and growing choice, with the world of work evolving from one of predictability to one marked by constant change and reinvention. We are frequently informed that the careers of the future do not yet exist, and that most individuals will change career paths many times within their lifetime. In such a context, the best advice is for students to choose subjects that they enjoy, have demonstrated aptitude for, and may be required for possible future pathways.

It is very important that this Course Handbook is read carefully and that students seek out any additional information they require from teachers, Learning Leaders and the Careers Coordinator in order to make informed decisions regarding their chosen pathway. Making well informed and carefully considered decisions is essential to ensure that students are able to achieve to the best of their ability. When selecting subjects at the start of the VCE journey it is important to consider subject choices as a two year commitment, as this provides for a seamless transition between Year 11 and Year 12 and the ability to sustain continuity of learning over the course of study providing the most opportunity for success.

Partnership with parents is important throughout the whole of the education journey, but in the senior years this partnership takes on special significance. We greatly value the support that parents and carers provide as students make important decisions that will guide their pathways beyond school. You and your daughter are encouraged to attend Open Days at tertiary institutions, research available options for post-secondary pathways, and consider the pre-requisite subjects for any courses that your daughter may wish to pursue. Mrs Laura Lunardi, Careers Coordinator, is available to support students in their decision making with regards to subject selection and advise on pre-requisites for future pathways that are being considered.

As senior students at the College the girls will be provided with experiences to develop and enhance their leadership skills and afforded opportunities to act as role models for younger students. It is our intention that all students will thrive as valued members of the Kilbreda community and flourish in their studies. It is our deep hope that they will become responsible global citizens who are ready to take their place in the world as leaders.

We wish you and your daughter well as she makes these important decisions about her final years of secondary education at Kilbreda College.

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GENERAL INFORMATION

VCE or VCE VM?

The Victorian Certificate of Education (VCE) is one pathway that many students across the state take in their final years of secondary schooling. In addition to Religious Education studies, generally students undertake six subjects in Year 11 and five subjects in Year 12. There will be both internal assessments (SACs or SATs) in each subject and external examinations for Unit 3 & 4 subjects which will be used to determine the Australian Tertiary Admission Rank (ATAR). The VCE provides pathways to further study at university (often via the ATAR), Technical and Further Education (TAFE) and to employment.

The Victorian Certificate of Education: Vocational Major (VCE VM) is an alternate pathway designed to meet the needs of students who wish to consider pathways to work and further education in the TAFE system. This qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways which do not include university courses that require an ATAR. VCE VM supports students who wish to wish to pursue a vocational pathway whilst achieving their VCE certficate.

How do I/we decide what is right for me/my daughter?

You might like to talk with your daughter about some of these things:

- What subjects are they enjoying in Year 10? Why? Are they interested in continuing these in Year 11? How will these subjects be different in Year 11?
- Can they see themselves building a career in these subjects in the future? What kind of pathways would be related to these subjects?
- What might be the demand for these jobs in the future? (The **myfuture website** and the **Victorian Skills Gateway** have information about the demand for different occupations)
- Do they understand the difference between VCE and VCE VM? Who can they talk to at school to find out more?
- Do they understand the difference between university and TAFE?
- What university and TAFE courses might they be interested in at the end of Year 12?
- Do they know if there are any prerequisite subjects for these courses?
- Do they know if there are pathways from TAFE to university for these courses?
- What skills and personal qualities will they need to develop for the careers in which they are interested? Which subjects and courses will best help them to develop those skills?

Here are some questions you might have for the College:

- What is meant by the term pathways?
- What are the different options available for your daughter in senior school? What is the difference between each of these? e.g. VCE VM, VCE, VET, School Based Apprenticeships and Traineeships
- What will I learn about if I attend parent information presentations?
- How can my daughter determine which subjects she should undertake?
- How does VET contribute towards VCE and VCE VM?
- How does the ATAR work?
- What support does the school provide to assist my daughter to make decisions about her future?
- What are prerequisite studies? Why are they needed for a particular course? How can I find out more information about these studies?
- How can my daughter get some experience in the workforce?
- What happens if my daughter wants to leave school before finishing Year 12?
- How can I support the aspirations and engagement of my daughter?
- What are the advantages/disadvantages of my daughter obtaining a part-time or casual job?

It is important to note that the College makes decisions on subject allocations for the following year based on student subject selections. Students are encouraged to carefully consider their subject choices to ensure that the school can plan appropriately. It is not always possible to switch subjects mid-year if a student changes their mind about their choices.

Subjects are blocked according to student selections to accommodate student preferences, highlighting the importance of students selecting their subjects in preference order. Classes will only run if there is sufficient student interest for the class to be viable.

IMPORTANT DATES:

Thursday 24 July

Pathways Information Evening

Thursday 24 July

Online subject selection OPENS and Accelerated Application e-forms available

Thursday 31 July

Online subject selection CLOSES and Accelerated Application e-forms due.

VICTORIAN CERTIFICATE OF EDUCATION

Overview

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of a secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to employment.

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies including VCE VET studies. A VCE study is made up of units. A unit is half a year or one semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but **Units 3 and 4 must be taken as a sequence of two units.** If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

A VCE program will generally consist of **20 to 24 units taken over two years**, although you can vary the number of units that you do in one year.

When making your choice you should consider studies that:

- Interest you
- You are good at
- You can commit to for two years
- Lead to employment that you find appealing
- Prepare you for further training or tertiary courses that you are considering **[i.e make sure you include any prerequisite studies you will need]**
- Provide VET recognition; that is, a VCE VET program leading to a VET qualification within your VCE

Planning Your VCE Program

At Kilbreda College, students are offered considerable flexibility in their program. Students should be prepared to explore different possibilities in the way that they construct their program of studies. Look for pathways towards your future destinations. Remember that there are many ways to find your path forward, and that the career that you may end up in may not even be invented yet!

STANDARD VCE PROGRAM

YEAR 11	English/ Literature/ English Language Unit 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Unit 2 Religion and Society or Unit 2 Texts and Traditions
YEAR 12	English/ Literature/ English Language Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	School-Based RE or Unit 3 & 4 Texts and Traditions Unit 3 & 4 Religion and Society	

VCE PROGRAM WITH AN ADDITIONAL UNIT 3 & 4 STUDY

YEAR 11	English/ Literature/ English Language Unit 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Any Study Units 1 & 2	Accelerated Study Units 3 & 4	RE Unit 2 or Unit 3 & 4 Texts and Traditions
YEAR 12	English/ Literature/ English Language Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	Unit 3 & 4	School-Based RE or Unit 3 & 4 Texts and Traditions	

Kilbreda Requirements

- Although some VCE Units may have been completed in Year 10, all students are required to enrol in a total of 23 Units for Years 11 and 12. In Year 11 VCE students enrol in 12 VCE Units and fulfil the school's requirements for Religious Education, making a total of 13 units studied in Year 11. In Year 12 students enrol in 10 units and undertake the school based RE course, meeting the Religious Education requirement of the College.
- Religious Education is a compulsory study in both Years 11 and 12.
- A standard Year 11 program consists of Religious Education, Unit 2: Religion and Society or Unit 2 Text and Traditions completed over the year, English, Literature or English Language and five other Unit 1 and 2 studies. It is not recommended that a student undertake multiple folio-based subjects, as the time required in the preparation of folios for these subjects is significant.
- A standard Year 12 program consists of Religious Education (school-based), Units 3 and 4 English, Literature or English Language and four studies continued from Year 11. It is only under extenuating circumstances (usually health related) that a student would be permitted to take a reduced load of four subjects at Year 12.
- If they meet the required level of academic achievement, some Year 11 students may wish to apply to vary these arrangements by including a Unit 3 and 4 study instead of the fifth pair of Units 1 and 2 in the Year 11 program, or a VCE Vocational Education and Training (VET) study. Only some VCE and VCE VET subjects are suited to this arrangement. Note that the student does not automatically have the right to transfer to Unit 3 and 4 studies in a subject they have taken at Year 10 when she is in Year 11; suitable academic standard must be achieved across all subjects at Year 10 first. She would still be allowed to undertake the Unit 3 and 4 studies when in Year 12.

What must I include in my VCE Program?

To obtain your VCE, you must satisfactorily complete **at least 16 units** which must include:

- Three units from the English group (English/Literature/English Language), and at least two must be a Unit 3 and 4 sequence
- Three sequences of Units 3 and 4 studies other than English. These sequences may include VCE VET and may include another English sequence once the English requirement has been met.

Attainment of a VCE depends on the **satisfactory completion** of the units that make up each of your studies. **Satisfactory completion is indicated by the award of an 'S'.** Not meeting the requirements for satisfactory completion is indicated by an 'N'.

Decisions about satisfactory completion, whether you are completing Units 1 and 2, or Units 3 and 4, are made by your school. For Units 3 and 4, you will receive grades as well as the 'S' or 'N' described above. At Units 3 and 4 level the VCAA oversees the assessment of all students.

A graded assessment is either a school-based assessment or an examination. Each VCE study has three graded assessments for the Unit 3 and 4 sequence, either two school assessments and one examination or one school assessment and two examinations. A similar process of assessment applies to scored VCE VET programs which have a school assessment and an examination.

There are two categories of school-based assessment:

1. The first is called **School-assessed Coursework.** (These are often referred to as **SACs.**) This assesses how well you have performed on the assessment tasks. These tasks are done mainly in class time.
2. The second kind of school assessment is a **School-assessed Task (SAT).** There are many studies which have a School-assessed Task – Applied Computing, Art: Creative Practice, Product Design and Technology, Media, and Visual Communication Design. The requirements for the School-assessed Task are the same for every school and are set by the VCAA. Your school will design activities within the requirements to assist you in the completion of the School-assessed Task. The VCAA specifies how marks and grades are to be awarded. Your teacher does the marking and your school will send the VCAA a score to show how well you performed on the School-assessed Task.

External Examinations

External examinations (written, oral, performance), are set and marked by the VCAA. Most are held in November, but a small number of studies have examinations in October.

VCE Baccalaureate

The VCE (Baccalaureate) is an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- A Unit 3 and 4 sequence in English, Literature or English Language with a study score of 30 or above; or a Unit 3 and 4 sequence in EAL with a study score of 33 or above
- A Unit 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics
- A Unit 3 and 4 sequence in a VCE Language
- At least two other Unit 3 and 4 sequences

How can I get into university or TAFE?

- The **VCAA calculates your study score from the three graded assessments in each study.** The maximum score for each study is 50.
- The **Victorian Tertiary Admissions Centre (VTAC) is responsible for calculating the Australian Tertiary Admission Rank (ATAR).**
- Using the study scores for Units 3 and 4, calculated by the VCAA, VTAC determines your ATAR. Other studies used in the calculation of your ATAR can include VCE VET programs and extension studies.

To gain an Australian Tertiary Admission Rank (ATAR) you must complete both Units 3 and 4 of an English sequence. You will need three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group.

The following process is used to calculate each student's ATAR:

1. All VCE Study Scores are scaled to adjust for the fact that it is more difficult to obtain a high study score in some studies than others. The scaled Study Scores are called VTAC scaled study scores. An **Aggregate** [a number between 0 and something over 210] is calculated by adding:

    a) Your best VTAC scaled study score in **any one** of the English studies, **plus**

    b) The VTAC scaled study score of your **next best three** studies, **plus**

    c) 10% of the VTAC scaled study score for a fifth study (where available), **plus**

    d) 10% of the VTAC scaled study score for a sixth study (where available).

2. All eligible students are then ranked in order of their aggregate which are placed on a percentile scale with intervals of 0.05. The group of students with the highest aggregates will be assigned the highest ATAR of 99.95.

A sample ATAR calculation:

	English	Mathematical Methods	Chemistry	Economics	Physics	Business Management
Scaled Study Score	40	43	41	37	36	30

Aggregate score = English + Top 3 Subjects + 10% of 5th and 6th subject

40 + 43 + 41 + 37 + 3.6 + 3.0 = **167.6**

2023 ATAR 94.40

Distribution of Study Scores (out of 50)

Study scores between 23 to 37 indicate the student is in the middle range.

A Study Score above 37 indicates that the student is in the top 15% of students in the study.

For studies with large enrolments (1,000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study Score (Relative Position)	Percentage of students above this position (approximate)
45	2
40	9
35	26
30	53
25	78
20	93

Therefore a VCAA study score of 30 simply means that the student is ranked in the middle of all students taking that study in that year.

The grades required to achieve this can vary considerably from study to study and from year to year.

VTAC Scaled Study Scores

Scaling adjusts study scores to reflect differences in the cohort of students taking a particular study as compared to other studies. Scaling is the process which adjusts VCE study scores produced by the VCAA to take account of the following three principles:

- That you should be able to take the studies that you enjoy and are good at
- That all studies are treated equally in the ATAR
- Enables tertiary institutions to compare fairly students who have taken different combinations of studies

VTAC adjusts study scores for each study to take account of the strength of competition in each study. The strength of competition is measured by how well the students performed in their other studies.

- **If competition is high** - study scores are scaled up
- **If competition is low** - study scores are scaled down

Higher Education Studies in the VCE

If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first-year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study it will be one of the following:

- An **Extension study** contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of at least 41.
- An **Advanced Standing study** contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student may start a nursing degree at university while studying VCE Units 3 and 4.

Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to take up your study at second-year level at university if you are selected for the course to which the study belongs.

More information can be found at:

- https://www.vcaa.vic.edu.au/studentguides/where-to-now
- http://atarcalc.com/
- http://www.vtac.edu.au/atar.html

Open Days

Universities and TAFE Institutes hold annual Open Days for the public. They are an opportunity to visit, talk to staff and students, collect information and see facilities. As such, they are a great way to assist in deciding where you wish to study once you finish school. Information will be in the Careers News and School Newsletter as the dates are released. Year 10 or Year 11 is a great time to start your visits, but it is not too late if you are a Year 12 student.

Please check institution websites for up to date information.

Dates will be provided to students via the Careers Coordinator as they are released.

Making decisions regarding subject choices can be daunting, there are a lot of factors to take into consideration. When deliberating over your subjects take into account the following:

- What subject areas do I enjoy?
- Which subjects allow me to demonstrate my strengths?
- What do I want to do when I finish school?
- Are there any pre-requisite subjects I need for my preferred course?

If you need help to make decisions on your subject choices, there are a number of staff at the College who are here to support and guide you through your decisions.

DESIGN AND TECHNOLOGIES

About the Study

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Unit 1: Food Origins

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

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

Areas of Study

1. Food around the world
2. Food in Australia

Outcomes

On completion of this unit, the student should be able to:

1. Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptions of selected food from earlier cuisines in contemporary recipes
2. Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration

Assessment

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

- A range of practical activities, with records that reflect on two of the practical activities.

In addition, at least one task for the assessment of Unit 1 should be selected from the following:

- An oral presentation: face-to-face or recorded as a video or podcast
- A practical demonstration: face-to-face or recorded as a video or podcast
- A short written report: research inquiry or historical timeline

Unit 2: Food Makers

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

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

Areas of Study

1. Australia's food systems
2. Food in the home

Outcomes

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

1. Analyse relationships, opportunities, and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles
2. Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context

Assessment

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

Outcome 1

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

Outcome 2

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

Unit 3: Food in Daily Life

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

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

Areas of Study

1. The science of food
2. Food choice, health and wellbeing

Outcomes

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

1. Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs
2. Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families

Unit 4: Food Issues, Challenges and Futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

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

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

Areas of Study

1. Navigating food information
2. Environment and ethics

Outcomes

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

1. Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines
2. Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	30
2	Unit 3 Coursework	School-assessed	N/A	30
3	Written examination	November	1 hour 30 mins	40

Note:

It is recommended that students have at least one of the following as an entry prerequisite to attempt Food Studies Units 3 & 4: Year 10 Food and Technology, Food Studies Units 1 & 2 or Health and Human Development Units 1 & 2.

About the Study

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. 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, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Areas of Study

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

Outcomes

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

1. Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief
2. Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team

Assessment

Suitable tasks for assessment in this unit may include the following:

- A multimodal record of evidence of research, development and conceptualisation of products as well as a reflection on collaboration, teamwork and ways to improve in the future
- Practical work: A demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with a finished product

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

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Areas of Study

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

Outcomes

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

1. Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users
2. Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity
3. Research and discuss how designers and end users are influenced by culture

Assessment

Suitable tasks for assessment in this unit are:

- Multimodal record of evidence of research, development and conceptualisation of products addressing a need or opportunity related to positive impacts for the end user(s)
- Practical work: Demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- Case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design.

Unit 3: Ethical product design and development

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

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Areas of Study

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

Outcomes

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

1. Critique examples of ethical product design and innovation within industrial settings
2. 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
3. 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

Assessment

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and a School-assessed Task.

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Areas of Study

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

Outcomes

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

1. 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
2. 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

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	20
2	School-assessed Task	School-assessed	N/A	50
3	Written examination	November	1 hour 30 mins	30

Program Description

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

Units of Competency

The VCE VET Hospitality program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.

Units 1 & 2: the units of competency in the Hospitality stream provide specific cookery skills and knowledge and include training in using food preparation equipment, basic methods of cookery and cleaning kitchen premises and equipment. VCE VET Hospitality offers a compulsory group of units of competency designed to offer students a range of general hospitality skills and a range of general electives.

Units 3 & 4: the VCE VET Hospitality program offers two distinct streams for specific outcomes. Firstly, the units of competency in the Hospitality stream provide additional skills and knowledge specific to a 'front-of-house' role and include training in the preparation of non-alcoholic beverages and espresso coffee, table service of food and beverages, the provision of advice on food and the processing of financial transactions. Secondly, the units of competency in the Cookery stream provide additional specific cookery skills and knowledge and include training in the production of appetisers and salads, stocks, sauces and soups and vegetables, fruit, eggs and farinaceous dishes. The program also offers a generalist cookery skills unit of competency and training for purchasing goods. Students may choose to undertake one or both streams.

Units 3 and 4 are not currently offered at Kilbreda but can be undertaken at the local Tafes

Pathways

Employment opportunities: This Certificate provides a solid foundation for employment or workplace traineeships/apprenticeships in the hospitality industry. Potential occupations in the Kitchen Operations stream may include breakfast cook, catering assistant, fast food cook, sandwich hand or take-away cook. Potential occupations in the Hospitality 'front-of-house' role may include food and beverage attendant, bar/bottle shop attendant, catering assistant, front office assistant, porter or room attendant.

VCE: Undertaking Certificate II in Hospitality in Year 11 gives credit for a VCE Units 1 & 2 sequence. If students continue with the Certificate studies in Year 12, they are credited with a Units 3 & 4 sequence and a full Certificate II in VCE VET Hospitality. **A study score is available for this program, which can contribute directly to a student's ATAR at VCE level.**

Assessment

Year one of the course: Units 1 & 2 coursework and assessment tasks to demonstrate competency in the units.

Year two of the course: Units 3 & 4 course based assessment tasks, worth 66% of the overall Study score and an end of year examination, worth 34% of the overall study score.

Unit 1 and 2 of the program is delivered at Kilbreda, subject to sufficient numbers enrolling.

DIGITAL TECHNOLOGIES

About the Study

Individuals, organisations and governments are adopting new and emerging technologies faster than ever before. As a result, the demand for skilled professionals that can support the adoption of these technologies is also increasing. VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security.

Pivotal to this are the strategies and techniques for creating digital solutions to meet identified problems, needs and opportunities. VCE Applied Computing focuses on students learning to apply a range of thinking skills within local, national and global contexts. The study incorporates computational, design and systems thinking, as part of students creating digital solutions. Legal and ethical responsibilities are also considered at an individual and organisational level to ensure solutions protect intellectual property and the privacy of data and information.

Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

Unit 1: Applied Computing

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

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

Areas of Study

1. Data Analysis
2. Programming

Outcomes

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

1. Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
2. Design and develop a software solution using an object-oriented programming language.

Assessment

Suitable tasks for assessment in this unit may include the following:

U1O1:
- A documented solution including the use of database, spreadsheet and/or data visualisation software tools in response to teacher-provided solution requirements and designs.

U1O2:
- A folio of exercises to demonstrate the learning of an object-oriented programming language.

Unit 2: Applied Computing

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

Areas of Study

1. Innovative solution
2. Cyber security

Outcomes

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

1. Work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution.
2. Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

Assessment

Suitable tasks for assessment in this unit may include the following:

U2O1:
- A documented innovative solution that includes an analysis, designs, the development of a proof of concept/prototype/product and an evaluation.
- A presentation (oral, multimedia, visual) of an innovative solution.

U2O2:
- A teacher-provided case study with structured questions that investigates a cyber security incident and how it could be prevented in the future. OR
- A teacher-provided case study with structured questions that investigates a network, its vulnerabilities and how these could be mitigated.

Unit 3: Data Analytics

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

Areas of Study

1. Data Analytics
2. Data Analytics: analysis and design

Outcomes

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

1. Interpret teacher-provided solution requirements and designs, extract data from large repositories, manipulate and cleanse data, conduct statistical analysis and develop data visualisations to display findings.
2. Propose a research question, formulate a project plan, collect and prepare data, and generate design ideas and a preferred design for creating infographics and/or dynamic data visualisations.

Assessment

Suitable tasks for assessment in this unit may include the following:

U3O1:

In response to teacher-provided solution requirements and designs:

- extract and reference data from large repositories into a database
- query data using databases and SQL
- use spreadsheet functions to manipulate data
- statistically analyse data in spreadsheets
- develop data visualisations.

U3O2:

- A documented research question and a project plan (Gantt chart) indicating tasks, times, milestones, dependencies and the critical path
- An analysis that defines the requirements, constraints and scope of infographics and/or dynamic data visualisations
- A collection of complex data sets that has been referenced
- A folio of design ideas and evaluation criteria
- Detailed design specifications of the preferred design.

Unit 4: Data Analytics

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

Areas of Study

1. Data Analytics: development and evaluation
2. Cybersecurity: data security

Outcomes

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

1. Develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan.
2. Respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies.

Assessment

Suitable tasks for assessment in this unit may include the following:

U4O1:
- Infographics and/or dynamic data visualisations that present findings in response to a research question
- An evaluation of the efficiency and effectiveness of infographics and/or dynamic data visualisations
- An assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress

U4O2:
- structured questions based on a case study which analyses and evaluated threats and suggests recommendations to improve security strategies

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3&4 Coursework	School-assessed	N/A	20
2	School-assessed task	School-assessed	N/A	30
3	Written examination	November	2 hours	50

ENGLISH

What must I include in my VCE Program?

To earn your VCE, VCAA requires that you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below, two of which must be a Unit 3 and 4 sequence in any English:

- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4

At least one of these subjects must be taken at Unit 3 and 4 level. VTAC advises that for the calculation of the ATAR, **students must satisfactorily complete** both **Unit 3** and **Unit 4 of an English sequence.**

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.
3. PLEASE NOTE: Choosing a third English study has restrictions for ATAR Calculation and advice should be sought.

Year 11:

- You can select English and/or English Literature and/or English Language
- No more than two English subjects can be taken at any one time
- It is advisable that you select English **in addition** to your specialist English subject in Year 11 in order for you to make an informed subject selection choice in Year 12.

Year 12:

- It is advised that you select your Unit 3 and 4 English studies out of the English group you studied in Year 11
- Students who wish to switch from their Year 11 English group subject to an alternative English subject **must** seek advice and approval from the English Learning Leader, who will consult with the relevant Year 11 and/or Year 12 teachers.

English Language and Literature are specialist subjects and should not be viewed as easier options in replacement of English. It is recommended that students should have achieved strong results for Year 10 English before considering either English Language or Literature instead of English.

All VCE English Study Designs can be accessed on the VCAA website:

http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx

About the Study

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1

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

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

Areas of Study

1. Reading and exploring texts
2. Crafting texts

Outcomes

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

1. Make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text
2. Demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes

Assessment

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

- A personal response to a set text
- Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- A description of writing processes

Unit 2

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

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

Areas of Study

1. Reading and exploring texts
2. Exploring argument

Outcome

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

1. Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning
2. 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 to construct a point of view text for oral presentation

Assessment

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

- An analytical response to a set text
- A set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- An analysis of the use of argument and persuasive language and techniques in text(s)
- An oral presentation of a point of view text

Students must satisfactorily complete a 3 unit sequence of any of Unit 3 and 4 English or Literature or English Language in order to gain their VCE and Units 3 and 4 English, English Language or Literature to be eligible for an ATAR score. You must pass Units 3 and 4 in your chosen English.

About the Study

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 3

In this unit, students read and respond to texts analytically. They also create texts for situated contexts.

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

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

Area of Study

1. Reading and responding to texts
2. Creating texts

Outcomes

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

1. Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning
2. Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes

Unit 4

In this unit, students analyse the presentation of ideas, issues and values in a selected text. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Areas of Study

1. Reading and responding to texts
2. Analysing argument

Outcomes

On completion of this area of study, students should be able to:

1. Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning
2. Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	October/November	3 hours 15 minutes	50

About the Study

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. The texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Unit 1: Approaches to Literature

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

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Outcomes

On completion of this area of study, students should be able to:

1. Respond to a range of texts through close analysis
2. Explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre

Areas of Study

1. Reading Practices
2. Exploration of literary movements and genres

Assessment

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

- A close analysis of one of more selected passages
- An essay (comparative or analytical)
- A debate
- Reading journal entries
- An in-class seminar
- A creative response to a text(s) studied
- An oral or a written review
- A multimedia response

Unit 2: Context and Connections

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

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

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

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Area of Study

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

Outcomes

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

1. Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
2. Analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context

Assessment

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

• An essay (comparative or analytical)
• A debate
• Reading journal entries
• A close analysis of selected passages
• A creative response to a text(s) studied
• An in-class seminar
• An oral or a written review
• A multimedia response

Students must satisfactorily complete a 3 unit sequence of any of Unit 3 and 4 English **or** Literature **or** English Language in order to gain their VCE and Units 3 and 4 English or Literature to be eligible for an ATAR score. You must pass Units 3 **and** 4 in your chosen English.

Unit 3

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

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

Areas of Study

1. Adaptations and transformations
2. Developing interpretations

Outcomes

On completion of this unit, the student should be able to:

1. Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form
2. Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading

Unit 4

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.

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

Areas of Study

1. Creative responses to texts
2. Close analysis of texts

Outcomes

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

1. Produce an interpretation of a text using different literary perspectives to inform their view
2. Analyse literary forms, features and language to present a coherent view of a whole text

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours 15 minutes	50

About the Study

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective deconstruction of language in use.

A more detailed description of this subject can be found on the VCAA website.

Unit 1: Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study

1. The nature and functions of language
2. Language acquisition

Outcomes

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

1. Identify and describe primary aspects of the nature and functions of human language
2. Identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories

Assessment

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

- A folio of annotated texts
- An essay
- An investigative report
- An analysis of spoken and/or written text
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data

Unit 2: Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

Areas of Study

1. English across time
2. Englishes in contact

Outcomes

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

1. Identify and describe language change and its effects on the English language and analyse attitudes to language change
2. Identify and explain the effects of the global spread of English through spoken and written texts

Assessment

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

- A folio of annotated texts
- An essay
- An investigative report
- An analysis of spoken and/or written text
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data

Students must satisfactorily complete a 3 unit sequence of any of Unit 3 and 4 English **or** Literature **or** English Language in order to gain their VCE and Units 3 and 4 English or Literature to be eligible for an ATAR score. You must pass Units 3 **and** 4 in your chosen English.

About the Study

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. It enables students to understand the structures, features and discourses of written and spoken texts. In Unit 3, students investigate English language in the Australian social setting. They consider language as a means of societal interaction, understanding that through language we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language and describe the interrelationship between words, sentences and text as a means of exploring how messages and meaning are conveyed. In Unit 4, students examine the role of language in shaping one's identity. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves.

Unit 3: Language variation and purpose

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of Study

1. Informality
2. Formality

Outcomes

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

- Identify, describe and analyse distinctive features of informal language in written and spoken texts
- Identify, describe and analyse distinctive features of formal language in written and spoken texts

Unit 4: Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Areas of Study

1. Language variation in Australian society
2. Individual and group identities

Outcomes

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

1. Identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect
2. Identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed		25
2	Unit 4 Coursework	School-assessed		25
3	Written examination	November	2 hours 15 minutes	50

HEALTH AND PHYSICAL EDUCATION

About the Study

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically and through a lens of social equity and justice.

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.

Areas of Study

1. Health perspectives and influences
2. Youth health and wellbeing
3. Health and nutrition

Outcomes

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

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth
2. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail
3. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information

Assessment

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

- Written report, such as a media analysis, a research investigation, a blog post or a case study analysis
- Visual presentation, such as a graphic organiser, a concept/mind map, an annotated poster or a digital presentation
- Oral presentation, such as a debate or a podcast
- Structured questions, including data analysis.

Unit 2: Managing Health and Development

This unit investigates 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.

Areas of Study

1. Developmental transitions
2. Youth health literacy

Outcomes

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

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

Assessment

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

- A written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- An extended response question analysing a range of data sources with an emphasis on annotating, synthesising and planning the response
- A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- An oral presentation, such as a debate or a podcast
- Structured questions, including data analysis.

About the Study

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically and through a lens of social equity and justice.

Unit 3: Australia's Health in a Globalised World

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

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

Areas of Study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Outcomes

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

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

Unit 4: Health and Human Development in a Global Context

This unit examines 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.

Areas of Study

1. Global health and human development
2. Health and the Sustainable Development Goals

Outcomes

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

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

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written Examination	November	2 hours	50

About the Study

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

Unit 1: The Human Body in Motion

In Unit 1, 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.

Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system play in movement?

Outcomes

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

1. Collect and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.
2. Collect and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

Assessment

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

- A written report analysing participation in at least 4 physical activities that demonstrates the integration of theoretical knowledge and practical application of how the musculoskeletal and cardiorespiratory systems work together.
- A practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- A case study analysis
- A data analysis
- An extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
- A visual presentation such as an annotated poster, a concept/mind map, or a digital presentation (including physical simulation)
- An oral presentation such as a podcast or debate
- A written report

Unit 2: Physical Activity, Sport and Society

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

Areas of Study

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

Outcomes

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

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
2. Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

Assessment

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

*   A written plan or multimedia presentation designed to either increase physical activity levels and/or reduce sedentary behaviour for an individual or a selected group, based on reflections from participation in physical strategies/programs designed to promote physical activity and limit sedentary behaviour.
*   An extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
*   A visual presentation, such as an annotated poster, a concept/mind map, or a digital presentation (including physical simulation)
*   An oral presentation
*   A written report

About the Study

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

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

Unit 3 introduces 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.

Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

Outcomes

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

1. Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

Unit 4: Training to Improve Performance

In Unit 4, 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 programs is evaluated according to the needs of the individual and chronic adaptations to training.

Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences

Outcomes

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

1. Activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
2. Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.
2. Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written Examination	November	2 hours	50

Program Description

The VCE VET Certificate of Sport, Aquatics and Recreation program is drawn from the SIS10 Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Units of Competency

Certificate III in Sport, Aquatic and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

In Units 1 & 2, students undertake core units of competency such as providing first aid, following work health and safety and responding to emergency situations in the sport and recreation industry. Elective units focus on outdoor recreational pursuits such as cycling and running sport sessions.

In Units 3 & 4, the Certificate offers scored assessment and includes core units such as planning and conducting sport and recreation sessions, educating user groups and undertaking a risk analysis of activities.

Pathways

Employment opportunities: this Certificate is a good foundation for employment or work placement as an entry level worker in the Sport and Recreation industry. Potential occupations may include pool lifeguard, sports retail, sports trainer, swim teacher, afterschool sports programs, and recreation officer.

VCE: Undertaking Certificate III in Sport, Aquatics and Recreation is a two year program which provides VCE credits at Units 1 & 2 in first year and Units 3&4 in second year.

A Study Score which can contribute to the ATAR is available.

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit &4 Coursework	School-assessed	N/A	66
2	Written Exam	November	2 hours	34

HUMANITIES

About the Study

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

Outcomes

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

1. Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance

Assessment:

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

- A folio of exercises using manual methods and ICT
- Structured questions using manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A classroom presentation including use of ICT
- A feasibility investigation of a business venture including use of ICT

Unit 2: Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and the ethical considerations faced by business owners, including financial, social and environmental considerations, when making business decisions.

Areas of Study

1. Accounting for and managing inventory
2. Accounting for and managing accounts receivable and accounts payable

Outcomes

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

1. Record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions
2. Record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business

Assessment

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

- A folio of exercises using manual methods and ICT
- Structured questions using manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A classroom presentation, role-play or debate including use of ICT
- A report including use of ICT

About the Study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a Business

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

Areas of Study

1. The business idea
2. Internal business environment and planning
3. External business environment and planning

Outcomes

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

1. Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing
2. Describe the internal business environment and analyse how factors from within it may affect business planning
3. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning

Assessment:

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

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on a chosen business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
- Short answer and extended answer structured questions

Unit 2: Establishing a Business

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

Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Outcomes

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

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

Assessment

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

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
- Short answer and extended answer structured questions

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.

Areas of Study

1. Business foundations
2. Human resource management
3. Operations management

Outcomes

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

1. Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations

Unit 4: Transforming a Business

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

Areas of study

1. Reviewing performance – the need for change
2. Implementing change

Outcomes

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

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

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours	50

About the Study

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

Unit 1: Change and Conflict

In this area of study students explore the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies. They consider the aims, achievements and limitations of the League of Nations.

Areas of Study

1. Ideology and conflict
2. Social and cultural change

Outcomes

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

1. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two
2. Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes

Assessment

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

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short answer questions
- Extended responses
- A multimedia presentation

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Areas of Study

1. Causes, course and consequences of the Cold War
2. Challenge and change

Outcomes

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

1. Explain the causes of the Cold War and analyse its consequences on nations and people
2. Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred

Assessment

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

- Essay
- Extended responses
- Short answer questions
- Historical inquiry
- Evaluation of historical interpretations

Unit 3 & 4

In Units 3 & 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post- revolutionary society.

Areas of Study

1. Causes of revolution
2. Consequences of revolution

These areas will be explored through the following contexts:

• Unit 3: The Russian Revolution
• Unit 4: The French Revolution

Outcomes

On completion of each unit, students should be able to:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
2. Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours	50

About the Study

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice.

Areas of study

1. Legal foundations
2. Proving guilt
3. Sanctions

Outcomes

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

1. Describe the main sources and types of law, and assess the effectiveness of laws
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios
3. Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes

Assessment

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

- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- A Wiki, website or blog
- Structured questions
- A mock trial or role play
- A debate
- A research report or media analysis
- An essay
- A question-and-answer session

Unit 2: Wrongs and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Areas of Study

1. Civil liability
2. Remedies
3. Human rights

Outcomes

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

1. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios
2. Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes
3. Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia

Assessment

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

- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- A Wiki, website or blog
- Structured questions
- A mock trial or role play
- A debate
- A research report or media analysis
- An essay
- A question-and-answer session

Unit 3: Rights and Justice

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

Outcomes

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

1. Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case
2. Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute

Unit 4: The people, law and reform

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Areas of Study

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

Outcomes

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

1. Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making
2. Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	End-of-year VCAA	2 hours	50

About the Study

VCE Politics requires students to understand and apply key concepts within the discipline, such as power, conflict and political stability and change. It is through the use of these concepts that students develop their own political awareness, knowledge and understanding of ideas, current events and contemporary issues and crises.

Unit 1: Politics, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Areas of Study

1. Power and national political actors
2. Power and global political actors

Outcomes

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

1. Explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue
2. Analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue

Assessment

Suitable tasks for assessment in this unit may include:

- A political inquiry
- Analysis and evaluation of sources
- A multimedia presentation
- A political debate
- A political simulation
- A political brief
- Extended responses
- Short-answer questions
- An essay

Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

Areas of Study

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

Outcomes

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

1. Analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld
2. Analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles

Assessment

Suitable tasks for assessment in this unit may include:

• A political inquiry
• Analysis and evaluation of sources
• A multimedia presentation
• A political debate
• A political simulation
• A political brief
• Extended responses
• Short-answer questions
• An essay

About the Study

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictablility and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

Unit 3: Global Cooperation and Conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Areas of Study

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

Outcomes Unit 3

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

1. Analyse the causes and consequences of a global issue and evaluate the effectiveness of global actors' responses in resolving the issue.
2. Analyse the causes and consequences of one contemporary crisis and discuss how global actors' responses have contributed to political stability and/or change.

Unit 4: Global Challenges

In this unit, students investigate the strategic competition for power and influence in the India-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Areas of Study

1. Power and the national interest
2. Australia in the India-Pacific

Outcomes

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

1. Analyse the various sources and forms of power used by a state in the India-Pacific region and evaluate the extent to which it is able to achieve its national interests.
2. Analyse different perspectives on Australia's national interests in the India-Pacific region and evaluate the degree to which Australia's pursuit of its national interests has resulted in cooperation or conflict with three states in the region.

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours	50

LANGUAGES

About the Study

This study is designed to enable students to:

- Communicate with others in French in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages to enhance intercultural awareness
- Understand and appreciate the cultural contexts in francophone (French speaking) countries
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

A range of topics is explored through studies of three prescribed themes:

- The individual
- The French-speaking communities
- The world around us

Unit 1

Through these themes students will be introduced to a range of text types including articles, letters, stories and interviews. Students also examine the following kinds of writing: personal imaginative, persuasive, informative and evaluative. Students develop their understanding and application of French grammar and vocabulary.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Exchange meaning in a spoken interaction in French
2. Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English
3. Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose

Assessment

Suitable tasks for assessment in this unit may include the following:

- Participate in a conversation, interview or role-play / Give a talk to the class about the selected subtopic, asking and answering questions
- Write in a range of text types / Listen to a conversation and respond to visual texts and images / Read an article and listen to an announcement to write instructions
- Present content related to the selected subtopic in French in written form, which may include supporting visual elements / Students develop a presentation that recounts, narrates, entertains, retells or interprets information

Unit 2

Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

- Respond in writing in French to spoken, written or visual texts presented in French
- Analyse and use information from written, spoken or visual texts to produce an extended written response in French
- Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken

Assessment

Suitable tasks for assessment in this unit may include the following:

- Write a personal answer to an email / Write an informative blog in response to texts / Respond in a written letter to a radio announcement or editorial
- Describe in writing an experience seen from different perspectives / Research and write a reflective article on a cultural insight, such as the attitudes of French-speaking people in Australia and elsewhere to traditional customs / Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society
- Narrate a life story, event or incident that highlights an aspect of culture / Tell the class a personal or reflective story about a cultural event / Present and explain an aspect of French culture, creating a digital portfolio or presentation

Unit 3

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Participate in a spoken exchange in French to resolve a personal issue
2. Interpret information from texts and write responses in French
3. Express ideas in a personal, informative or imaginative piece of writing in French

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Share information, ideas and opinions in a spoken exchange in French
2. Analyse information from written, spoken and viewed texts for use in a written response in French
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in French

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Oral examination	October	15 minutes	12.5
4	Written examination	November	2 hours and 15 mins	37.5

About the Study

This study is designed to enable students to:

- Communicate with others in Italian in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages to enhance intercultural awareness
- Understand and appreciate the cultural contexts in which Italian is spoken
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

A range of topics is explored through studies of three prescribed themes:

- The individual
- The Italian-speaking communities
- The world around us

Unit 1

Through these themes students will be introduced to a range of text types including articles, letters, stories and interviews. Students also examine the following kinds of writing: personal imaginative, persuasive, informative and evaluative. Students develop their understanding and application of Italian grammar and vocabulary.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Exchange meaning in a spoken interaction in Italian
2. Interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English
3. Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose

Assessment

Suitable tasks for assessment in this unit may include the following:

- Participate in a conversation, interview or role-play / Give a talk to the class about the selected subtopic, asking and answering questions
- Write in a range of text types / Listen to a conversation and respond to visual texts and images / Read an article and listen to an announcement to write instructions
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint / Write an imaginative children's story

Unit 2

Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Respond in writing in Italian to spoken, written or visual texts presented in Italian
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian
3. Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken

Assessment

Suitable tasks for assessment in this unit may include the following:

• Write a personal answer to an email / Write an informative blog in response to texts / Respond in a written letter to a radio announcement or editorial
• Describe in writing an experience seen from different perspectives / Research and write a reflective article on a cultural insight, such as the attitudes of Italian-speaking people in Australia and elsewhere to traditional customs / Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society
• Narrate a life story, event or incident that highlights an aspect of culture / Tell the class a personal or reflective story about a cultural event / Present and explain an aspect of Italian culture, referring to a portfolio or a PowerPoint presentation

Unit 3

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. They access and share useful information on the subtopics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities.

About the Study

Italian units are designed to provide opportunities for students to:

- Develop and refine receptive, productive and interactive use of Italian, through reading, listening comprehension, written and oral tasks
- Increase their understanding of the systematic nature of Italian and of language in general
- Appreciate the views of others and the ways of life, literature and thought in communities where the language is widely used
- Prepare for their future use of Italian in social and cultural activities including leisure, work and further study

Over the course of Units 3 & 4 students undertake a research project on Italian language and culture. This topic is discussed in Section 2 of the Oral Examination.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

On completion of this unit, the student should be able to:

1. Express ideas through the production of original texts
2. Analyse and use information from spoken texts
3. Exchange information, opinions and experiences

Unit 4

Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

On completion of this unit, the student should be able to:

1. Share information, ideas and opinions in a spoken exchange in Italian
2. Analyse information from written, spoken and viewed texts for use in a written response in Italian
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Oral examination	October	15 minutes	12.5
4	Written examination	November	2 hours and 15 mins	37.5

About the Study

This study is designed to enable students to:

- Communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages and enhance intercultural awareness
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

A range of topics are explored through studies of three prescribed themes:

- The individual
- The Japanese-speaking communities
- The world around us

Unit 1

Through themes students will be introduced to a range of text types including articles, letters, stories and interviews.

Students also examine the following kinds of writing: personal imaginative, persuasive, informative and evaluative. Students develop their understanding and application of Japanese grammar and vocabulary. Students are expected to be able to read and write 200 prescribed Kanji.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Exchange meaning in a spoken interaction in Japanese
2. Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English
3. Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose

Assessment

Suitable tasks for assessment in this unit may include the following:

- Participate in a conversation, interview or role-play / Give a talk to the class about the selected subtopic, asking and answering questions
- Write a descriptive summary of a film including information from a review of the film / Listen to a conversation and view a map to write directions / Read an article and listen to an announcement to write instructions
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint / Write an imaginative children's story

Unit 2

Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
3. Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken

Assessment

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

- Write a personal answer to an email / Write an informative blog in response to texts / respond in a written letter to a radio announcement or editorial
- Describe in writing an experience seen from different perspectives / Write a reflective article on a cultural insight, such as the attitudes of Japanese-speaking people in Australia and elsewhere to traditional customs / Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society
- Narrative of a life story, event or incident that highlights an aspect of culture / Tell the class a personal or reflective storyabout a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation

About the Study

This study is designed to enable students to:

- Communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages and enhance intercultural awareness
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work
- Understand and use a language that is spoken by approximately 128 million people worldwide
- Access to the rich traditional and popular cultures of Japan

A range of topics will be explored through studies of three prescribed themes:

- The individual
- Japanese-speaking communities
- The world around us

Unit 3

Through these themes students will be introduced to a range of text types including articles, letters, stories and interviews. Students also examine the following kinds of writing: personal imaginative, persuasive, informative and evaluative.

Students develop their understanding and application of Japanese grammar and vocabulary. Students are expected to be able to read and write 200 prescribed Kanji.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Participate in a spoken exchange in Japanese to resolve a personal issue
2. Interpret information from texts and write responses in Japanese
3. Express ideas in a personal, informative or imaginative piece of writing in Japanese

Unit 4

Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Outcomes

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

1. Share information, ideas and opinions in a spoken exchange in Japanese
2. Analyse information from written, spoken and viewed texts for use in a written response in Japanese
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Oral examination	October	15 minutes	12.5
4	Written examination	November	2 hours and 15 mins	37.5

MATHEMATICS

Year 10	Year 11	Year 12

Mathematics: Fundamentals → **VCE VM Numeracy** → **VCE VM Numeracy**

Foundation Maths Unit 3 & 4

Mathematics (General Maths Pathway) → **General Mathematics Units 1 & 2** → **General Mathematics Units 3 & 4**

Mathematics → **Mathematical Methods Units 1 & 2** → **Mathematical Methods Units 3 & 4**

Specialist Mathematics Units 1 & 2 → **Specialist Mathematics Units 3 & 4**
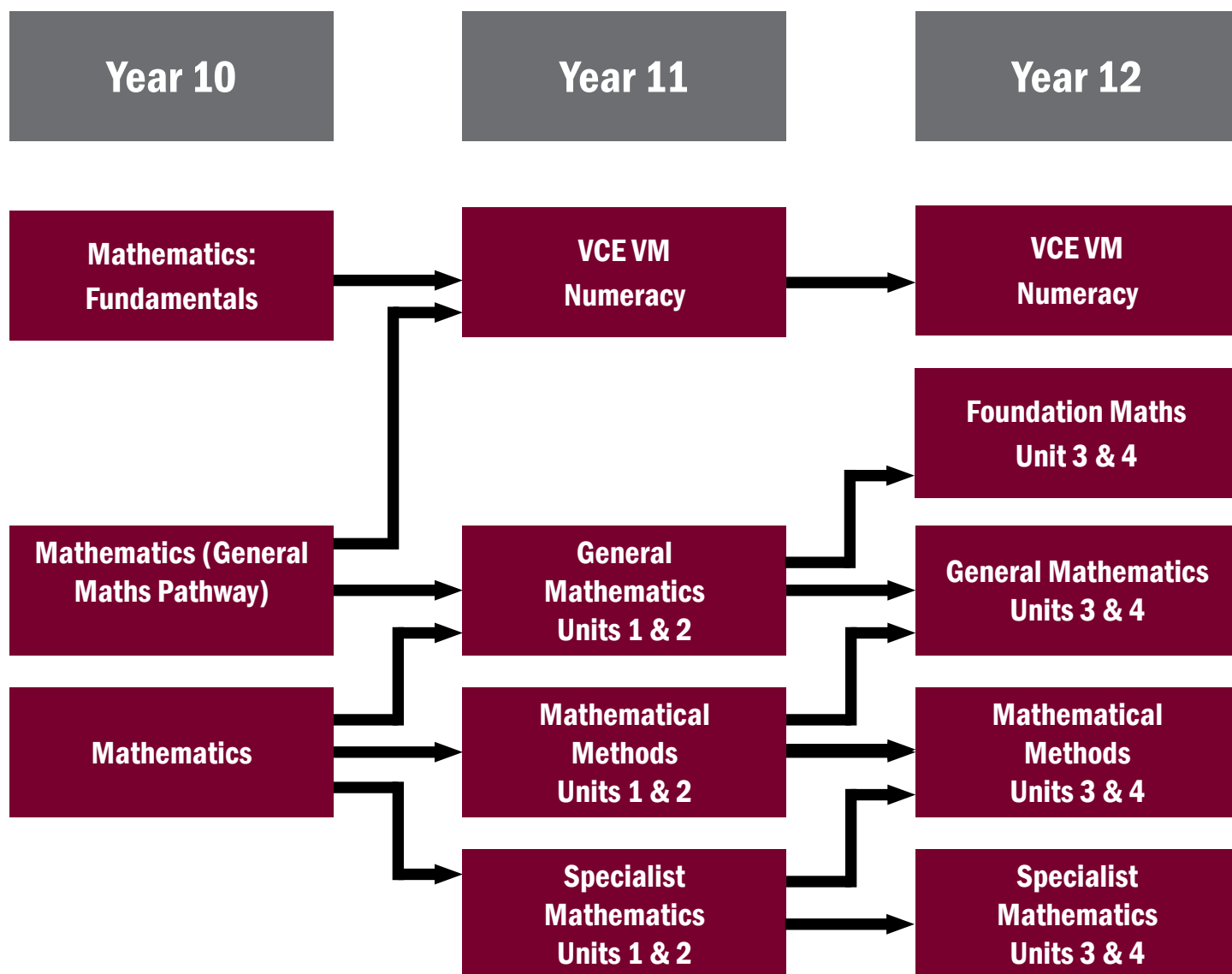
Note:
- Students completing Specialist Mathematics must also complete Mathematical Methods
- Students can complete three Maths in Year 12, only two Mathematics subjects can contribute to your top 4 studies

The following Mathematics studies are offered:

Units 1 & 2
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Units 3 & 4
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Possible Combinations of Mathematics Units

Year 10	Year 11	Year 12
		No studies in Units 3 & 4 Mathematics
Year 10: Mathematics: Fundamentals	VCE VM or no Maths	Foundation Mathematics Units 3 & 4
Mathematics: General Maths Pathway	General Mathematics Units 1 & 2	General Mathematics Units 3 & 4
Mathematics	Mathematical Methods Units 1 & 2, alone or with Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4, alone or with Specialist Mathematics Units 3 & 4

About the Study

Foundation Mathematics Units 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Financial and consumer mathematics
4. Space and measurement

Outcomes

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

1. Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts
2. Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results
3. Select and use technology to solve problems in practical contexts

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	40
2	Unit 4 Coursework	School-assessed	N/A	20
3	Written examination	November	2 hours	40

About the Study

General Mathematics Units 1 & 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 & 4 level and contain assumed knowledge and skills for these units.

Areas of Study

1. Data analysis and statistics
2. Sequences, recurrence relations and financial mathematics
3. Linear functions
4. Matrices
5. Graphs and networks
6. Space, measurement and applications of trigonometry

Outcomes

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

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

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

• Portfolio
• Assignments
• Tests
• Solutions to sets of worked questions
• Summary notes or review notes
• Modelling tasks
• Problem-solving tasks
• Mathematical investigations
• Examination

About the Study

This course includes the compulsory core topics Data Analysis and Recursion and Financial Modelling and the Matrices and Networks and Decision Mathematics. The areas of study provide general preparation for employment or further study. The assumed knowledge and skills of the prescribed core are covered in General Mathematics Units 1 and 2.

The appropriate use of technology, especially the CAS calculator, to support and develop the learning of mathematics is incorporated throughout the course.

Areas of Study

1. Data analysis
2. Recursion and financial modelling
3. Matrices
4. Networks and Decision Mathematics

Outcomes

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

1. Define and explain key concepts and apply related mathematical techniques and models as specified within the study design in routine contexts
2. Select and apply the mathematical concepts, models and techniques as specified within the study design in a range of contexts of increasing complexity
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	40
2	Written examination 1	November	1 hour 30 mins	30
3	Written examination 2	November	1 hour 30 mins	30

About the Study

Mathematical Methods Units 1 & 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 & 4 and contain assumed knowledge and skills for these units.

Given these requirements, the following prerequisites must be met in order to undertake Mathematical Methods:

Students currently completing Year 10 Mathematics Advanced must achieve an assessment score average of 70% or above.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Outcomes

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

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

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

• Assignments
• Tests
• Solutions to sets of worked questions
• Summary notes or review notes
• Modelling or Problem solving tasks
• Exams

About the Study

The areas of study extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The assumed knowledge and skills of these units are covered in Mathematical Methods Units 1 and 2.

This course has been designed to enable students to apply their knowledge and skills to analyse and solve problems, and effectively communicate their results. They are encouraged to use appropriate technology, including CAS calculators and computers.

Areas of Study

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

Outcomes

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

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	40
2	Written examination 1 (technology free)	November	1 hour	20
3	Written examination 2 (technology active)	November	2 hours	40

About the Study

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

Areas of Study

1. Logic and proof
2. Graph theory
3. Sequences and series
4. Matrices
5. Data analysis, probability and statistics
6. Space and measurement
7. Complex numbers
8. Functions, relations and graphs

Outcomes

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

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study

Assessment

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

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling or problem solving tasks
- Exams

About the Study

The areas of study extend content from Mathematical Methods Units 3 & 4 to include rational and quotient functions as well as other advanced mathematics topics such as complex numbers, differential equations and statistical inference. Students undertaking Specialist Mathematics Units 3 & 4 must also be studying, or have previously completed, Mathematical Methods Units 3 & 4.

This course has been designed to enable students to extend their mathematical skills and knowledge to analyse and solve problems. The students are encouraged to use CAS calculators and computers both in the learning of new material and the application of this material in a variety of different contexts.

Areas of Study

1. Logic and Proof
2. Functions, relations and graphs
3. Complex numbers
4. Calculus
5. Vectors
6. Probability and Statistics

Outcomes

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

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	40
2	Written examination 1 (technology free)	November	1 hour	20
3	Written examination 2 (technology active)	November	2 hours	40

PERFORMING ARTS

About the Study

VCE Dance involves students as performers, choreographers and audience. The study is designed to develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place. The movement vocabulary each student develops may reflect their experiences of dance in social, cultural, therapeutic or other contexts. By exploring connections between practice and theory students can further enrich their experiences.

Unit 1

In this unit, students explore the potential of the body as an instrument of expression and communication, in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body.

Areas of Study

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. Awareness and maintenance of the dancer's body

Outcomes

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

1. Describe and document features of other choreographers' dance works
2. Choreograph and perform a solo, duo and/or group dance work and complete structured improvisations
3. Safely and expressively perform a learnt solo, duo or group dance work
4. Describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body

Assessment

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

• Report/s in written, oral or multimedia format
• Performance of a choreographed solo, duo or group dance work that communicates an intention
• Completion of structured solo, duo and/or group improvisations
• Performance of a learnt dance work

Unit 2

In this unit, students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works. They make links between the theoretical and practical aspects of dance through analysis and discussion of the way their own and other choreographers' intentions are communicated.

Areas of Study

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance

Outcomes

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

1. Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works
2. Complete structured improvisations and choreograph and perform a solo, duo or group dance work
3. Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work

Assessment

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

• Report/s in written, oral or multimedia format
• Performance of a choreographed solo, duo or group dance work that communicates an intention
• Completion of structured solo, duo and/or group improvisations
• Performance of a learnt dance work

Unit 3

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers. Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth and/or twenty-first centuries. These dance works must be selected from the prescribed list of dance works for Unit 3.

It is strongly recommended that students have at least 3 years dance and/or movement experience prior to the commencement of VCE dance.

Areas of Study

1. Dance perspectives
2. Choreography, performance and analysis of a skills-based solo dance work
3. Dance technique, performance and analysis of a learnt dance work

Outcomes

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

1. Analyse two selected dance works
2. Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work
3. Learn, rehearse and perform work by another choreographer and analyse the processes used

Unit 4

In this unit, students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer.

Areas of Study

1. Dance perspectives
2. Choreography, performance and dance-making analysis

Outcomes

On completion of this unit, the student should be able to:

1. Analyse a selected group dance work
2. Choreograph, rehearse, perform and analyse their realisation of a solo dance work

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	25
2	Solo Performance Examination	Externally assessed	N/A	50
3	Written examination	Externally assessed	1 hour 30 mins	25

About the Study

In VCE Drama, students tell stories, explore ideas, make sense of their world and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity.

Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

Unit 1: Introducing Performance Styles

In this unit, students study three or more performance styles from a range of social, historical and cultural contexts. They examine the traditions of storytelling to devise performances that go beyond representations of reality.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and analysis of work by professional drama practitioners and performers.

Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

Outcomes

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

1. Devise and document solo and/or ensemble drama work based on stories and/or characters
2. Perform devised drama work to an audience
3. Analyse the development and the performance to an audience, of their devised work
4. Analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners

Assessment

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

- Devising and performing an ensemble/solo work
- Written documentation of the processes used to create and develop stories and characters
- Written analysis of drama work created in Outcomes 1 and 2
- Written analysis of a performance of an Australian drama work

Unit 2: Australian Identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice as artists and audiences. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

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

Areas of Study

1. Using Australia as inspiration
2. Presenting and evaluation devised performance
3. Analysing a devised performance
4. Analysing and evaluating Australian drama performance

Outcomes

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

1. Devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice
2. Present a devised performance that reflects aspects of Australian identity
3. Analyse and evaluate the development and performance to an audience of their devised work
4. Analyse and evaluate a performance of a drama work by Australian practitioners

Assessment

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

• Devising and performing an ensemble/solo work
• Written documentation of the processes used to create and develop stories and characters
• Written analysis of drama work created in Outcomes 1 and 2
• Written analysis of a performance of an Australian drama work

Unit 3: Devised Ensemble Performance

About the Study

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Areas of Study

1. Devising and presenting ensemble performance
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance

Outcomes

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

1. Develop and present characters within a devised ensemble performance
2. Analyse the use of processes, techniques and skills to create and present a devised ensemble performance
3. Analyse and evaluate a professional drama performance selected from the prescribed play list

Note: Theatre visits are compulsory

Unit 4: Devised Solo Performance

This unit focuses on the development and the presentation of devised solo performances. Students draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They also document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Areas of Study

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

Outcomes

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

1. Create and present a short solo performance based on stimulus material and evaluate the techniques used
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance in response to a prescribed structure

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	40
2	Solo Performance Examination	October	N/A	35
3	Written examination	November	1 hour 30 mins	25

VCE Music Performance students are required to access additional individual tuition/lessons to support the skill development in order to perform successfully in their chosen instrument or voice at VCE level. Tuition can be accessed VCE Music Performance students are required to access additional individual tuition/lessons to support the skill development in order to perform successfully in their chosen instrument or voice at VCE level. Tuition can be accessed through the Kilbreda Instrumental Program, or by external providers. Fees for the Kilbreda instrumental or vocal lessons are charged per semester at current industry approved rates.

About the lessons

Lessons include:

• Individual 30 minute lesson with a specialist tutor on brass, woodwind, strings,
percussion, voice, piano, guitar
• Performance skills - technique and repertoire
• Care and maintenance of musical instrument
• Understanding and interpretation of style and historical period
• Music theory
• Aural awareness and discrimination
• Improvisation
• Sight reading
• Rehearsal techniques - tunings, transposition, conducting

Assessment

• Weekly attendance at lessons and scheduled rehearsals
• Individual written semester report
• Australian Music Exam Board graded examinations (optional)

Practice Requirements

As a guide, students studying VCE Music are expected to devote a minimum of 45-90 minutes practice per day.

About the Study

VCE Music is a dynamic study that fosters active engagement with music through listening, performing, creating, and analysing. Students develop musicianship and critical awareness of their role as music makers and audiences, exploring diverse musical practices across cultures, genres, and historical contexts. The course encourages students to express musical ideas creatively and effectively, using a range of skills including composition, arrangement, improvisation, and reimagining. Through practical and theoretical learning, students build a strong foundation for further study or careers in music, while also cultivating personal growth, collaboration, and lifelong participation in the musical life of their communities.

Students studying VCE music are required to undertake private tuition on their focus instrument/voice alongside this subject.

Unit 1: Organisation of music

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

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

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

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

Areas of Study

1. Performing
2. Creating
3. Analysing and Responding

Outcomes

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

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation
2. Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process
3. Describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation

Assessment

Suitable tasks for assessment in this unit may include the following:

• Performances of at least two works, including at least one ensemble/group work
• A discussion of the challenges presented by these works
• Aural, oral, written and practical tasks such a a folio of exercises or responses to structured questions
• Composition and/or improvisation exercises and accompanying discussion that demonstrate an understanding of the organisation of music

Unit 2: Effect in Music

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

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

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

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

Students studying VCE music are required to undertake private tuition on their focus instrument/voice alongside this subject.

Areas of Study

1. Performing
2. Creating
3. Analysing and responding

Outcomes

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

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s)
2. Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process
3. Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation

Assessment

Suitable tasks for assessment in this unit may include the following:

- Performances of at least two works, including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, oral, written and practical tasks such a a folio of exercises or responses to structured questions
- Composition and/or improvisation exercises and accompanying discussion that demonstrate an understanding of the organisation of music

Unit 3: Music Contemporary Performance

In Unit 3 of VCE Contemporary Music Performance, students begin preparing the performance program they will present in Unit 4, guided by examination specifications to ensure their selected works meet assessment criteria. They refine their performance strategies through music analysis, exploring interpretation across diverse recorded examples and developing their understanding of music elements, concepts, and compositional devices. Students engage in regular solo and group performances, using these opportunities to build technical proficiency and stylistic interpretation. A key focus is the development of personal voice, including the reimagining of at least one existing work to showcase individual artistic identity.

Students deepen their musicianship through structured practice and collaborative rehearsal, supported by research into scores, recordings, live performances, and critical discussions. They trial a range of techniques and instrument-specific conventions to enhance their command of performance and presentation. Through a school-assessed dialogue with their teacher, students demonstrate selected practice strategies and reflect on approximately half of their performance program. Aural analysis and transcription tasks help students identify and recreate music language concepts, strengthening auditory discrimination and memory. This unit fosters a comprehensive understanding of how musical elements can be interpreted and manipulated in contemporary performance contexts.

Students studying VCE music are required to undertake private tuition on their focus instrument/voice alongside this subject.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Outcomes

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

1. Perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program
2. Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work
3. Discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation

Please note:

Students must perform with one or more live musicians as a part of the ensemble requirement.

Students can arrange this by:

- organising other supporting student musicians to perform (including scheduling and attendance at rehearsals)
- engage professional musician accompaniment (approximately $92p/h)

Unit 4: Music Contemporary Performance

In Unit 4, students finalise and refine their performance program for the end-of-year external examination, guided by their Statement of Intent. This program must include a reimagined version of an existing work and an original piece by an Australian artist created since 1990. Students continue to explore the work of other performers, focusing on interpretation and the development of personal voice. Through regular performance in varied contexts, they consolidate technical, expressive, and stylistic skills, while refining their approach to reimagining music and addressing performance challenges.

Students deepen their understanding of contemporary music through aural analysis and critical listening, comparing interpretations and identifying music language concepts. They document and recreate these concepts using appropriate genre-specific conventions. Building on the work completed in Unit 3, students analyse their performance strengths and weaknesses and implement targeted strategies to enhance their musicianship. This unit supports the development of confident, expressive performers who can demonstrate originality, technical command, and a clear artistic identity in contemporary music contexts.

Students studying VCE music are required to undertake private tuition on their focus instrument/voice alongside this subject.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Outcomes

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

1. Perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention
2. Demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works
3. Discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed		30
2	Performance Exam	October	20 min solo performer 25 min 2-3 performers	50
3	Written Exam	November	60 mins	20

RELIGIOUS EDUCATION

All students entering Year 11 and 12 must study Religious Education as part of their academic studies at Kilbreda College. Year 11 students choose either VCE Unit 2 Religion & Society or Texts & Traditions (following on from their Unit 1 study at Year 10 level), or Units 3 and 4 of Religion & Society or Texts & Traditions (as a continuation of their accelerated study of Units 1 and 2 at Year 10). Year 12 students choose either School-based Religious Education or the Units 3 and 4 study of either VCE Religious Education subject.

In Year 11, students complete either:

Unit 2 Religion & Society or Unit 2 Texts & Traditions – 4 periods per fortnight – completed across the entire year or Unit 3 and 4 of either Religion & Society or Texts & Traditions – completed as one of the VCE selections; 8 periods per fortnight. Students selecting the Units 3 and 4 study at either Year 11 or Year 12 will be allocated additional study periods in their timetable, as they will not need to complete the single unit Religion option in the same year.

About the Study

The Unit 2 Religion and Society course aims to help the students appreciate the importance of religion in their life.

It explores what the religious perspective has to offer to an understanding of a wide range of current societal and life-centred issues. Particular reference is made to the Catholic Tradition.

Students are introduced to the nature of ethical decision making in societies with multiple world-wide views. Ethical decision making involves the selection of methods which have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision making and influence on practical moral judgement. Students examine religious ethical perspectives and other influences on moral judgements of at least two religious traditions (Catholicism and one other) in societies where multiple worldviews coexist. Students also explore the philosophical traditions which have contributed to each religion's understanding of ethics.

Areas of study

1. Ethical decision making and moral judgement
2. Religion and ethics
3. Ethical issues in society

Outcomes

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

1. Explain the variety of influences on ethical decision making and moral judgement in societies where multiple worldwide views coexist
2. Analyse how ethical perspectives and moral judgements are formed within at least two religious traditions (Catholic and one other) in societies in which multiple worldviews coexist
3. Examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute

Assessment

Suitable tasks for assessment in this unit may include the following:

- Analytical exercises
- Case studies
- Debates
- Essays
- Extended responses
- Multimedia presentations
- Reports
- Structured questions

About the Study

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. This study respects and encourages an open and objective inquiry, without partiality towards any one religion. For the purposes of this study, the term 'religion' can be understood as encompassing all related phenomena, including spiritualities.

Unit 3: The search for meaning

In response to our search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

Students study the purposes of religion generally and then consider the religious beliefs developed by a religion tradition or religious denomination in response to the big questions of life, and how these may be expressed through the other aspects of religion, exploring how this is intended to foster meaning.

Areas of study

1. Responding to the search for meaning
2. Expressing meaning
3. Significant life experiences, religious beliefs and faith

Outcomes

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

1. Analyse the nature and purpose of religion and religious beliefs.
2. Examine how beliefs and their expression through other aspects of religion are intended to respond to the search for meaning.
3. Analyse the interplay between religious beliefs and their expression through related aspects of religion and significant life experiences.

Unit 4: Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. They are a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Traditions and denominations are living institutions that interact with society and can likewise be influenced by society.

Students explore challenges for religious traditions or denominations generally over time and then undertake a study of challenge and change.

Areas of study

1. Challenge and response
2. Interaction of religion and society

Outcomes

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

1. Analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.
2. Discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge, and evaluate the influence of the stances and responses on these interactions.

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours 15 minutes	50

About the Study

The Unit 2 Texts and Traditions course aims to assist students in using sacred texts as a means to investigating social attitudes.

It explores what texts have to offer on issues such as social structures, justice, authority, the environment, racism, gender and others. Particular reference is made to the Catholic Tradition.

Students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Areas of study

1. Sacred texts of the past
2. Sacred texts today
3. Comparing religious traditions

Outcomes

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

1. Show understanding of the origin and development of selected texts that express a religious tradition's relationship to its society.
2. Describe the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.
3. Compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

Assessment

Suitable tasks for assessment in this unit may include the following:

- Comparative tables
- Essays
- Multimedia presentations
- Short-answer questions
- Short reports, including reports based on interviews
- Summaries
- Textual commentaries

About the Study

In Texts and Traditions, students study the history and development of the Christian tradition, by studying the background to the tradition (i.e. the Jewish ancestry of Christianity). Students then look at the sacred Scriptures for a religious tradition and ask key questions: Why was it written? Who was the author? When was it written? What are its key themes? How does it present Jesus? What do we know about the context in which the gospel was written? Is this important? Each year, particular passages are selected for special study, and students learn how to study these in detail.

Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

Areas of Study

1. The background of the tradition
2. Audience, purposes and literary aspects of the set texts
3. Interpreting texts

Outcomes

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

1. Identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.
2. Discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the intended audience.
3. Understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

Areas of Study

1. Interpreting texts
2. Religious themes and their teaching purpose
3. Themes in the later tradition and the later use of scripture

Outcomes

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

1. Apply exegetical methods to develop an interpretation of all the passages for special study.
2. Discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.
3. Analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	25
2	Unit 4 Coursework	School-assessed	N/A	25
3	Written examination	November	2 hours 15 minutes	50

About the Study

The Year 12 School Based Religious Education course aims to help students reflect on their life, particularly educational experiences, and to appreciate the importance of religion in her life. It includes a retreat and a variety of other reflective and prayer experiences. It explores what the religious perspective has to offer to an understanding of a wide range of current social and life-centred issues. Particular reference is made to the Catholic Tradition.

Areas of Study

1. A Spirituality for today
2. Religious Education and the Arts
3. Meaning and values

Assessment

Suitable tasks for assessment in this unit may include the following:

• Reports
• Analysis of film and written texts
• Written exercises
• Oral presentations
• Personal reflections

SCIENCE

About the Study

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

Unit 1: How do organisms regulate their functions?

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

Areas of Study

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

Outcomes

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

1. Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data

Assessment

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

- A case study analysis
- A bioinformatics exercise
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources
- A modelling or simulation activity
- Problem-solving involving biological concepts and/or skills
- A response to a bioethical issue
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster

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. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems. A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Areas of Study

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

Outcomes

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

1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival

Assessment

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

- A case study analysis
- A bioinformatics exercise
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources
- A modelling or simulation activity
- Problem-solving involving biological concepts and/or skills
- A response to a bioethical issue
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster

About the Study

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Unit 3: How Do Cells Maintain Life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Areas of Study

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

Outcomes

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

1. Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA
2. Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways

Unit 4: How Does Life Change and Respond to Challenges Over Time?

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

Areas of Study

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

Outcomes

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

1   Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease
2   Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time
3   Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	20
2	Unit 4 Coursework	School-assessed	N/A	30
3	Written examination	External	2 hours 30 mins	50

About the Study

Society is dependent on the work of chemists to analyse the materials and products in everyday use. VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

Areas of Study

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

Outcomes

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

1. Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures
2. Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers
3. Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material

Assessment

Suitable tasks for assessment in these units may be selected from the following:

- A report of a laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- Reflective annotations of one or more practical activities from a logbook
- A summary report of selected practical investigations
- Critique of an experimental design, chemical process or apparatus
- Analysis and evaluation of generated primary and/or collated secondary data
- A modelling or simulation activity
- A media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- A report of an application of chemical concepts to a real-life context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- An infographic
- A scientific poster

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

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

Areas of Study

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

Outcomes

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

1. Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society
2. Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities
3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid- base or redox reactions or the analysis of substances in water

Assessment

Suitable tasks for assessment in these units may be selected from the following:

- A report of a laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student Practical activities
- Reflective annotations of one or more practical activities from a logbook
- A summary report of selected practical investigations
- Critique of an experimental design, chemical process or apparatus
- Analysis and evaluation of generated primary and/or collated secondary data
- A modelling or simulation activity
- A media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- A report of an application of chemical concepts to a real-life context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy)
- An infographic
- A scientific poster

About the Study

The global demand for energy and materials is increasing with world population growth. In this study, students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

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

In this unit, students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Areas of Study

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

Outcomes

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

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society
2. Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society

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

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

Areas of Study

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

Outcomes

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

1. Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society
2. Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified
3. Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	20
2	Unit 4 Coursework	School-assessed	N/A	30
3	Written examination	External	2 hours 30 mins	50

About the Study

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.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

Unit 1: How is energy useful to society?

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

Areas of Study

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

Outcomes

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

1. Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter
2. Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy
3. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

Assessment

Suitable tasks for assessment for this unit may be include the following:

- Reports of physics phenomenons, and laboratory or fieldwork
- Reflective annotations related to one or more practical activities from a logbook
- An analysis and evaluation of generated primary and/or collated secondary data
- A critique of an experimental design, process or apparatus
- A modelling or simulation activity
- A physics-referenced response to an issue or innovation
- A media analysis/response
- An infographic or poster
- Problem-solving involving physics concepts and/or skills to a real-world context
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Areas of Study

1. How is motion understood?
2. Options: How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Outcomes

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

1. Investigate, analyse, mathematically model and apply force, energy and motion
2. Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option
3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question

Assessment

Suitable tasks for assessment for this unit may be include the following:

- A report of a laboratory or fieldwork activity including the generation of primary data
- Reflective annotations related to one or more practical activities from a logbook
- An analysis and evaluation of generated primary and/or collated secondary data
- A critique of an experimental design, process or apparatus
- A modelling or simulation activity
- A report of the design, building, testing and evaluation of a device
- An explanation of a selected physics device, design or innovation
- A physics-referenced response to an issue or innovation
- A report of a selected physics phenomenon
- A media analysis/response
- An infographic
- Problem-solving involving physics concepts and/or skills
- A report of an application of physics concepts to a real-world context
- An analysis, including calculations, of physics concepts applied to real-world contexts
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- A scientific poster

About the Study

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

Unit 3: How do fields explain motion and electricity?

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.

Areas of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Outcomes

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

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

Unit 4: How have creative ideas and investigation revolutionised thinking ?

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

Areas of Study

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

Outcomes

On completion of this unit, student should be able to:

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

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	30
2	Unit 4 Coursework	School-assessed	N/A	20
3	Written examination	External	2 hours 30 mins	50

About the Study

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

Unit 1: How are Behaviour and Mental Processes Shaped?

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

Areas of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

Outcomes

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

1. Discuss complexity of psychological development over the lifespan and evaluate ways of understanding and representing psychological development
2. Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning
3. Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology

Assessment

Suitable tasks for assessment in this unit may include the following:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

Outcomes

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

1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions
3. Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data

Assessment

Suitable tasks for assessment in this unit may include the following:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

About the Study

In Unit 3, students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

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

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

In Unit 4, students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

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

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Outcomes

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

- Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process

Unit 4: How is mental wellbeing support and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of mental disorders can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

Outcomes:

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

1. Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
2. Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing
3. Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	20
2	Unit 4 Coursework	School-assessed	N/A	30
3	Written examination	External	2 hours 30 mins	50

VISUAL ARTS

About the Study

In this study the Creative Practice is an ongoing process that is integral to the conceptualisation, development and making of artworks. The Creative Practice is comprised of four components that are based on art practice and experiential, inquiry and project-based learning.

These components are:

- Research and exploration
- Experimentation and development
- Refinement and resolution
- Reflection and evaluation

The four components of the Creative Practice are integral in the development of folio tasks. The components allow the students to have control over the direction of their creative folio.

Unit 1: Interpreting artworks and exploring the Creative Practice

In this area of study students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks.

Areas of Study

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

Outcomes

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

1. Discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist
2. Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas
3. Document and evaluate the components of the Creative Practice used to make personal visual responses

Assessment

Suitable tasks for assessment in this unit will include the following:

- A range of personal visual responses to a selection of set tasks and documented evidence of the art process in the sketchbook. Finished artworks are not an expectation of this outcome but are encouraged in the student's use of the Creative Practice
- Document use of the Creative Practice, including annotated personal visual responses to a selection of tasks
- Examination

Unit 2: Interpreting artworks and developing the Creative Practice

In this unit, students use inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretative Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore collaborative practices and use the Creative Practice to make and present artworks.

Areas of Study

1. The artist, society and culture
2. The collaborative Creative Practice
3. Documentation of collaboration using the Creative Practice

Outcomes

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

1. Use the Cultural Lens, and the other Interpretative Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times
2. Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
3. Critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses

Assessment

Suitable tasks for assessment in this unit may include the following:

- Visual responses that demonstrate the use of the Creative Practice, collaboration and the exploration of personal ideas related to social and cultural contexts
- Presentation of at least one finished artwork that realises the intentions of the student and demonstrates the refinement of materials, techniques and processes.
- Documentation of the Creative Practice, in the form of critical annotations, that presents explorations in selected art forms, and demonstrates the development of the student's collaborative practice
- A critique
- Evaluation of Creative Practice and presentation of finished artworks
- Evaluation of visual responses that effectively communicate social and cultural meaning
- An extended written response
- Short-answer responses supported by visual references
- An annotated visual report
- A presentation using digital technologies
- An oral presentation
- Examination

Unit 3: Investigation, ideas, artworks and the Creative Practice

In this unit, students use inquiry and project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork.

Areas of Study

1. Investigation and presentation
2. Personal investigation using the Creative Practice

Outcomes

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

1. Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice
2. Apply and explore ideas and an area of personal interest using the Creative Practice

Assessment

Suitable tasks for assessment in this unit may include the following:

- A written report: 300 - 500 words
- An annotated visual report
- A critique presented in a digital format, such as an online presentation or interactive website
- An oral critique with documented visual and written evidence
- At least one finished artwork that responds to the ideas explored using the Creative Practice
- A documented body of work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In this unit, students continue to develop their art practice through project-based and inquiry learning as their research and exploration continues to support the development of their body of work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their body of work.

Areas of Study
1. Documentation and critique of the Creative Practice
2. Resolution and presentation of a body of work
3. Comparison of artists, their practice and their artworks

Outcomes
On completion of this unit, students should be able to:
1. Document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work
2. Use the Creative Practice to resolve and present a body of work
3. Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Task	School-assessed	N/A	60
2	Unit 3 Coursework	School-assessed	N/A	10
3	Written examination	End of year	1 hour 30 mins	30

About the Study

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

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 analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Areas of Study

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

Outcomes

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

1. Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences

Assessment

Suitable tasks for assessment in this unit may include the following:

- Audiovisual or video sequences
- Radio or audio sequences
- Photographs
- Print layouts
- Sequences or presentations using digital technologies
- Posters
- Written responses
- Oral reports
- Examination
- Podcast
- Folio

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.

Areas of Study

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

Outcomes

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

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms
2. Apply the media production process to create, develop and construct narratives
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions

Assessment

Suitable tasks for assessment in this unit may include 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
- Examination

Unit 3: Media narratives, contexts and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Areas of Study

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

Outcomes

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

1. Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced
2. Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production
3. Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience

Unit 4: Media production; agency and control in and of the media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study

1. Media production
2. Agency and control in the media

Outcomes

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

1. Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3
2. Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 & 4 Coursework	School-assessed	N/A	20
2	School-assessed Task	School-assessed	N/A	40
3	Written Examination	November	2 hours	40

About the Study

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. Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas, and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

Unit 1: Finding, reframing and resolving design problems

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

Areas of Study

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on design

Outcomes

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

1. Use human-centred research methods to reframe a design problem and identify a communication need.
2. Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Develop a sustainable object, considering design's influence and factors that influence design.

Assessment

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

Outcome 1

Reframing design problems and preparing a brief

- A report or presentation exploring conceptions of good design
- A presentation documenting human-centred research methods and findings relating to a design problem
- A written brief identifying a communication need.

Outcome 2

Developing visual language

- A folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- Presentation of design concepts for a critique

Outcome 3

Designing a sustainable object

- A 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: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience. Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Areas of Study

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

Outcomes

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

1. Present an environmental design solution that draws inspiration from its context and a chosen design style
2. Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography
3. Apply the VCD design process to design an interface for a digital product, environment or service

Assessment

Suitable tasks for assessment in this unit may include the following:

Outcome 1

Environmental design

- A folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style

Outcome 2

Culturally appropriate design practices

- Investigation report
- Creation of personal iconography in a range of design exercises

Outcome 3

Digital interface

- A folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment, or service

Unit 3: Visual communication in design practice

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

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

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of Study

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

Outcomes

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

1. Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration
2. Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas
3. Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies

Unit 4: Delivering design solutions

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

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of Study

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

Outcomes

On completion of this unit, the student should be able to:

1. Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief
2. Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria

Assessment

Graded Assessment	Title	Assessment	Exam duration	Weighting % of Score
1	Unit 3 Coursework	School-assessed	N/A	20
2	School-assessed Task	School-assessed	N/A	50
3	Written examination	November	1 hour 30 mins	30

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR

Understanding VCE VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives 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
- Empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences

The VCE VM has four curriculum areas:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

Completing the VCE VM

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

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

Students must complete a minimum of four Unit 3 & 4 sequences (including English) as part of their program.

The VCE VM structure at Kilbreda College

At Kilbreda College, students satisfy the requirements of the VCE VM by completing **three days per week** at the College (which includes undertaking one VET subject) and completing school-initiated experiences such as community service or practical projects. Students spend **one day per week** completing their Vocational Education and Training (VET) units of competency through an external provider, and **one day per week** meeting outcomes through workplace learning and/or part-time work.

Assessment

For VCE VM units at each level, students will receive a satisfactorily completed (S) or not yet completed (NYC) result for each unit. The VCE VM Certificate recognises that students learn at different rates and in different ways, therefore assessment methods are flexible and reflect the learning style of each student.

Students who complete the VCE VM certificate in Year 12 do not receive an ATAR Score.

VCE VM does not provide a direct pathway to university studies.

A Standard VCE VM Program at Kilbreda College

			Projects		VET Study	Religious Education	VET Study @ Tafe	Wed & Fri TAFE or Workplace Learning (SWL)
YEAR 11	Unit 1 & 2 Literacy Skills	Unit 1 & 2 Numeracy Skills	Unit 1 & 2 Work Related Skills	Unit 1 & 2 Personal Development	Cert II Workplace Skills	Religious Education	VET Study @ Tafe	TAFE or Workplace Learning (SWL)
YEAR 12	Unit 3 & 4 Literacy Skills	Unit 3 & 4 Numeracy Skills	Unit 3 & 4 Work Related Skills	Unit 3 & 4 Personal Development	VET Study Cert II Active Volunteering	Religious Education	VET Study @ Tafe	Wed & Fri TAFE or Workplace Learning (SWL)

Additional Information to Note:

- If a student has not completed Year 11 VCE VM, it may still be possible to enrol into VCE VM in Year 12 if they have successfully completed VET studies at Year 11.
- **VCE VM includes a Religious Education (RE) program** at both the Year 11 and Year 12 level and includes the Retreat program for Year 12.
- **A VCE VM program usually involves two days out of school.** On these days the student completes a combination of TAFE training and workplace learning. Students are encouraged to apply for a school-based apprenticeship or Traineeship (SBAT) which means that workplace training is paid work and theory is completed and assessed on the job.
- A core part of the VCE VM program is vocational studies (VET). Students will undertake a VET program of their choice, typically run by an external provider such as Holmesglen TAFE or Chisholm Institute. These programs are usually run on a Wednesday or a Friday for a half or full day.
- **Work Placement -** As part of the VCE VM program, students undertake a work placement in an industry of their choice. This program takes place on one full day of the week in which students gain insight and experience in an area that they might choose to work in post-secondary school.
- This program is most suited to a student who plans on making a direct transition to work or to further learning at TAFE.
- Enrolment in this program must have the approval of the student's parents and both the Careers Coordinator and Applied Learning Leader.

For further information on the VCE VM Certificate refer to the following website:

https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx

About the Study

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or view a variety of texts for a personal purpose, such as finding information.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Areas of Study

1. Literacy for personal use
2. Understanding and creating digital texts

Outcomes

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

1. Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses
2. Apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context

Unit 2

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

Students participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Areas of Study

1. Understanding issues and voices
2. Responding to opinions

Outcomes

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

1. Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning
2. Interpret the values and opinions of others and present in oral form points of view supported by evidence

Assessment

Suitable tasks for assessment in these units may include the following:

- Written text
- Digital text
- Oral presentation
- Visual response
- Research task
- Multimedia presentation

Unit 3

In this unit students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience.

Students will read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Areas of Study

1. Accessing and understanding informational, organisational and procedural texts
2. Creating and responding to organisational, informational or procedural texts

Outcomes

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

1. Demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents
2. Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience

Unit 4

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

Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Areas of Study

1. Understanding and engaging with literacy for advocacy
2. Speaking to advise or advocate

Outcomes

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

1. Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group
2. Negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning

Assessment

Suitable tasks for assessment in these units may include the following

- A research task
- A case study
- Annotations and summaries
- Response to structured questions
- Written texts
- Visual representations
- Oral presentation

VCE Vocational Major Numeracy is designed around four complementary and essential components:

- Eight areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
- **Outcome 1** is framed around working mathematically across six different numeracy contexts:
  a) Personal numeracy
  b) Civic numeracy
  c) Financial numeracy
  d) Health numeracy
  e) Vocational numeracy
  f) Recreational numeracy.

- **Outcome 2** elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.
- **Outcome 3** requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

1. Number
2. Shape
3. Quantity and measures
4. Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

5. Dimension and direction
6. Data
7. Uncertainty
8. Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of Study

1. Number
2. Shape
3. Quantity and measures
4. Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of Study

5. Dimension and direction
6. Data
7. Uncertainty
8. Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

About the Study

This study takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

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.

Areas of Study

1. Personal identity and emotional intelligence
2. Community health and wellbeing
3. Promoting a healthy life

Outcomes

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

1. Explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity
2. Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress
3. Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity

Assessment

Suitable tasks for assessment in this unit may include the following:

- Written response
- Structured questions
- Visual presentation
- Oral presentation
- Digital presentation
- A project plan
- Research task
- Reflective task

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of 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 will investigate the barriers and enablers to problem solving within the community.

Areas of Study

1. What is community?
2. Community cohesion
3. Engaging and supporting community

Outcomes

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

1. Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity
2. Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity
3. Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity

Assessment

Suitable tasks for assessment in this unit may include the following:

• Written response
• Structured questions
• Visual presentation
• Oral presentation
• Digital presentation
• A project plan
• Research task
• Reflective task

Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

Areas of Study

1. Social awareness and interpersonal skills
2. Effective leadership
3. Effective teamwork

Outcomes

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

1. Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills
2. Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation
3. Describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver

Assessment

Suitable tasks for assessment in this unit may include the following:

- Written task
- Digital presentation
- Visual presentation
- Response to structured questions
- Oral presentation
- Reflective journal
- Survey results
- Record of interviews

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 will engage in a process of planning, implementing and evaluating a response to a selected community issue.

Areas of Study

1. Planning a community project
2. Implementing a community project
3. Evaluating a community project

Outcomes

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

1. Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern
2. To use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue
3. Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience

Assessment

Suitable tasks for assessment in this unit may include the following:

- Written task
- Digital presentation
- Visual presentation
- Response to structured questions
- Oral presentation
- Reflective journal
- Survey results
- Record of interviews

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.

Areas of Study

1. Future careers
2. Presentation of career and education goals

Outcomes

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

1. Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects
2. Forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area

Assessment

Suitable tasks for assessment in this unit may include the following:

• Data analysis
• Research task
• Record of industry visits
• Case study
• Oral presentation
• Written report
• Reflection task
• A career action plan
• Digital presentation

Unit 2: Workplace skills and capabilities

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

Areas of Study

1. Skills and capabilities for employment and further education
2. Transferable skills and capabilities

Outcomes

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

1. Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice
2. Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups

Assessment

Suitable tasks for assessment in this unit may include the following:

• Data analysis
• Research task
• Record of industry visits
• Case study
• Oral presentation
• Written report
• Reflection task
• A career action plan
• Digital presentation

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.

Areas of Study

1. Workplace wellbeing and personal accountability
2. Workplace responsibilities and rights
3. Communication and collaboration

Outcomes

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

1. Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment
2. Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow

Assessment

Suitable tasks for assessment in this unit may include the following:

- A case study
- Research task
- Written task
- Oral presentation
- Digital presentation
- Annotated notes
- Visual presentation
- Response to structured questions
- Meeting participation

Unit 4: Portfolio preparation and presentation

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

Areas of Study

1. Portfolio development
2. Portfolio presentation

Outcomes

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

1. Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education
2. Communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study

Assessment

Suitable tasks for assessment in this unit may include the following:

- A case study
- Research task
- Written task
- Oral presentation
- Digital presentation
- Annotated notes
- Visual presentation
- Response to structured questions
- Meeting participation